

## *Delaware Model Unit Gallery Template: Physical Education*

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Cooperation**

**Designed by: Katie Gallucci**

**District: Appoquinimink**

**Grade Cluster: 3–5**

**Time Frame: 6 Lessons**

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### **Summary of Unit**

This unit addresses the need for cooperation in order to accomplish tasks. Students will participate in a variety of activities that utilize the characteristics of a cooperative person. Throughout the unit students will be assessed on their knowledge and understanding of these characteristics. Assessments will consist of checklists, observation, and reflection. At the conclusion of the unit, the students will develop a game that demonstrates the characteristics of a cooperative person.

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## **Stage 1 – Desired Results** (What students will know, do, and understand)

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### **Delaware Physical Education Standards**

Indicate the content standards that will be addressed in Stage 3 and assessed in Stage 2.

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

### **Big Idea: Fit For Life**

#### **Unit Enduring Understandings**

- There are behavioral expectations in physically active settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

#### **Unit Essential Questions**

- What are the behavioral expectations in a physically active setting?
- Why participate in physical activity?

### **Knowledge and Skills**

#### **Students will know...**

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).
- How cooperative people behave towards each other.

#### **Students will be able to...**

- Demonstrate the skills of a cooperative person to solve increasingly complex problems.
- Reflect on personal cooperation skills.

**Stage 2 – Assessment Evidence**  
 (Evidence that will be collected to determine whether or not Desired Results are achieved)

**Suggested Unit Transfer Task(s)**

**Exit Task A**

You and a group of friends have been hired by Nike. Your group has been asked to develop a game for other elementary school students. This game must have rules and safety procedures and use only two pieces of equipment. The game must require players to cooperate with each other for the game to be successful. All group members must contribute to the design of the game.

Once you have designed your game, Nike wants you to actually play the game with your class. Once you are done playing, each group member must report back their thoughts and feelings on how successful the game was in meeting the objectives of designing a safe game that requires all students to participate in a cooperative manner.

You may use the following questions to write your report:

1. Explain how you contributed to the creation of the game. How do you feel about your contribution to the game?
2. Write about what made your game successful or not successful? How did you feel about the outcome?
3. Would you play this game again? Explain your reasons.

**Rubric(s)**

<b>Targeted</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Five of the following criteria are met: <ul style="list-style-type: none"> <li>• Includes rules</li> <li>• Includes safety procedures</li> <li>• Uses two pieces of equipment</li> <li>• All group members contributed to creating game</li> <li>• All students were able to participate in the game</li> <li>• Game allowed for cooperation and leadership among the players</li> </ul>	Four of the following criteria are met: <ul style="list-style-type: none"> <li>• Includes rules</li> <li>• Includes safety procedures</li> <li>• Uses two pieces of equipment</li> <li>• All group members contributed to creating game</li> <li>• All students were able to participate in the game</li> <li>• Game allowed for cooperation and leadership among the players</li> </ul>	Three or less of the following criteria are met: <ul style="list-style-type: none"> <li>• Includes rules</li> <li>• Includes safety procedures</li> <li>• Uses two pieces of equipment</li> <li>• All group members contributed to creating game</li> <li>• All students were able to participate in the game</li> <li>• Game allowed for cooperation and leadership among the players</li> </ul>

<b><i>Targeted</i></b>	<b><i>Acceptable</i></b>	<b><i>Unacceptable</i></b>
<ul style="list-style-type: none"> <li>• Student fairly assessed own contribution to design of game citing numerous specific examples. Success and failure of game were connected to ultimate goals of task, and particular examples from play were referenced as either successful or failures and why. Student related reasons for playing or not playing again to overall success of game meeting original objectives of game.</li> </ul>	<ul style="list-style-type: none"> <li>• Student fairly assessed own contribution to design of game and identified one specific example of a contribution. Reflection on success and failure of game included personal feelings and included a specific reference to an aspect of the game. Student clearly stated personal reasons for playing or not playing game in future.</li> </ul>	<ul style="list-style-type: none"> <li>• Student assessment of own contribution to game was not validated by examples of contributions or over-inflated worth of contribution. Student responded to success or failure of game by acknowledging either but with no supporting evidence to clarify choice. Student identified if they would play or not play game again but provided little or no reason for the choice.</li> </ul>

### **Other Evidence**

Checklists and observation of cooperative characteristics.

