Cooperative Games

Unit Plan

Grade 6

EDES 364

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Background Information on Cooperative Games:

Physical education cooperative games provide children with the tools they need to learn to interact with others in society by cooperating with other members of their team, learning to provide leadership; and, depending on the game, learning to follow someone else’s lead. They will learn to strategize with their teammates and work cooperatively to find a solution.

Overview of lessons, skills, and safety considerations:

- Lessons can be completed in an indoor gymnasium or in an outdoor setting
- An average of 30 minutes per class is needed for each lesson
- Use extra caution in all lessons and ensure no safety hazards in the environment
- This unit plan is for a Grade 6 Physical Education class

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<td>Listening, Loco-motor Skills (Running &amp; Stopping), Communication, Critical Thinking (Memory)</td>
<td>Space pylons far enough away, so when the students are running, they do not run into each other.</td>
<td>5 pylons</td>
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<tr>
<td>Barnyard</td>
<td>Listening, Loco-motor Skills (Running &amp; Stopping), Communication</td>
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<td>Finding Twins</td>
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## Lesson #2

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<th>Be aware of peers in front and behind you.</th>
<th>Omnikin Ball</th>
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<td>Loco-motor Skills (Running &amp; Stopping)</td>
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<tr>
<td>Indiana Jones</td>
<td>Hand-eye Coordination</td>
<td>Person in the middle needs to keep their eyes on the ball at all times to avoid injury. Spatial awareness is key</td>
<td>Omnikin Ball</td>
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<tr>
<td>Keep it Up</td>
<td>Non loco-motor Skills</td>
<td>Spatial awareness is key. Verbal instruction is encouraged to keep game safe and fun.</td>
<td>Omnikin Ball</td>
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<td>Popcorn</td>
<td>Non loco-motor Skills</td>
<td>Be aware of where others feet are positioned. Be careful not to kick or be kicked.</td>
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## Lesson #3

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<th>Loco-motor Skills (Running)</th>
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<td>Students need to be aware of the “octopus” sitting or standing on the floor and not running into them.</td>
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<tr>
<td>Giants, Wizards, and Elves</td>
<td>Loco-motor Skills (Running)</td>
<td>Students need to be aware of boundaries and make sure to stop before the wall.</td>
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<td>Spatial Awareness</td>
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<tr>
<td>Bronco Tag</td>
<td>Loco-motor Skills (Running)</td>
<td>Students need to make sure not to pull on each other’s arms, run into each other and if lying down not to trip on each other or step on fingers</td>
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<td>Spatial Awareness</td>
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<tr>
<td><strong>Knots</strong></td>
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<td>Make sure that students don’t hurt themselves or anyone else when their arms are tangled up</td>
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<td>Critical Thinking</td>
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<td><strong>All Aboard</strong></td>
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<td>Do not “stack” more than one person on another</td>
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<td>Non loco-motor Skills</td>
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<td>Communication</td>
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<td>Keep arms/knees vertical for support</td>
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<td></td>
<td>Stay off spine and middle of back</td>
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<td>Use spotters if higher than two level pyramid</td>
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<td>Mats if played indoors</td>
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<td>Throwing</td>
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<td>Teamwork</td>
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<td></td>
<td>20-30 tennis balls, 1 hula-hoop per team and one for the center of the gym</td>
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<td></td>
<td>1 jump-rope for every 5 players, several bean bags or hats</td>
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<td></td>
<td>3-4 beach balls and several nerf balls</td>
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<td>Carpet squares or hula-hoops</td>
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Specific Outcomes

A-B-C-Ds of Alberta’s Physical Education Program of Studies

Activities

- A6–1 select, perform and refine challenging locomotor sequences
- A6–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance
- A6–3 select, perform and refine challenging non locomotor sequences
- A6–4 consistently and confidently perform non locomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- A6–5 demonstrate ways to receive, retain and send an object with increasing accuracy
- A6–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationships

Benefits Health

- B6–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
Cooperation

- C6–1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences
- C6–3 demonstrate etiquette and fairness
- C6–4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education
- C6–5 describe and demonstrate practices that contribute to teamwork
- C6–6 identify and demonstrate positive behaviors that show respect for self and others

Do it Daily... For Life

- D6–1 demonstrate enjoyment of participation through extended effort in physical activity
- D6–2 identify and demonstrate strategies that encourage participation and continued motivation
- D6–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions
- D6–4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
Lesson #1

Skills: Listening, Running & Stopping, Communication, Critical Thinking, Hand-eye Coordination, Spatial Awareness

Specific Outcomes Met: A6-1, A6-2, C6-1, C6-4, C6-5, D6-1, D6-3

Activity #1: The Barnyard

Description:

Each person is given the name of an animal with approximately 3 people having the same animal. Spread the group across a field, court, classroom, etc. No one is allowed to tell another which animal he is. At the signal each person makes the noise of the animal that he has been given. The first group to find all of their animals and sit down are the winners.

