Grade 6 Physical Education Unit 3: Cooperative Games

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

Learning Plan, Activities and Resources

Topic	Activities
Cooperative Activities	Wild Turkey Rally Pillo Polo Spring Training Baseball Spring Fitness Testing Trangleball The Pit ABC Game, Transport game and Noodle Tag Fitness Stations Future Forward Habits Random Dice Game Soccer Basketball Capture the Flag Football Hockey Mat Ball Triple Play

Overview

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.

Students will be engaged with content regarding:

- Team work
- Problem solving activities

Learning Targets

Students will be able to:

- Design game strategies
- Work 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.
- Enhance concentration skills
- Increase muscle strength
- Gain confidence through fitness

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.
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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.

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?

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

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

Math

- Ratios and Proportional Relationships
    - 6.RP A. Understand ratio concepts and use ratio reasoning to solve problems.
- The Number System
    - 6.NS A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
    - B. Compute fluently with multi-digit numbers and find common factors and multiples