### **Student Self-Assessment and Reflection**

Self assessment/reflections are included in lesson plans.

## **Stage 3 – Learning Plan**

(Design learning activities to align with Stage 1 and Stage 2 expectations)

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### **Key Learning Events Needed to Achieve Unit Goals**

4. An understanding of the terms cooperation, teamwork, and problem solving.
5. An understanding of the cooperative characteristics.
6. The ability to reflect on and possibly change behaviors in a group setting.

## Physical Education Lesson Plan Form – Lesson 1

Grade Cluster: 3–5

References: [www.goodcharacter.com](http://www.goodcharacter.com), [www.atozteacherstuff.com](http://www.atozteacherstuff.com), [www.pecentral.org](http://www.pecentral.org)

Vocabulary: cooperation, teamwork, problem solving

### Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical activity

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

### Big Idea: Fit for Life

#### Essential Questions

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

#### Enduring Understandings:

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

#### Unit Exit Task

**Exit Task A:** Design a game that incorporates rules and safe procedures and allows for leadership.

You and a group of friends have been hired by Nike. Your group has been asked to develop a game for other elementary school students. This game must have rules and safety procedures and use only two pieces of equipment. All group members must contribute to the design of the game. A successful result will allow all students to participate and allow all students to demonstrate characteristics of a cooperative person.

#### Materials/Equipment

“How to Be a Cooperative Person” overhead, note cards, pen or pencil, exit slip, and cones set up in diamond shape for students to move around.

See attached lesson plan.

## **Lesson 1 Goals**

### ***Students will be able to:***

Use the skills of “How to Be a Cooperative Person” in partner activity.

### ***Students will know:***

- The benefits of being a cooperative person
- How cooperative people act toward each other

### **Assessment Plan**

Exit slip: “What is the difference between cooperating and going along with the group?”

### **Other Evidence**

- Observation of interaction of student with partner/group—are they using the cooperation skills?
- Completion of task assigned.

### **Lesson Sequence**

- When students enter the gym, they sit on their number.

### **Introduction**

Introduce cooperation and goals of the lesson through video and discussion.

Good morning class. Today we are going to watch a video and then discuss it.

After the video ask, “What was the message of this video?” Allow students to write ideas on the board. Explain what the word cooperate means. Some examples may include teamwork, working together, helping each other. “Great. Why cooperate?” (Student-generated list on the board.) Some examples may include figuring out a problem, moving a heavy box, turning a long jump rope so the jumper can be successful.

Now that we know what the word cooperation means and some reasons why we need to cooperate, I want you to think about how you can be a cooperative person. I want you to remember “DEALT” while working with others in a group.

Here’s why: DEALT stands for

**D**o your part.

**E**ncourage others to do their best.

**A**ppreciate others for what they contribute.

**L**isten carefully to what others say and be sure you understand what they are saying.

**T**ake turns when there is something that nobody wants to do or when more than one person wants to do the same thing.

Boys and girls, using DEALT, compare being a cooperative person to just going along with others.

**Optional Activity** – choose students to role-play these behaviors.

### **Transition**

Now that we are getting to know what cooperation looks like, we are going to participate and practice cooperating in some activities with a partner or a small group. Before you get started, I want you to count your pulse for 15 seconds. Keep this number in mind.

### **Content**

Teacher will verbally explain and demonstrate the activity. The teacher will choose partners.

Boys and girls, the activity you are doing for warm up is called **Animal**. Before we start moving around the gym, I am going to assign you a partner and give you a note card and a pencil. When I say "go," you and your partner will find a space in the gym. You have 5 minutes to invent a new animal and practice your cooperating behaviors. On a note card, you must name it and decide how it moves. Practice the movement. Make sure its movement will gradually increase your heart rate. At the end of the activity, you and your partner will complete an exit slip. Be prepared to explain the difference between cooperating and just going along with the group.

### **Transition**

After 5 minutes, stop the activity and have students return to their number.