Teaching Strategies:

A possible progression to this game would be to start with smaller groups of 2 and then move to groups of 3 to 5 persons. Caution to students to be aware of their surroundings.
Activity #2: Name Relay

Description:

Divide the class into groups of 5; pylons on either side of the room

\[
\begin{array}{cccc}
\text{student (x5)} & \text{student (x5)} & \text{student (x5)} & \text{student (x5)} \\
\text{x} & \text{x} & \text{x} & \text{x}
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\begin{array}{cccc}
\text{x} & \text{x} & \text{x} & \text{x}
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\]

One person from 1 pylon, runs to the other pylon and tells them their name and what they like or don’t like example: Maria - I like marshmallows and then she sits down; and the person she told it to then runs to the other side and tells the person on the other side their name and something they like or don’t like. The first team to finish (when all are sitting) wins. The catch - then each team has to say the other teams names and their like a nd dislikes - start with the team that won and then second, third, fourth, etc.

Teaching Strategies:

A possible progression to this game would be to start with the pylons close together and then moving them back further and further. Caution to students to be aware of others running back and forth between pylons.
Activity #3: Finding Twins

Description:

To prepare for the activity, decide ahead of time on a category such as animals, famous people, occupations, emotions, sports, etc. Write specific examples on slips of paper of the category you have chosen. Make two slips for each example, which will be given out to participant partners. Create one set of three for an odd number of participants. To start the activity, distribute the slips to players and advise them not to share what is written on the slip with anyone else. Ask the group to spread out in the playing area. Tell the group that each person must make a noise associated with the example on their slip of paper and/or perform a movement. Tell the group that each person must now find their twin by acting out their card. Once the partners have found each other, they stop where they are and watch the other playing find each other.

Teaching Strategies:

A possible progression to this game would be to incorporate things that would get you and the students to know each other and develop a relationship. For example: birthdays, pets, etc.

References:

Lesson #2

Skills: Spatial Awareness, Running & Stopping, Hand-eye Coordination, Manipulative Skills, Non Loco-motor Skills

Specific Outcomes met: A6–3, A6–4, A6–6, B6–4, C6–1, C6–5, D6–1, D6–3

Activity #1: The Train

Description:

Students will be asked to lie down on the floor on their backs; shoulder to shoulder. This symbolizes “train tracks”. As the teacher moves the ball along the tracks students must move quickly to the front of the tracks after the Omnikin ball passes over them, to keep forming a track for the rolling ball. Hence, once the train has rolled over a participant, he/she must hurry to the front to continue the railroad.

Teaching Strategies:

This game encourages students to focus on getting to the front of the line so that the “train” (aka Omnikin ball) doesn’t go off the tracks. This game could potentially progress into a competition if the teacher were to split the group into two and make it a race from one end of the gym to another.
Activity #2: Indiana Jones

Description:

This game begins by forming a larger circle on the outside and about 3-4 people on the inside to create a smaller circle. One student will start with the Omnikin ball that will be in between the two circles. Have the students move the ball quickly between the two circles trying to “touch” the player (marked + on the diagram below) that is in the middle. Be sure to change up the person in the middle frequently.

Teaching Strategies:

This game focuses on students’ ability to work closely together towards a goal. A progression of this could be to maybe add 2 or 3 people on the inside of the two circles to make it harder for them to dodge the Omnikin ball.
Activity #3: Keep It Up

Description:

In a small circle students (groups of 4 or 5) will stand facing each other and practice keeping the ball up in the air in a controlled manner using both of their hands to hold it. This encourages them to get used to how much force is needed to keep the ball in play be sure everyone gets a chance to touch the ball and remind the taller people not to dominate.

Teaching Strategies:

Progressions for this activity could be to ask the groups to switch from using both of their hands to hold the ball up, to only using one. To take it one step further the “ultimate challenge” could be for each of them to only use two fingers on the same hand to simultaneously hold the ball in the air.
Activity #4: Popcorn

Description:

This game focuses on similar strategies as Keep It Up; however students are utilizing their leg strength instead. Have all students sit down in a small circle, all facing into the middle. Have them lie down on their back with the Omnikin Ball near their feet. They will then work together to bring the ball from the ground into the air without it falling off and hitting the ground.

