

**Physical Education
Unit 3: Competitive Games**

(Targetball; Dodgeball variations: Jail, Medic, Chinese; Wall Ball; Kickball; Philadelphia Kickball; Relay Races)

<p align="center">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ There are benefits of physical activity in competitive games that can involve small to large groups. ▪ It is necessary to work cooperatively and productively in groups to attain a goal in both competitive and cooperative games/activities.
<p align="center">Essential Questions</p>	<ul style="list-style-type: none"> ▪ How does one eliminate opposing teams' players? ▪ How does one help a team be successful in attaining the goal? ▪ How does a team score points? ▪ How is a winner determined?
<p align="center">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ <u>Basic Rules for All Activities Above:</u> <ul style="list-style-type: none"> ○ Follow the rules of each game as described at the beginning of class. ○ Do not throw or kick at anyone's head. ○ When one is eliminated from the game, be honest and follow the set procedures for the game/activity of the day. ○ Stay within the boundaries of the "game of the day." ○ Cooperate with teammates.
<p align="center">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Competitive, strategies, head shot, boundaries, elimination, Innings, offense, defense
<p align="center">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Demonstrate basic motor skills of throwing, catching, running, dodging, kicking, skipping, jumping, sliding, and hopping. ▪ Demonstrate the knowledge of the rules of the game. ▪ Demonstrate team strategies.
<p align="center">Related Maine Learning Results</p>	<p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1. Stability and Force</p> <p>Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p> <ol style="list-style-type: none"> a. Demonstrate the principle of opposition. b. Demonstrate how the point of contact changes the path of an object. c. Demonstrate how the point of release changes the path of an object. d. Demonstrate lifts and actions that decrease risk for injury. <p>G2. Movement Skills</p> <p>Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.</p> <ol style="list-style-type: none"> a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.

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	<ul style="list-style-type: none"> b. Combine manipulative skills with motor skills during drills or modified games/physical activities. G4. Skill Improvement <ul style="list-style-type: none"> Students explain how specific, positive, and correct feedback affect skill improvement. I. Personal and Social Skills and Knowledge <ul style="list-style-type: none"> 11. Cooperative Skills <ul style="list-style-type: none"> Students demonstrate cooperative and inclusive skills while participating in physical activities. <ul style="list-style-type: none"> a. Work together as a team. b. Respond appropriately to peer pressure. c. Manage conflict. d. Engage peers respectfully in activities. 12. Responsible Behavior <ul style="list-style-type: none"> Students demonstrate responsible personal behaviors while participating in physical activities. 13. Safety Rules and Rules of Play <ul style="list-style-type: none"> a. Explain the purpose for modifying playing rules in specified situations. b. Explain the safety rules and possible risks associated
<p align="center">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Divide class, based on the activity of the day, into 2 – 6 groups. ▪ Explain game/activity for the day and answer questions regarding the rules. ▪ Proceed to begin game/activity stopping for clarification and/or demonstrations as needed.
<p align="center">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ During the game/activity, teacher will observe the level of motor skill performance; following of the rules; participation and effort level; and sportsmanship.
<p align="center">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>PE Games & Activities Kit</u> – Ken Lumsden ○ <u>Student-Centered Physical Education</u> – Smith/Cestaro ○ <u>PE for Children</u> – Amelia M. Lee, Katherine T. Thomas, Jerry R. Thomas ▪ <u>Websites:</u> <ul style="list-style-type: none"> ○ www.pecentral.org

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