Boys and girls, have one person in the group keep the note card. After we walk around the cones for 2 minutes, I will tap one of you on the shoulder. You and your partner will begin moving like the animal you invented. The rest of the class will begin moving like your animal as well. When you hear one drumbeat, return to regular walking gait. I will then tap another person, and that group will begin moving like their animal. This will continue until every pair has had a chance to demonstrate their movement. Tell me what you do on one drumbeat—return to regular walking gait. Are there any questions?

### **Transition**

After each pair has had an opportunity to demonstrate their walk, whistle once and have the students return to their number for discussion.

*Note:* before beginning discussion, ask students to count their pulse. "Is your number higher than it was at the beginning of class?"

### **Closure**

#### **Discussion Questions**

1. Ask them to reflect on "did you feel that you and your partner worked together to invent an animal or did one person dominate?"
2. What makes working with a group or partner fun? What makes it not fun?

Girls and boys, being part of a group and cooperating are not necessarily the same thing. (Pass out exit slip.) This exit slip will demonstrate that you understand the difference between cooperating and just going along with the group. You need to write in complete sentences. Spelling does not count. (Exit slip example below.)

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**Cooperation vs. Going Along With the Group**

**Name** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**Directions:** What is the difference between cooperating and just going along with the group?

**Assessment modifications:**

**Higher-level students** – write in complete sentences, use examples from class

**Lower-level students** – lists, circle correct answer

Collect exit slips, stretch. As students are standing in line, read and discuss some of their exit slips.

Teacher Notes: Post Exit Task in gym for quick referral.

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## Physical Education Lesson Plan Form – Lesson 2

Grade Cluster: 3-5

References: [www.goodcharacter.com](http://www.goodcharacter.com), [www.atozteacherstuff.com](http://www.atozteacherstuff.com), [www.pecentral.org](http://www.pecentral.org)

Vocabulary: cooperation, teamwork, problem solving, pulse, heart rate

### Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical activity

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

### Big Idea: Fit for Life

#### Essential Questions

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

#### Enduring Understandings

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

**Unit Exit Task:** Use Exit Task A – Grade Cluster 3–5

#### Materials

Three hula-hoops per team of 6-7 students, cones to designate a start and a finish line, or you may use lines already on your floor.

#### Lesson 2 Goals

##### ***Students will be able to:***

- Use the skills of a cooperative person to solve a more complex problem—the Titanic Challenge.

##### ***Students will know:***

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).

#### Assessment Plan

Teacher observation: circulate throughout classroom (gym) during the activity. Is each student contributing, are they listening to all ideas, are they taking turns, etc.? Use the behaviors of a cooperative person as a checklist rubric.

#### Other Evidence

Did the group successfully complete the task?

## Lesson Sequence

### **Introduction**

Girls and boys, what did we discuss and practice last week? Turn to a partner and discuss last week. You have one minute. Be prepared to share with the class. Go.

After groups have shared, verbally review the DEALT for cooperation while it is also up on the overhead. "Last week we talked about how a cooperative person behaves. Let's review those characteristics now." (Use overhead and allow students to give examples.)

### **Transition**

Boys and girls, we are continuing to work on how to be a cooperative person. Today may be a bit more challenging. You will have to work in a larger group and solve a more complex problem. We all need to use the cooperative person skills to be successful. Please think about these skills during our warm up.

Keep the poster of "How to be a Cooperative Person" insight at all times.

Before I explain the activity, we need to warm our muscles. Our warm up is "Partner Tag" (pt). Partner Tag requires that you follow directions and work with a partner to make sure everyone in class is safe.

Explanation and demonstration of pt.

Boys and girls, while playing pt, you are obviously working with a partner. I need two students to come up and demonstrate for the class. Boys and girls, these two students are playing tag only with each other. One person is "it" and the other is fleeing. The rules are both of you may only walk, once you are tagged you become "it," you chase your partner, and you may not move backwards. (Have the two students demonstrate.) Are there any questions? (Wait 5 seconds.) When I say "go," I need you to stand silently beside a partner. If you do not have a partner by the time I count to five, please come to me. Go. (Find partners for those who come to you. If there is an odd number, the teacher may be a partner.)

