Unit 3: Cooperative Games

Content Area: **Health & PE**
Course(s):
Time Period: **MP3**
Length: **6 Weeks**
Status: **Published**

Rationale and Transfer Goals

The rationale of the Cooperative Games unit is to provide students with the basic knowledge and experience needed to understand the importance of cooperation as it relates to many life-skills. Through their participation in various teamwork activities, they will gain a better understanding of the level of cooperation that is required to be successful.

Enduring Understandings

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

- How does cooperation with others affect our individual performance?
- What are the benefits of regular participation in cooperative games?
- What are the benefits of teamwork and good sportsmanship?

Content - What will students know?

- Team work
- problem solving activities

Skills - What will students be able to do?

- Teamwork activities
- Game strategy
- Working together to solve challenges while also incorporating fitness activities.

- Enhance self-esteem
- Promote collective responsibility
- Develop a communication plan and implement it to complete the challenges
- Work together as a team, show positive sportsmanship and figure out solutions to the problems presented.

Activities - How do we teach the content and skills?

- partner stretching
- group stretching
- partner exercising
- group exercising
- partner relay races
- group relay races
- partner shapes
- group shapes
- partner words
- group words
- partner math symbols
- group math problems

Assessments - How do we know what students have learned?

- Observations of students 2-3 times a week
- Fitness testing the first day of class each week
- Student observations
- Asking of the essential questions
- Students may grade each other on execution of skills
- Practice, Practice, Practice
- Reflection

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Working together to solve challenges while also incorporating fitness activities.	Refine body and spatial awareness	• partner exercising • group exercising

Key Resources

www.pecentral.com

http://www.sparkpe.org/

http://www.lessonplanet.com/teachers/5678-line-dance?page=1

Fitness For Life (book)

Other resources in teacher files

Career Readiness, Life Literacies, & Key Skills

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Interdisciplinary Connections

MATH.5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
MATH.5.NBT.B.5	With accuracy and efficiency, multiply multi-digit whole numbers using the standard algorithm.
MATH.5.M.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.