**Unit Plan:** Cooperative Learning – Phys. Ed. 9 45 mins/lesson March. 16 – April. 13

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| **Date Planned to Teach** | **Lesson Title** | **GLO’s** | **SLO’s** | **Learning Activities** | **Assessment** | **Safety** | **Instructional Strategies** | **Equipment** | **Mot** |
| March. 16 (Weds)  | Intro to Games Unit | CD | C9-5C9-3C9-6D9-3 | Students will…LO 1 (C9-5): develop practices that contribute to teamwork in a variety of activities LO 2 (C9-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 3 (C9-6): demonstrate positive behaviour that shows respect for self and othersLO 4 (D9-3): follow routines, rules, and procedures of safety in a variety of activities Intro: Today is the start of the Cooperative Games unit. In this unit you will create your own game with a group and present it. Next Tuesday we will be picking these groups. \*Expectations of the unitLA1🡪 Warm up: Just Dance LA2🡪 Hog Call (http://mrgym.com/Cooperatives/HogCall.htm)LA3🡪 Human Knot LA4🡪 Fruit basket LA5🡪 Chain Reaction Closure: How did you use teamwork today?  | Daily (PACE) mark *(C9-3, C9-6, D9-3: of)*Observation *(C9-5: as, for)*Group Discussion *(C9-5: as, for)* | Be aware of the restricted space (classroom)-desks-chairs  | Direct InstructionTGFU (Teaching Games for Understanding) | ClassroomSMART BoardChairs | Just Dance to increase motivation at the startTeamwork games for students to work togetherSwitching of games for increase engagement  |
| March. 22 (Tues) | Field Games  | ACD | A9-2A9-5C9-3C9-6D9-3 | Students will…LO 1 (A9-2): refine locomotor skills (running) by using special awarenessLO 2 (A9-5): improve sending and receiving skills in a variety of field gamesLO 3 (C9-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 4 (C9-6): demonstrate positive behaviour that shows respect for self and othersLO 5 (D9-3): follow routines, rules, and procedures of safety in a variety of activities Move outside (ask students to help with equipment)LA1🡪 Warm up: Chicken Tag (variation of duck duck goose) – students form a circle with their hands behind their back. The person that is “it” walks around the circle and places the rubber chicken in somone’s hand. “it” trys to make it around the circle back to the spot before the new “it” tags them. LA2🡪 Race to the Bases- <http://thephysicaleducator.com/resources/games/striking-fielding/race_to_the_bases/> LA3🡪 Whacky Baseball - <http://thephysicaleducator.com/resources/games/striking-fielding/whacky_baseball/> LA4🡪 Closure: What strategies did you use during the field games? \*Pick groups, assign dates to present  | Daily (PACE) mark *(C9-3, C9-6, D9-3: of)*Observation *(A9-2, A9-5: as, for)*Group Discussion *(A9-2, A9-5: as, for* | No obstructions in playing areaNo hitting with batProper grip on batNo throwing the bat after striking the ball (place down gently) Check equipment (is it damaged) | Direct Instruction TGFU  | BatRubber ChickenBall (dodgeball, softball)Bases or cones | Alternative equipment Team games outsideModifications to original games  |
| March. 24 (Thurs) | Creating Games  | ACD | A9-11D9-5C9-3C9-6D9-3 | Students will…LO 1 (A9-11): create a game that emphasizes specific strategies in teamwork and cooperation LO 2 (D9-5): design safe movement experiences in their game to promote an active lifestyle LO 3 (C9-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 4 (C9-6): demonstrate positive behaviour that shows respect for self and othersLO 5 (D9-3): follow routines, rules, and procedures of safety in a variety of activities Go to Courtyard LA1🡪 Warm up: Blob Tag LA2🡪 Work on creating game LA3🡪 Popcorn (students put their feet up and bums touching a wall, working together they try to get the ball down the line using only their feet)\*Go over rubric 🡪 does there need to be changes? What do you girls think if fair to assess? Define leadership.  | Daily (PACE) mark *(C9-3, C9-6, D9-3: of)*Observation *(A9-11, D9-5: as, for)*Group Discussion *(A9-11, D9-5: as, for)* | No obstructions in playing areaBe aware of objects in area (trees, tables, benches)  | Direct Instruction TGFU Group work  | Beach ball or exercise ballCreating Games sheets  | Outside in courtyardGroup workCooperative games  |
| April. 5 (Tues) | Presentations and Squirrel Tag  | ACD | A9-11C9-4C9-3C9-6D9-3 | Students will…LO 1 (A9-11): present the cooperative game they created LO 2 (C9-4): practice leadership and followership skills during game presentations LO 3 (C9-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 4 (C9-6): demonstrate positive behaviour that shows respect for self and othersLO 5 (D9-3): follow routines, rules, and procedures of safety in a variety of activities LA1🡪 Group work: 15 minutes to get with group and work on gameLA2🡪 Group 1 presentsLA3🡪 Guard the Pin LA4🡪 Squirrel tag  | Daily (PACE) mark *(C9-3, C9-6, D9-3: of)*Creating Games Rubric and Peer Assessment *(A9-11, C9-4: of)* | No obstructions in playing area  | Peer teaching TGFU  | Creating Games RubricFlagsConesHula Hoops  | Peer teachSmall group workAlternative game to capture the flag  |
| April. 7 (Thurs) | Presentations and Capture the Flag | ACD | A9-11C9-4C9-3C9-6D9-3 | Students will…LO 1 (A9-11): present the cooperative game they created LO 2 (C9-4): practice leadership and followership skills during game presentations LO 3 (C9-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 4 (C9-6): demonstrate positive behaviour that shows respect for self and othersLO 5 (D9-3): follow routines, rules, and procedures of safety in a variety of activities LA1🡪 Warm up: Chuck the Chicken LA2🡪 Group 2 presentsLA3🡪 Capture the Flag | Daily (PACE) mark *(C9-3, C9-6, D9-3: of)*Creating Games Rubric and Peer Assessment *(A9-11, C9-4: of)* | No obstructions in playing area  | Peer teaching TGFU | Rubber chickenFlagsHula HoopsBean bagsGymnastic Mats Pinnies  | Peer teach Rubber chicken Full game of capture the flag  |
| April. 11 (Mon) | Presentations and Ultimate Frisbee | ACD | A9-11C9-4C9-3C9-6D9-3 | Students will…LO 1 (A9-11): present the cooperative game they created LO 2 (C9-4): practice leadership and followership skills during game presentations LO 3 (C9-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 4 (C9-6): demonstrate positive behaviour that shows respect for self and othersLO 5 (D9-3): follow routines, rules, and procedures of safety in a variety of activities LA1🡪 Warm up: Belly Tag (3 people lay down if another person joins their group the person on the end needs to get up and run to a different group) LA2🡪 Group 3 presentsLA3🡪 Ultimate Frisbee  | Daily (PACE) mark *(C9-3, C9-6, D9-3: of)*Creating Games Rubric and Peer Assessment *(A9-11, C9-4: of)* | No obstructions in playing area  | Peer teaching TGFU | FrisbeeCones Pinnies | Peer teachDifferent equipment (Frisbee) Variation of tag |
| April. 13 (Weds) | Presentations and Teamwork  | ACD | A9-11C9-4C9-3C9-6D9-3 | Students will…LO 1 (A9-11): present the cooperative game they created LO 2 (C9-4): practice leadership and followership skills during game presentations LO 3 (C9-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 4 (C9-6): demonstrate positive behaviour that shows respect for self and othersLO 5 (D9-3): follow routines, rules, and procedures of safety in a variety of activities LA1🡪 Warm up: Partner Mile Run (in partners students; one partner runs around the track while the other partner completes a fitness card task) LA2🡪 Group 4 and 5 presentLA3🡪 Sponge activity: Ship to Shore | Daily (PACE) mark *(C9-3, C9-6, D9-3: of)*Creating Games Rubric and Peer Assessment *(A9-11, C9-4: of)* | No obstructions in playing area  | Peer teaching TGFU | ConesFitness CardsWhistle  | Peer TeachFitness game Music  |