After each student has a partner, review the rules and expectations. You may want to review ways to move safely in a large group. Play pt for about 5 minutes. Stop class and review expectations if some students are moving too fast, invading others' personal space, or moving against the class.

### **Transition**

After 5 minutes, have students return to their number.

Boys and girls, look at the behaviors of a cooperative person. Use them during the next activity. You will be working with more people (teacher chooses groups of 7-8) and solving a difficult problem. The next activity is called **Titanic Challenge**. You will need to solve the challenge by using the behaviors of a cooperative person. I will be circulating around the gym and observing how the group works together. I will not solve the challenge for you. (Divide the group into groups of 7-8 and have them sit with their group behind the start line.) Here is the challenge.

You are all aboard a sinking ship. (Each group stands behind the start line.) You need to get off of the sinking ship and get to safety. **This is not a race; your goal is to get your group to dry land.** You may only use the lifeboats (hula-hoops) to get the entire group to dry land (behind the finish line).

### **Rules – review verbally**

- You may only step in the hoop, no leaping.
- You may only pick up **empty hoops**.
- Hoops cannot be dragged or tossed.
- You may have any number of passengers on the lifeboats (hoops), but if any passenger steps out, all the people in the lifeboat must return to the sinking ship.
- You may step out of the lifeboat only when you reach dry land, but you may not throw the hoop back to people still on the ship.

Boys and girls, do you have any questions about what you are attempting? Remember to use the behaviors of a cooperative person. You have 3 minutes to brainstorm with your group. Each person in your group must offer a possible solution. Go.

After 3 minutes, give the groups 5 minutes to try their possible solutions. Circulate around the gym with your grade sheet and give students + or - (or whatever assessment system you use) depending on whether they use the skills of a cooperative person or not. After 5 minutes, gather the groups together and ask "what has worked and what has not worked." Allow students to try again using the information they learned from other groups.

### **Solution**

To get to dry land, the group must fit as many passengers as they can into one hoop. The group then places an empty hoop in front of their hoop and then all step into the empty one. Once the original hoop is empty, a group member picks up the empty hoop and places it in front of the hoop the group is standing in. Continue this until the passengers are on dry land. If all the passengers did not fit into the hoop, one person needs to go back, by placing one hoop in front of the other, and rescue the other group members from the sinking ship.

### **Transition**

Girls and boys, I would like for one group member to please bring me the hoops. All students please return to your numbers.

### **Closure**

Girls and boys, today you worked more on being a cooperative person. Share an example of how you used the DEALT skills today. (Option—have students work in pairs to report out. They write a brief reflection that may serve as an assessment.) You did a great job listening to all other ideas. (Teacher note: be specific with which skill they described and restate back to that student). Boys and girls, being a cooperative person is a life skill. We need to cooperate in the gym to have fun and be safe, and we can use these skills outside the gym. Where else do people need to be cooperative? (Examples: families need to work together to get to school on time. Doctors in a hospital need to work together so each person gets the best care. Pit crews in NASCAR need to cooperate so the driver/team can be successful.) Next week we will continue with cooperation. I want you to remember that, even when our lessons do not focus on cooperation, you are always trying to be a cooperative person.

***Transition***

Next week, be prepared to tell me about one cooperative skill you used with a family member or friend. Complete the handout and bring it with you next week. (See attached handout.)

Boys and girls, please stand for stretching.

## Physical Education Lesson Plan Form – Lesson 3

Grade Cluster: 3-5 Clusters

References: [www.goodcharacter.com](http://www.goodcharacter.com), [www.atozteacherstuff.com](http://www.atozteacherstuff.com), [www.pecentral.org](http://www.pecentral.org)

Vocabulary: cooperation, teamwork, problem solving, pulse, heart rate

### Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical activity

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

### Big Idea: Fit for Life

#### Essential Questions

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

#### Enduring Understandings

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

**Unit Transfer Task:** Use Exit Task A – Grade Cluster 3–5

**Materials:** 3-4 fold-up mats

### Lesson 2 Goals

#### *Students will be able to:*

- Demonstrate the skills of a cooperative person to solve a more complex problem—“Sink or Swim.”
- Reflect on personal cooperation skills and create goals for improvement.

#### *Students will know:*

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).
- How cooperative people behave toward each other.

