

East Physical Education

UNIT: Cooperative Games

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>Standard 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Standard 3: Students will understand and be able to manage their personal and community resources.</p>	Transfer	
	<i>Students will be able to independently choose to engage in cooperative games in order to achieve and maintain a healthy lifestyle.</i>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • 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. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why is cooperation important in team sports? • How will working together improve learning? • How does communication affect team performance?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • 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	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • 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	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • 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
<p>Intro to</p> <ul style="list-style-type: none"> • <i>What do students know about cooperation and communication in team sports</i> <p>Review etiquette and personal and social responsibilities. Health/skill Related Fitness Components.</p> <p>Discuss/handouts community resources for..... Area Gyms, YMCA, rec centers, neighborhood possibilities)</p> <p>Trust Falls</p> <ul style="list-style-type: none"> • Individual trust falls with a partner • Group trust falls off platform 	<p>Ice Breaker Activities:</p> <ul style="list-style-type: none"> • Look • Partner tag • Group Juggle <p>Co-op Games:</p> <ul style="list-style-type: none"> • Around the world • Bird's nest • Car-car 	<p>Ice Breaker activities:</p> <ul style="list-style-type: none"> • Last man standing • Circle the circle <p>Co-op Games:</p> <ul style="list-style-type: none"> • The Cube • Don't Touch the ball • Island Volleyball 	<p>Ice Breaker activities:</p> <ul style="list-style-type: none"> • Last man standing • Group juggle <p>Co-op Games:</p> <ul style="list-style-type: none"> • Key Punch • Cross the River • Ready Aim