**Specific Learning Objectives:**

**A9-2** apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance

**A9-5** apply and refine ways to receive, retain, and send objects with increased speed, accuracy, and distance in skills specific to an activity

**A9-11** create and plan activities that emphasize specific strategies and tactics that coordinate effort with others

**C9-4** describe, apply, monitor and practice leadership and followership skills related to physical activity

**C9-5** develop practices that contribute to teamwork

**D9-5** design safe movement experiences that promote an active, healthy lifestyle

**Daily PACE:**

**C9-3** demonstrate etiquette and fair play

**C9-6** identify and demonstrate positive behaviours that show respect for self and others

**D9-3** select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions

<http://www.everactive.org/uploads/files/Documents/Professional%20Development/Assessment%20documents/Create%20a%20Game%20Rubric.pdf>

**Resources:**

Program of studies

Rouse, P. (2004). *Adapted games & activities: From tag to team building*. Champaign, IL: Human Kinetics.

**Create a Game!**

Fill in the following worksheet to help you create a cooperative game.

Name of group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name of the game: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rules of the game: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What goal are the players trying to achieve? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do you play the game? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What materials/equipment are needed to play? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Creating Games Rubric**

**Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
| **Category:**  | **3** | **2** | **1** |
| **Instruction**  | Instructions on how to play are clear and concise | Instructions on how to play are hard to follow | Instructions on how to play are very limited  |
| **Rules** | New rules are created for the game and are easy to follow | New rules are created for the game but are hard to follow | No new rules are created for the game |
| **Teamwork and Cooperation** | The game encourages players to work together to achieve a common goal  | The game encourages players to work together some of the time | There is no teamwork needed to play the game  |
| **Leadership**  | Students demonstrate leadership skills throughout the entire presentation  | Students demonstrate leadership skills throughout most of the presentation | Students demonstrate few leadership skills throughout the presentation |

**Total: /**

**Creating Games Rubric**

**Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category:**  | **3** | **2** | **1** |
| **Instruction**  | Instructions on how to play are clear and concise | Instructions on how to play are hard to follow | Instructions on how to play are very limited  |
| **Rules** | New rules are created for the game and are easy to follow | New rules are created for the game but are hard to follow | No new rules are created for the game |
| **Teamwork and Cooperation** | The game encourages players to work together to achieve a common goal  | The game encourages players to work together some of the time | There is no teamwork needed to play the game  |
| **Leadership**  | Students demonstrate leadership skills throughout the entire presentation  | Students demonstrate leadership skills throughout most of the presentation | Students demonstrate few leadership skills throughout the presentation |

 **Total: /**

**Peer Assessment Rubric**

Your peers will play your game and then assess the game based on the criteria below.

Name of Game \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who created the game: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of peer observers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On a scale of 1-4, rate the following 4 categories for the game you played.

**1** = Not at all **2** = Somewhat **3** = For the most part **4** = YES!

|  |  |  |
| --- | --- | --- |
| **Category** | **Criteria** | **Score** |
| **Rules** | Were the rules clearly outlined and easy to understand? |  |
| **Instruction** | Was the instruction on how to play clear and concise? |  |
| **Effort** | Did players need to work together to achieve a goal? |  |
| **FUN!** | Did you have fun playing this game? |  |
|  AVERAGE SCORE (add up the 4 scores and divide by 4)  |  |