Teaching Strategies:

This game has a higher difficulty level. However, if you are using this game for junior high and high school you can, eventually once they’ve mastered the skills with both feet, ask them to take one leg out the equation. Therefore they can only use one leg each to help raise the ball from the ground up.

References:

Lesson #3

Skills: Spatial Awareness, Running, Chasing, Stopping, Non Loco-motor Skills

Specific Outcomes Met: A6-1, A6-2, B6-4, C6-1, C6-3, C6-4, C6-5, C6-6, D6-1, D6-2, D6-3, D6-4

Activity #1: Amoeba Tag

Description:

Two people are it. They hold hands and chase people and any person they catch joins the chain by linking hands. When another person is caught they can stay together or split 2 and 2, but they must split even numbers and can link together at will. This game is played until nobody is left.

Teaching Strategies:

A progression can be getting the students to skip, hop, or gallop for different loco-motor skills.
**Activity #2: Shark and Octopus Tag**

*Description:*

Everyone begins the game as an octopus and stands on one side of the playing field. One person is chosen to be a shark and they will stand in the middle of the playing field. Play begins when the shark calls out, "Octopus, Octopus, swim in my ocean!" All players must run across the playing field trying to get to the other side without getting tagged by the shark. Anyone who is tagged must sit down where they are tagged. They now become the shark's helpers. When the shark calls out "Octopus, Octopus, swim in my ocean!" again, the players will try to run back to the other side. Anyone who runs within arms' reach of the sitting players and gets tagged must sit down. The game continues until there is only one person left.

*Teaching Strategies:*

Progressions can be made so that the person who is “it” has to skip, hop on one foot, or crab walk while the rest of the students can run. You can also make the tag area smaller, or only run on the lines.
Activity #3: Giants, Wizards, and Elves

Description:

Split group up into 2 teams, designate 2 safety zones, one on each team's side, and designate a middle area. Each team then gets in a huddle and picks what they want to be as a team, a giant, a wizard or an elf.

Giants put their hands up over their heads, wizards put their hands our straight in front of them wiggling their fingers, and elves make pointy ears on their head with their pointer fingers.

Once the teams have decided their character they want to be, they come up to the center spot and line up face to face, then on a count of 3, everyone does whatever action their team picked.

Giants beat elves, elves beat wizards and wizards beat giants, so the team that beats the winning team chases the other and tries to tag as many members on the other team as possible before they reach the safety zone.

The members from the team that get tagged become a part of the other team. Repeat until all players are on one side.

Teaching Strategies:

To make this game more difficult you can progress loco-motor skills such as skipping, hopping or jumping. You can also make the playing area bigger or smaller.
Activity #4: Bronco Tag

Description:

Have the group get into pairs and lock elbows. There is one person that is it and another to be chased (you can have two chasee’s if there is an odd number of people). The chasee will then run from the person who is it. If tagged they then become it, but they can reach safety if they then lock elbows with a person. The person on the other end then has to let go and becomes the chasee.

Teaching Strategies:

To advance this game you can have students lying down on their stomachs. If a chasee lies down beside a student then the other student lying beside them on the opposite side gets up to run. You can also switch up locomotion by bear walking, galloping, or skipping.

References:


Lesson #4

Skills: Non Loco-motor Skills, Spatial Awareness, Critical Thinking, Communication, and Trust

These are problem solving games.

Specific Outcomes Met: A6-2, A6-4, B6-4, C6-1, C6-3, C6-4, C6-5, C6-6, D6-2, D6-3

Activity #1: Knots

Description:

A group of six to twelve people forms a circle. Each person puts the right hand into the center of the circle and clasps hands with one other person who is not standing next to him or her. Then everyone puts their left hand into the circle and clasps hands, again making sure that person is not standing next to them. They should be holding two different people’s hands. The goal is to untangle the knot without letting go of anyone’s hand.

Teaching Strategies:

A possible progression to this game would be to start with small groups of three or four people and progress to larger groups. Caution the students to be careful not to twist anyone’s limbs in a way that can cause harm.
Activity #2: All Aboard

Description:

Divide the class into small groups (3-5 students). The goal is to get everyone in the group to stand on the towel or platform without touching the ground around it. You can start with the towel unfolded and gradually increase the challenge by folding it smaller and smaller. The only restriction is that you may not “stack” more than one person on another.

Teaching Strategies:

A possible progression to this game would be to start with a larger area and have the whole class do the game together, on one platform. This area could be five feet by five feet instead of just two feet by two feet.
Activity #3: Diminishing Load

*Description:*

The whole class will be one group. The object is to move the group across an open area. To cross the area, a person must be carried. The carrier must return and be carried. If a carried person touches the ground, the carrier(s) and the carried person must return.

