

Unit 5: Games of low organization

Content Area: **Physical Education**
Course(s): **Health and Physical Ed**
Time Period: **3rd Marking Period**
Length: **Weeks**
Status: **Published**

Unit Overview

The main purposes of low organizational games are to maximize game play and participation of all players, to create an environment that encourages fair play and emphasizes the importance of fitness, teamwork and fun while developing at least one game skill and body management skill. Low organizational games are characterized by many locomotor and stability skills which are very important because almost all games require these skills. Low organizational games also involve the use of many body management concepts like effort, relationships, body awareness and space awareness. Low organizational games are developmentally appropriate for younger kids because they are at the bottom of the hierarchy of games and they can be used to set the stage for more complex games later on in development. These games provide minimal emphasis and little demand on the players in terms of roles, strategies, and rules.

Transfer

Students will be encouraged to think how these low organizational games are the foundation for other more complex games. The teacher will encourage the students to figure out how these games use locomotor and stability skills, which also are needed for everyday things like walking.

Meaning

Understandings

Be able to move in a safe and controlled manner while demonstrating body awareness, confidence, and sportsmanship.

Essential Questions

How do rules affect your safety in class?

Why is it important to maintain your personal space while playing a game?

Why is sportsmanship important when playing a game?

Application of Knowledge and Skill

Students will know...

The rules for the specific game or activity that is being played.

How to participate in group activities.

Students will be skilled at...

Following simple rules for an activity/game.

Participating in group activities.

Exploring personal/general space.

Academic Vocabulary

Personal space

general space

Learning Goal 1

Participate in group activities while following directions and maintaining their own personal space.

HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

Target 1

TLW: follow simple rules for an activity and participate in group activities.

Target 2

TLW: explore personal/general space

Learning Goal 2

Cooperate with all class members by taking turns and sharing equipment.

HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.

HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

Target 1

TLW: share equipment and space safely during games/activities.

Target 2

Summative Assessment

Self assessment

Paper/pencil assessment

21st Century Life and Careers

Students are introduced to 21st Century Life Skills that are critical, for personal, academic and social development. They are also introduced to career awareness information and to basic personal financial literacy skills.

WORK.K-4.9.1.4.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.K-4.9.1.4.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.K-4.9.1.4.1	Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
WORK.K-4.9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
WORK.K-4.9.1.4.A.2	Evaluate available resources that can assist in solving problems.
WORK.K-4.9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
WORK.K-4.9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Formative Assessment and Performance Opportunities

Peer assessment

Teacher monitoring

Differentiation/Enrichment

Each student is provided an opportunity to be successful through the use of equipment and repetition.

Unit Resources

polyspots

cones

jump ropes

beanbags

various size/weighted balls

scooters

scarves