Grade 6 Physical Education Unit 2: Team Building

Content Area: **Physical Education & Health**
Course(s):
Time Period: **January**
Length: **60 days**
Status: **Published**

Overview

The rationale of the Team Building unit is to provide students with team building skills while promoting cardiovascular fitness and introducing students to multiple activities and critical thinking activities. Constant movement allows students to think quickly and use teammates to problem solve while engaging in fitness activities.

Learning Targets

Students will be able to:

- develop hand-eye coordination
- develop and perform different game strategies
- increase cardio respiratory endurance
- check pulse using carotid or radial artery
- increase muscle strength
- gain confidence through fitness
- practice motions such as under and overhanding throwing, kicking, trapping, and shooting
- develop offensive and defensive strategies
- work collaboratively with teammates to solve probems

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.

NJSLS Health and PE

HE.6-8.2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
HE.6-8.2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
HE.6-8.2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
HE.6-8.2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
HE.6-8.2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
HE.6-8.2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
HE.6-8.2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.
HE.6-8.2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
HE.6-8.2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
HE.6-8.2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
HE.6-8.2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
HE.6-8.2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
HE.6-8.2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
HE.6-8.2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
HE.6-8.2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
HE.6-8.2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
HE.6-8.2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
HE.6-8.2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Learning Plan, Activities and Resources

Topic	Activities
Teambuilding (7 weeks)	
	Hit and Run
	Capture the Beanbags
	Make a Plate Meal
	Titanic
	Triple Play
	Driver Ball/Pacer Test
	Food Collectors
	"The Kids Heart Challenge"
	Scooter Basketball

Essential Questions

- How does cardiovascular endurance improve overall health (effect on heart, lungs, fat, calories etc).
- How does strength training improve overall health (effect on musculoskeletal system, bone density, heart, lungs, fat, calories etc).
- What are the benefits in becoming physically fit?
- Which exercises could we perform throughout life?
- What components of fitness are we testing?
- How does exercise prevent future health problems

Additional Resources

- www.pecentral.com

- www.peuniverse.com

- www.carlyspegames.weebly.com

- www.peuniverse.com

- www.physedgames.com

- www.youtube.com

Assessments

- 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

21st Century Skills

TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.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).
TECH.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).

Career Awareness, Exploration, Preparation, and Training

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.

Interdisciplinary Connections

LA.K-12.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.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

MA.6.G.A.4   Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.