#### Assessment Evidence

- “What I Learned About Cooperation” self-reflection sheet

#### Other Evidence

- Teacher observation of student interaction with group—are they using the skills of a cooperative person?
- Did the group successfully complete the task?

## **Lesson Sequence**

### ***Introduction***

Girls and boys, share with the class how you cooperated with a family member or a friend. (After sharing, have students hand in their sheet.) Today is our last day to focus on cooperation skills; however, we will always want to use these skills whenever we work with others. Let's review the skills of a cooperative person. (Use overhead to review the skills.) The past two classes, we have done activities that were challenging. Who can remember these activities and share them with the class? Why do you think I chose those activities? Correct, those activities allowed us to practice and hopefully become good at being a cooperative person. Does anyone have an example of when they were a cooperative person outside of the gym? Did you cooperate at home with a friend, neighbor, or parent? (Allow students to share.) Great, I am glad you shared that with us. Keep the cooperation skills in mind as we participate in today's activities.

### ***Transition***

Class, today's activity is a little more challenging than the past two. You will work in an even larger group, and I will give you very little instruction about the activity. It will require teamwork, problem solving, and most of all cooperation. Before I explain the activity, let's get our muscles warm. Who remembers why we need to warm our muscles? (Helps prevent injuries because warm muscles stretch better than muscles that are not warm, it prepares the heart and other muscles for hard work, better performance, etc.) The warm up today is Partner Tag. You used this last class as your warm up. I need two students to explain and demonstrate (see previous lesson).

Play partner tag for 5 minutes.

### ***Transition***

After 5 minutes, have the students return to their number.

Girls and boys, I want you to think about how a cooperative person behaves. Think about all of these activities we did in the gym and how it felt to work with others. Is there one of the behaviors that you are having trouble with? Have you noticed that maybe you only use some of those skills? I want you to choose one of those skills that you are having trouble with and trap it in your brain. Today, your goal is to concentrate on that skill and really make an effort to use it! Keep it in your memory bank; we will come back to it in a minute.

Right now, I am going to break the class into groups of 9-10. (Choose the groups so the students are not always working with their friends.) When I say "go," your group needs to go sit quietly beside a mat—"Go." (Mats should be folded and behind the start line. A finish line should be across the gym.)

Thank you for sitting with your group quietly and quickly. Today's challenge is called "Survivor Island." Your mat is the only way your group can get off the island to civilization. Use the mat to move your group.

### ***Rules – review verbally and post as a visual***

- You may use the mat any way you want.
- Group members must be on the mat at all times once you pass the start line.

- If a group member touches the floor or falls off the mat, the entire team goes back to the start line.
- This is not a race; you succeed by using the behaviors of a cooperative person to get your group off the island and to the end line (civilization).
- You may watch other groups and use or improve their ideas.

You have 5 minutes to brainstorm ideas with your group. Every member must share one idea.

**\*\*circulate and observe group ideas\*\***

After 5 minutes announce that the groups can begin trying out their ideas. Stop after 10 minutes. Gather the groups together and discuss what was effective and what was not effective. **Allow student to try again using the information the gained from other groups.** (Teacher notes: Offer hints as needed. Remember to only assess on whether a student is using the behaviors, not necessarily whether the group is successful. This task is difficult, but I have had success with third grade classes.)

***Solution***

To successfully move the mat and the group off the island, the mat needs to be unfolded (flat) with as many group members as possible standing on the first panel closest to the start line. Two group members fold the mat “up” in the middle, leaving a flat panel (last panel) on the other side. All members then step over the middle fold to the flat panel. The mat is then flattened out. All group members walk to the other end and repeat the process of folding the mat “up” in the middle, etc.

***Transition (with about 15 minutes left in class)***

Boys and girls, please fold your mat, slide it to the start line, and sit on your number.

***Closure***

Girls and boys, for the past three classes, we have been working on how to be a cooperative person. We have been reviewing the skills and using activities that need cooperation. Today, your goal was to concentrate on a skill that you felt you were having trouble with. Would anyone like to share? (Allow 1-2 students to share.)

