

**Physical Education**  
**Unit 4: Cooperative Games**  
 (Rescue, Ship-to-Shore, 4 Way Ft. Knox, Elimination Soccer, Pirate Ball,  
 Capture the Flag)

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ It is necessary to work cooperatively and productively in groups to attain a goal in both cooperative and competitive activities.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How are strategies developed within a group to attain the goal of the activity?</li> <li>▪ How does a group work efficiently and effectively to have everyone attain the set goal?</li> <li>▪ How are conflicts resolved within and between groups?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ <b><u>Basic Rules for All of the Above Activities:</u></b> <ul style="list-style-type: none"> <li>○ Everyone in the group/team must participate actively towards attaining the set goal.</li> <li>○ Safety for all students is first and foremost in importance.</li> <li>○ Cooperation and following the rules of each activity is necessary.</li> <li>○ Break down skills into workable parts for everyone to be successful.</li> <li>○ Assist less skilled classmates to improve and feel they are a part of the group/team.</li> </ul> </li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <b><u>Terms:</u></b> <ul style="list-style-type: none"> <li>○ Cooperation, competitiveness, elimination, goals, strategies, conflicts</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate basic motor skills of kicking, throwing, running, dodging, and using upper body strength.</li> <li>▪ Demonstrate cooperation and problem solving techniques in small groups.</li> <li>▪ Demonstrate the ability to follow directions, rules, and resolve conflicts.</li> </ul>
<b>Related Maine Learning Results</b>	<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> <p>a. Demonstrate the principle of opposition.</p> <p>b. Demonstrate how the point of contact changes the path of an object.</p> <p>d. Demonstrate lifts and actions that decrease risk for injury.</p> <p>G2. Movement Skills</p> <p>Students demonstrate motor skills and manipulative skills</p>

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	<p>during drills or modified games/physical activities.</p> <ol style="list-style-type: none"> <li>a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.</li> <li>b. Combine manipulative skills with motor skills during drills or modified games/physical activities.</li> </ol> <p>i. Personal and Social Skills and Knowledge</p> <ol style="list-style-type: none"> <li>11. Cooperative Skills Students demonstrate cooperative and inclusive skills while participating in physical activities.             <ol style="list-style-type: none"> <li>a. Work together as a team.</li> <li>b. Respond appropriately to peer pressure.</li> <li>c. Manage conflict.</li> <li>d. Engage peers respectfully in activities.</li> </ol> </li> <li>12. Responsible Behavior Students demonstrate responsible personal behaviors while participating in physical activities.</li> <li>13. Safety Rules and Rules of Play             <ol style="list-style-type: none"> <li>a. Explain the purpose for modifying playing rules in specified situations.</li> <li>b. Explain the safety rules and possible risks associated</li> </ol> </li> </ol>
<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Divide class (depending on class size and activity) into 2 – 4 groups.</li> <li>▪ Explain the cooperative game for that day.</li> <li>▪ Give each group 3 – 4 minutes to discuss strategies to accomplish the goal.</li> <li>▪ Answer any questions that arise during the strategy-building time.</li> <li>▪ Proceed with the activity of the day.</li> <li>▪ Rotate activities, if more than one is being done that day.</li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ During the activity and strategy-building time, teacher will observe: cooperation, inclusion of all group members, level of participation, effort, knowledge of goals and rules, and sportsmanship.</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>PE Games &amp; Activities Kit</u> – Ken Lumsden</li> <li>○ <u>Student-Centered Physical Education</u> – Smith/Cestaro</li> </ul> </li> <li>▪ <u>Websites:</u> <ul style="list-style-type: none"> <li>○ <a href="http://www.pecentral.org">www.pecentral.org</a></li> </ul> </li> </ul>

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