*Teaching Strategies:*

This is a problem solving game so it might be helpful to give the class a hint such as: they should start with the tallest people and work their way down to the shortest to make the task easiest. Possible progressions to this game would be dividing the class in half, thirds or even quarters with a designated area for each group to cross. Also, a progression could be for the students to “wheelbarrow” each other across the area instead of carrying.

*References:*

Lesson #5

Skills: Critical Thinking, Communication, Loco-motor Skills, Cooperation, Strength

Specific Outcomes Met: A6-2, A6-3, A6-4, A6-6, B6-4, C6-1, C6-4, C6-5, C6-6, D6-1, D6-2, D6-3

Activity #1: Rock-Paper-Scissors Train

Description:
On “go”, everyone playing finds someone to have a RPS challenge with. If you do not win, you put your hands on the shoulders of the person who beat you. The person, who won the challenge, is the leader/conductor and they must move around to find another group to challenge. Only the leader/conductor does the RPS challenge. The “winner” of the RPS challenge remains the leader while the “non-winner” joins the end of the line. Play until there is an overall champion!

Teaching Strategies:
To make the game last longer, you could mix this Rock-Paper-Scissors Train game with the RPS Evolution game where the leaders have to move up levels when they win and can only challenge other groups that are at the same level as them. For example all students would start off as a chicken, move on to an eagle, next to a pterodactyl, and finally to a superhero until there is a final winner.
Activity #2: People Pyramid

Description:

For this game it is extremely important to go over the safety considerations before beginning (these are outlined in the above chart). The goal is to work together, strategize and communicate in order to create a human pyramid. Students will need to take a position on their hands and knees and form the bottom level of the pyramid, while their fellow classmates work together to create another row on the bottom levels’ backs.

Teaching Strategies:

Once a two-level pyramid is mastered, students can move onto forming three or four level people pyramids. It is imperative that there be spotters for safety reasons when forming a pyramid that is higher than two levels. If the class is feeling comfortable forming these pyramids, they may attempt to form one including the entire class, with the necessary spotters and safety considerations of course.

References:

Lesson #6

Skills: Running, Stopping, Communication, Spatial Awareness, Critical Thinking, Team Strategy, Balance, Cooperation, Strength, Loco-motor Skills, Throwing, Teamwork

Specific Outcomes Met: A6-1, A6-2, A6-5, B6-4, C6-1, C6-3, C6-4, C6-5, C6-6, D6-2, D6-3

Activity #1: Hoop Scrabble

Description:

Each team has a hula-hoop mark their home-base. Set these up an equal distance from the hula-hoop in the center of the playing area where the letters (tennis balls) will be. The object of the game is to be the first team to spell a word with the number of letters designated by the instructor. For example, to be the first team to create a five-letter word. On the signal, each team will send one player to the centre hoop to retrieve one of the letters. That player will then return the ball to the base and tag the next runner to run to centre and retrieve another ball. This will continue until all of the balls are gone from the centre hoop. Once all of the balls are gone from the centre, players may begin stealing 1 ball at a time from the opposing teams. Play until a team has created a five-letter word and won the game. Students should not guard their hoop.

Teaching Strategies:

You can progress with this game by asking the students spell out longer words with more letters, making the game much more difficult. You could also collaborate with the English teacher to incorporate specific vocabulary words into the game.
Activity #2: Hold the Rope Relay

Description:

Place all of the hats, or objects you chose, at one end of the playing area. The teams will line up on the opposite end of the playing area. On the signal, teams must race to the hats, keeping all hands on the rope. While keeping both hands on the rope, players must put all their hats on anyway they can. Once each player from the team has on their hat, they will race back to the finish line. If a player drops a hat on the way back, the team must stop and replace the hat before continuing. The first team to finish wins.

Teaching Strategies:

You can use different objects that the students will need to carry back or make the game less difficult by reducing the number of students who need to wear a hat. If you want to make the game more difficult you could adjust it by allowing only certain body parts to balance the item.
**Activity #3: Giant Marbles**

*Description:*

Separate the students into teams and have each team create a large circle that will formulate the marble ring. Inside the circle, place three or four carpet squares or other similar item and three or four beach balls. Distribute soft nerf balls for throwing to the students in the outer ring. On the signal, the team will try to hit the partially deflated beach balls with their soft throw able. The object is to get the beach balls onto the carpet square in as short of time as possible. Players may not enter the ring area for any reason. If a throw able gets stuck in the ring, players may leave it, or try to knock it out with another throw able.