***Assessment***

I would like for everyone to think about the skill you practiced today. Please complete the sheet “What I Learned About Being a Cooperative Person.” (Give students a copy of the reflection sheet. Allow them 5-6 minutes to complete the sheet.)

## What I Learned About Being a Cooperative Person

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

1. My goal for today was to work on: (circle one)

Doing my part

Encouraging others to do their best

Appreciating others for what they contribute

Listening to others and being sure I understand what they are saying

Taking turns when there is something that nobody wants to do or when more than one person wants to do the same thing

2. One example of how I accomplished this goal today is:

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3. I could use this skill when I am ... (give an example from outside of the gym)

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### **Transition – Give a 2-minute warning**

Boys and girls, you have about 2 minutes to finish. (When the two minutes is up, collect the sheets.)

Review the sheets and allow students to share their reflection.

Have 2 students lead in stretching. Line up and ask review questions until homeroom teacher arrives.

## Physical Education Lesson Plan Form – Lesson 4

Grade Cluster: 3–5

References: [www.goodcharacter.com](http://www.goodcharacter.com), [www.atozteacherstuff.com](http://www.atozteacherstuff.com), [www.pecentral.org](http://www.pecentral.org)

Vocabulary: cooperation, teamwork, problem solving

### Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical activity.

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

### Big Idea: Fit for Life

#### Essential Questions

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

#### Enduring Understandings

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

**Unit Transfer Task:** Use Exit Task A – Grade Cluster 3–5

**Materials/Equipment:** All available equipment

### Lesson 4 Goals

#### *Students will be able to:*

- Use the characteristics of a cooperative person to create a game using teacher generated rubric.

#### *Students will know:*

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).
- How cooperative people behave toward each other.

**Assessment Plan:** Task rubric

### Other Evidence

Observation checklist – Check student’s name if he/she is displaying characteristics of a cooperative person.

## **Lesson Sequence**

Boys and girls, for the past few classes you have been learning/practicing how to be a cooperative person. Today, you will begin to put to use the information you gained in here and in other classes. I will assign you to the group you will work with. Here is your task:

You and a group of friends were hired by Nike. Your group has been asked to design a game for other elementary students. This game must have rules and safety procedures and use only two pieces of equipment. All group members must contribute to the game. A successful result will allow all students to participate and to demonstrate characteristics of a cooperative person.

Here is your task rubric (following). Teacher note: review the rubric and have it posted. Go over thoroughly.

Class, here is your game-plan sheet (following). This will help you organize your ideas. (Teacher note: have all of the equipment available for the students to see. Allow them to try out different pieces). This is all the equipment available to you. Remember, you must use two pieces.

You have the rest of the class time to brainstorm with your group. Keep the rubric in mind as well as the characteristics of a cooperative person. They will guide your task. You will hand in your planning sheet at the end of class. I will look at your planning sheet this week, and I will add feedback. You may have extra planning sheets if you need them. You may get with your group and begin.

**Optional Game Planning Sheet**  
**5<sup>th</sup> Grade Exit Task**

1. Names of group members:

- a.
- b.
- c.
- d.

2. Name of the game: \_\_\_\_\_

3. Equipment used:

- a.
- b.

4. Rules

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5. Safety procedures:

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6. Purpose of the game:

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## Physical Education Lesson Plan Form – Lesson 5

Grade Cluster: 3–5

References: [www.goodcharacter.com](http://www.goodcharacter.com), [www.atozteacherstuff.com](http://www.atozteacherstuff.com), [www.pecentral.org](http://www.pecentral.org)

Vocabulary: cooperation, teamwork, problem solving

### Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical activity.

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

### Big Idea: Fit for Life

#### Essential Questions

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

#### Enduring Understandings

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

**Unit Transfer Task:** Use Exit Task A – Grade Cluster 3–5

**Materials/Equipment:** All available equipment

### Lesson 4 Goals

#### *Students will be able to:*

- Use the characteristics of a cooperative person to create a game using teacher generated rubric.

#### *Students will know:*

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).
- How cooperative people behave toward each other.

**Assessment Plan:** Exit Task A rubric

#### Other Evidence

- Observation checklist – Check students name if he/she is displaying characteristics of a cooperative person.

## **Lesson Sequence**

Review and discuss the previous class activity.

