

**Physical Education  
Unit 11: Personal and Social Skills**

<p align="center"><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Self-initiated behaviors that promote personal and group success in activity settings, establish a foundation of responsibility.</li> <li>▪ Respect for individual similarities and differences through positive interaction among participants in physical activity leads to good citizenship.</li> </ul>
<p align="center"><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What are rules in class?</li> <li>▪ What does it mean to be safe, responsible, and respectful?</li> <li>▪ How can one accept responsibility for personal behavior?</li> <li>▪ Why is it important to respect others and equipment in or out of an organized activity?</li> <li>▪ How does one handle oneself in competitive and non-competitive activities?</li> <li>▪ What does fairness mean in a game/physical activity?</li> <li>▪ How does one handle peer pressure in a game/physical activity?</li> </ul>
<p align="center"><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Cooperative and inclusive skills are necessary while participating in physical activities.</li> <li>▪ Responsible personal behaviors are necessary while participating in physical activities.</li> <li>▪ Games and physical activities have rules and safety rules for a purpose.</li> </ul>
<p align="center"><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Safety</li> <li>○ Rules</li> <li>○ Self-control</li> <li>○ Sportsmanship</li> <li>○ Cooperation</li> <li>○ Respect</li> <li>○ Responsible</li> <li>○ Competition</li> <li>○ Peer pressure</li> <li>○ Individual differences</li> <li>○ Leadership</li> </ul> </li> </ul>
<p align="center"><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Use and apply feedback to improve performance.</li> <li>▪ Work cooperatively with a partner or small group.</li> <li>▪ Understand the elements of socially acceptable conflict resolution.</li> <li>▪ Identify the various feelings that most people experience and be understanding of them.</li> <li>▪ Apply both verbal and non-verbal communication skills to develop positive relationships.</li> <li>▪ Develop skills needed for peacefully resolving conflicts in socially acceptable ways.</li> <li>▪ Identify appropriate behaviors for participating with others in physical activity.</li> <li>▪ Demonstrate self-control and the ability to cope with both success</li> </ul>

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	<p>and failure.</p> <ul style="list-style-type: none"> <li>▪ Work independently and on task for short periods of time.</li> <li>▪ Follow, with few reminders, activity specific rules, procedures, and etiquette.</li> <li>▪ Know behaviors that communicate care, consideration, and respect of self and others.</li> <li>▪ Identify the effects of leadership skills on the promotion of teamwork.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Health and Physical Education</u></p> <p>I. Personal and Social Skills and Knowledge</p> <p>1. Cooperative Skills Students demonstrate cooperative and inclusive skills while participating in physical activities.</p> <ul 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> </ul> <p>2. Responsible Behavior Students demonstrate responsible personal behaviors while participating in physical activities.</p> <p>3. Safety Rules and Rules of Play Students describe game/physical activity rules and safety rules and their purposes.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Advanced games and activities with strategies</li> <li>▪ Team sport units</li> <li>▪ Individual sport units</li> <li>▪ Cooperative games</li> <li>▪ Movement skills</li> <li>▪ Lifetime recreational skills: jump rope, ropes course, frisbee, etc.</li> <li>▪ Fitness room use and etiquette</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Checklists</li> <li>▪ Self-checks</li> <li>▪ Peer assessment</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.projectadventure.org">www.projectadventure.org</a></li> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">www.brunswick.k12.me.us/curriculum</a></li> <li>▪ <a href="http://www.pecentral.org">www.pecentral.org</a></li> <li>▪ <a href="http://www.naspe.org">www.naspe.org</a></li> <li>▪ Posters</li> <li>▪ Charts</li> <li>▪ Community resources</li> <li>▪ Various technologies: pedometers, music resources, pulse monitors, etc.</li> </ul>

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