**East Physical Education**

UNIT: Cooperative Games

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  Standard 1:  Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.  Standard 2:  Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.  Standard 3:  Students will understand and be able to manage their personal and community resources. | ***Transfer*** | |
| *Students will be able to independently choose to engage in cooperative games in order to achieve and maintain a healthy lifestyle.* | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Cooperating with teammates shows respect for team and improves team chemistry. * Working together will allow the overall team to accomplish more than a single individual. * Communication is essential for teams to be successful. | ESSENTIAL QUESTIONS   * Why is cooperation important in team sports? * How will working together improve learning? * How does communication affect team performance? |
| ***Acquisition*** | |
| *Students will know…*   * Strategies needed to succeed in all co-op games. * How to properly give corrective feedback to peers. * Summarize the importance of cooperation and communication in a team setting. * How to participate safely in all team activities. | *Students will be skilled at…*   * Psychomotor skills necessary to participate in a variety of co-op games. * Conflict resolution * Risk taking * Understanding space in each game setting. * Decision making |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Participation/Sportsmanship | PERFORMANCE TASK(S):   * Daily Grade based on Department established Rubric. * Daily Fitness component towards Fitnessgram improvement * Improvement of Skill level through tasks, skills, and student led games | |
| Written Assignments | OTHER EVIDENCE:   * Written assignment on skills, rules, and impact on overall wellness | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   |  |  |  |  | | --- | --- | --- | --- | | ***DAY 1*** | ***DAY 2*** | ***DAY 3*** | ***DAY 4*** | | Intro to   * *What do students know about cooperation and communication in team sports*   Review etiquette and personal and social responsibilities.  Health/skill Related Fitness Components.  Discuss/handouts community resources for…... Area Gyms, YMCA, rec centers, neighborhood possibilities)  **Trust Falls**   * Individual trust falls with a partner * Group trust falls off platform | Ice Breaker Activities:   * Look * Partner tag * Group Juggle   Co-op Games:   * Around the world * Bird’s nest * Car-car | Ice Breaker activities:   * Last man standing * Circle the circle   Co-op Games:   * The Cube * Don’t Touch the ball * Island Volleyball | Ice Breaker activities:   * Last man standing * Group juggle   Co-op Games:   * Key Punch * Cross the River * Ready Aim | | | |