Physical Education Grade 7 Unit 1: Team-Building

Content Area: **Health & PE**
Course(s):
Time Period: **MP1**
Length: **3 Weeks**
Status: **Published**

Rationale and Transfer Goals

The rationale of the Teambuilding Unit is to provide students with the basic knowledge and experience needed to understand the importance of cooperation, communication and trust as it relates to many life-skills. Through their participation in various teamwork activities, they will gain a better understanding of great leadership characteristics, effective communication, and what makes a great team member. When working effectively as a team, students should be able to apply skills used in other aspects of their life.

Enduring Understandings

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T).

Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Community resources can provide participation in physical activity for self and family members.

Essential Questions

What are the benefits of working in a group?

What are some things you have learned by working with diverse peers?

How do we communicate in different social settings?

What is the importance of building a strong team, no matter who's a part of it?

What are some strategies you us to motivate yourself or teammate?

How could interaction with others affect our individual performance?

What are the benefits of teamwork and good sportsmanship?

Content - What will students know?

-
    - safety rules involving activity being taught
    - communication is key

  verbal

    body language

    eye signals

    listen

    - how to socially interact
    - how to give positive feedback
    - how to adapt to different types of competition
    - different strategies for games

Skills - What will students be able to do?

- demonstrate self-confidence in individual and group activities
- work cooperatively toward attainment of group goals
- support all members of the class by giving positive feedback on group and individual assignments
- delegate or accept roles as leaders or followers depending on their communication and athletic ability in the area being taught

Activities - How will we teach the content and skills?

Accepting team roles

Leader

Shaper

Implementer

Coordinator

Follower

Completer

Building communication Skills

Speaking Skills

Listening Skills

Writing Skills

Creating an environment that is fun and non-threatening, using games that are non- competitive/competitive

Student self-assessment to improve in performance

Evidence/Assessments - How will we know what students have learned?

- Student observations

  Teacher observations

  Asking of the essential questions

  Students may grade each other on execution of skills

  Practice, Practice, Practice

  Observation of team play

Spiraling for Mastery

• Can appropriately participate in team challenges/activities with all members of the class • Is able to incorporate teamwork, communication, cooperation, and problem solving to solve all team challenges • Displays respectful behaviors towards all classmates • Students will successfully complete a number of team challenges in order to improve their communication skills.	• Cooperative Games • Lead up Activities	Card Have You Ever: FFEACH: The Maze: Speed Rabbit Balloon Trolley's Trolley's Market Place Relay The Great Communicator Ready Aim Tangle Knots Follow the Leader Scavenger Hunt Double Sided Line Chicken Baseball Cops and Robbers Trust Human Puzzle Circle Cit Loop the Hoop

Key Resources

www.pecentral.com

www.mrgym.com/CooperativeGames.htm

www.learningforlife.org/exploring/resources/99-720/x08.pdf

https://www.schenectady.k12.ny.us/About_SCSD/Academic/Physical_Education/PhysicalEducation/PE.coope

rativegames.k8.pdf

21st Century Life and Careers

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

Interdisciplinary Connections/Companion Standards

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Science

MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations

- effect of health and exercise on physical and biological states

Math

Statistics and Probability 8.SP

A. Investigate patterns of association in bivariate data.

students work with data and statistics related to team sports and games