Boys and girls, who can help the class remember what your task was last time we met? What was the focus of this task? Students may respond "Being a cooperative person, creating a game with every member involved," etc.

Boys and girls, I looked over your planning sheets from last week. Please look over my feedback. If you have any questions about what I have written, I will meet with your whole group. You will have the remainder of this class to work on your task. Be prepared to present your game to the rest of the class next week. I will be circulating to each group to observe if DEALT is evident. Make sure you pay close attention to the rubric as well as the characteristics of a cooperative person. You must practice your game today and be ready to present the game to the class next week.

Teacher notes: explain to students that, if they have not completed the task, they may meet outside the class (recess) with their group mates.

### ***Transition***

Have students return to their number. "Class, how is your game going?" Allow students to share their process with classmates. Have students discuss what strategies are working or not working for their group.

### ***Closure***

Class; please be prepared to present your game to the class. I will randomly choose groups to present. If you still need time to prepare, you may do so during recess or at home. Are there any questions?

Please stand and stretch.

## Physical Education Lesson Plan Form – Lesson 6

Grade Cluster: 3–5

References: [www.goodcharacter.com](http://www.goodcharacter.com), [www.atozteacherstuff.com](http://www.atozteacherstuff.com), [www.pecentral.org](http://www.pecentral.org)

Vocabulary: cooperation, teamwork, problem solving

### Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical activity.

#6 – Create opportunities for health, enjoyment, challenge, self-expression, and/or social interaction

### Big Idea: Fit for Life

#### Essential Question

- What are the behavioral expectations in a physical activity setting?
- Why participate in physical activity?

#### Enduring Understanding

- There are behavioral expectations in physical activity settings.
- Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.

**Unit Transfer Task:** Use Exit Task A – Grade Cluster 3–5

**Materials/Equipment:** All available equipment

### Lesson 6 Goals

#### *Students will be able to:*

- Use the characteristics of a cooperative person to create a game using teacher-generated rubric.

#### *Students will know:*

- The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment).
- How cooperative people behave toward each other.

**Assessment Plan:** Exit Task A rubric

#### Other Evidence

- Observation checklist – Check student's name if he/she is displaying characteristics of a cooperative person.

### Lesson Sequence

Boys and girls, you have been working on your game. You are now ready to present your game to the rest of the class. These groups will be presenting their game today (choose 3-4 groups to present). Remember, here is what I am looking for ...

Teacher notes: Review rubric with students one more time. Allow students to get the equipment needed. Have the group complete the reflection sheet after their presentation (reflection sheet follows).

**Transition**

Choose group order from hat. Use rubric to assess while the group is presenting.

**Optional Game Development  
Reflection Sheet  
5<sup>th</sup> Grade Exit Task**

1. On the separate sheet of paper, explain how you contributed to the creation of the game.

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2. Write about what made your game successful or not successful?

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3. Would you play this game again? Why or why not?

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4. What did you enjoy about completing this task? What did you not enjoy about completing this task?

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## Resources and Training Tips

- Include a variety of resources (texts, print, media, web links) that best supports the unit.
- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.
- [www.goodcharacter.com](http://www.goodcharacter.com)
- [www.atozteacherstuff.com](http://www.atozteacherstuff.com)
- [www.pecentral.org](http://www.pecentral.org)
- Keep the characteristics of a cooperative person (DEALT) posted.
- Make paper copies of rubric for students/parents.
- Keep in mind that all students need to learn to cooperate—it is not always inherent.
- Optional sheets are NOT a part of the final Exit Task but may be used to help organize your students' thoughts and learning process.

## Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.
- Maintain copies of all overheads.
- Offer wide range of equipment—textured balls, different sizes.
- Allow students to use poly spots to know position during the creation of the game.
- Re-teach to any group not understanding purpose of lesson.
- Send final rubric home so parents/guardians are informed of expectations.
- Choose the groups that vary in ability level.

## Design Principles for Unit Development

The design principles below that are embedded within the unit design

- **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.

## Connections to Other Areas

Include tips for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, school climate), families, and communities.

Unit is connected to family life and counseling by building on the concepts of interpersonal communications and cooperation and will therefore help to develop positive school climates.