*Teaching Strategies:*

You can adapt the game by increasing the size of the circle and target area, the number of targets, or the number of beach balls.

*References:*

Lesson #7

Skills: Loco-motor Skills, Cooperation, Communication

Specific Outcomes Met: A6–1, A6–2, A6–3, A6–4, A6–5, B6-4, C6-1, C6-3, C6-4, C6-5, C6-6, D6-1, D6-2, D6-3, D6-4

Activity #1: All Over

Description:

Begin lesson by dividing students into two equal groups. Each group should have the same amount of balls to start the game. Have the two groups stand on opposite sides of the center line. The game leader shouts "All Over" to start the game. The balls can be passed to the other side by being kicked, thrown or rolled. As soon as there are no balls on one side of the center line, the game leader shouts "All Over" to signal the end of the game. When using a large amount of balls, we would end the game after a few minutes and the group with the fewest amounts of balls on their side wins.

Teaching Strategies:

A possible variation of this game would be to have the students only use one hand to throw the balls and/ or bring out scooters for students to have to ride on to make it a bit more challenging to get all of the balls to one side.
Activity #2: Walking Statues

Description:

Two teams start from opposite ends of the field. The leader stands in the center of the field. The goal is to reach the leader first. Teams can move only when the leader is facing the other team. If individuals are caught moving, they must go back to the start.

Teaching Strategies:

To keep students moving, instead of going back to the start they can do 10 washing machines or 5 donkey kicks. You can also change the loco-motor movement.

References:

Lesson #8

Skills: Loco-motor Skills, Spatial Awareness, Critical Thinking, Communication

Specific Outcomes Met: A6-2, A6-6, C6-1, C6-3, C6-4, C6-5, C6-6, D6-3

Activity #1: Hide and Seek

Description:

Everyone has played this one! There is generally a home base that you can run to and tag, becoming “safe.” The general idea is that one person is “it,” that person closes his or her eyes and counts to a certain number without looking and then he or she tries to find the others.

Teaching Strategies:

There are all kinds of variations to this game! Sometimes you count to twenty, sometimes ten, sometimes one hundred. It is especially fun if this game is played outside; just make sure that there are established boundaries.
Activity #2: Capture the Flag

Description:

This game is the most fun when played with a large group outdoors. Split the group into two teams, each team having a flag or other marker at the team’s base. The object of the game is to run into the other team’s territory, capture their flag and make it safely back to your own territory. You can tag “enemy” players in your territory, sending them to your jail. They can be sprung from jail by a member of their own team running into your territory, tagging them and running back, with one freed person allowed per jailbreak.

Teaching Strategies:

A variation or progression to this game is that all the people in jail can hold hands and make a chain back toward their own territory, making it easier for members of their team to tag them. If this game is played outside, just make sure that there are established boundaries.
# Evaluation and Assessment

**Overall Unit Mark:**

- Participation/Attitude - 35%
- Cooperation/Teamwork - 25%
- Skills - 25%
- Self-Evaluation - 15%

**Checklist**

- One checklist will be used for each lesson in this unit
- Inside the checklist, it may be helpful to write comments on students' performance in that area

<table>
<thead>
<tr>
<th>Participation</th>
<th>Cooperation &amp; Teamwork</th>
<th>Communication &amp; Critical Thinking</th>
<th>Loco-motor Skills (Running &amp; Stopping)</th>
<th>Non Loco-motor Skills (Hand-eye Coordination, Strength, Spatial Awareness, Balance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charmaine</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Laura</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelby</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amanda</td>
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</tr>
</tbody>
</table>
**Self-Evaluation**

- This self-evaluation is for the students to do at the end of this unit

<table>
<thead>
<tr>
<th>Skills Demonstrated</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Developing (2)</th>
<th>Needs Improving (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effort</strong></td>
<td>Student demonstrates maximum effort on all activities</td>
<td>Student demonstrates strong effort on given activities</td>
<td>Student demonstrates some effort on given activities</td>
<td>Student demonstrates very little effort or no effort on given activities</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Student demonstrates strong leadership,</td>
<td>student demonstrates some leadership during activities</td>
<td>Student is demonstrating some leadership skills for activities.</td>
<td>Student has not demonstrated leadership skills during the activities.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Student works well with others and always puts the team first</td>
<td>Student has demonstrated working effectively with the group</td>
<td>Student has demonstrated some teamwork skills.</td>
<td>Student has not participated within their group.</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>Never critical of the other members of the group. Always has a positive attitude about the task(s).</td>
<td>Rarely critical of the activity or the work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
<td>Often is critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).</td>
</tr>
</tbody>
</table>

**Reflection:**

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