

Englewood Public School District

Physical Education

Grade 1

Unit 2: Team Skills and Chasing and Fleeing

Overview: Students will develop skills of gross motor skills that allow for proficient movement, such as chasing and fleeing. Through game play, students will learn to work together to communicate and accomplish a goal. Team work is emphasized as students are introduced to sportsmanship and leadership skills.

Time Frame: One Marking Period

Enduring Understandings:

- *Teamwork is essential to student growth.*
- *Teamwork builds personal skills, sportsmanship, and leadership skills.*
- *Teamwork builds class community.*
- *By practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.*
- *Learning how to chase and flee is essential in physical growth.*
- *Students will learn how to move into open space and what personal space is.*
- *Chasing and fleeing is involved in all team sports and important to be developed at a young age.*

Essential Questions:

- *Can students work together to succeed?*
- *What makes an effective team?*
- *What is the difference between personal and open space?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 2.5.2.B.4 Demonstrate strategies that enable team and	Topics		Equipment:	Formative Assessments:
	Team Skills	Students will watch a video about team work and discuss the main idea in	<ul style="list-style-type: none"> • Hula-Hoops • Scooters • Jerseys • Soft Balls 	<ul style="list-style-type: none"> • Observation • Question and answer group discussion
	Objectives			Benchmark Assessment:

group members to achieve goals.

2.5.2.B.1

Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2

Explain the difference between offense and defense.

- Students will help each other to succeed
- Understand what it means to be team player
- Take leadership when asked too
- Learn what mean to have good sportsmanship

small groups. (NJSLS R1.7)

Students will work in small groups to create posters with words describing skills needed to work as a team. (NJSLS W.I.7)

Team Skills Activities, Teaching Ideas:

- Rock, Paper, Scissors, Catch
- Sticky Witches
- Witches, Goblins and Monsters
- Through the Hoop
- Line Basketball
- Passing Skills
- Raft Game
- Bean Bag Scramble
- Beachball
- Bench Police

10 Team-Building Games that Promote Critical Thinking, Teach Thought:

- If You Build It
- Save the Egg
- Zoom
- Minefield
- Worst-Case Scenario
- A Shrinking Vessel
- Go for Gold
- It's a Mystery
- 4-Way Tug-of-War
- Keep it Real

Team Skills Activities, Teaching Ideas:
<http://www.teachingideas.co.uk/subjects/games>

10 Team-Building Games that Promote Critical Thinking, Teach Thought,
<https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

Scooter Ships, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8824#.Wg8FaFVryX0>

Chickens to the Rescue, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7728#.Wg8FjIVryX0>

Monsters, Inc. PE Central
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3893#.Wg8FtFVryX0>

Buggy Rides, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=366#.Wg8F31VryX0>

Teacher Resources:

Interpersonal Skills Lesson Plans & Activities,

Common Formative Assessment

Summative Assessment:
Teamwork Rubric
<http://www.hscdsb.on.ca/wp-content/uploads/2017/03/TeamworkRubric.pdf>

Alternative Assessments:

- Participation Rubric
- Participation Chart

Scooter Ships, PE Central
 Chickens to the Rescue, PE Central
 Monsters, Inc. PE Central
 Buggy Rides, PE Central

Read the story Swimmy and discuss how the group cooperated to achieve a goal. (NJSLs RL.2)

Write a reflection about what they learned about team work, giving examples from the book Swimmy and from what they did in class (NJSLs W.1.7)

Study.com,
<http://study.com/academy/course/interpersonal-skills-lesson-plans-activities.html>

Student Text:
 Swimmy, Leo Lionni
<https://www.learningtogive.org/resources/swimmy-literature-guide>

Media:
 Team Work video
<https://www.youtube.com/watch?v=ICQg0gMhvOU>

Comprehensive Health and Physical Education

2.5.2.B.2

Explain the difference between offense and defense.

2.5.2.A.1

Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied

Topics	Objectives	Equipment:	Formative Assessments:
Chasing and Fleeing	<ul style="list-style-type: none"> Students will learn the difference between open and personal space Students will learn how to juke and dodge Students learn the difference between offense and defense 	<p>Watch a video describing personal space and demonstrate the difference between personal and open space. (NJSLs SL 1.2)</p> <p>Students will discuss how different people may have different ideas about personal space based on their culture. Class will develop a rule for the class about personal space. (NJSLs SL 1.1) (6.14.D.13)</p> <p>Equipment:</p> <ul style="list-style-type: none"> Soft Balls Colored Jerseys Cones Hula-Hoops <p>Charts:</p> <ul style="list-style-type: none"> Physical Education Vocabulary Wall <p>Shark Tales, PE Central http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5901#.Wg8LQIVryX0</p>	<ul style="list-style-type: none"> Observation Question and answer group discussion <p>Summative Assessments: Dodging and Chasing Assessment, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10772#.Wg8M4VVryX0</p> <p>On the Sidelines, PE Central,</p>

settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2

Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

- Students will respect other students personal space

Shark Tales, PE Central

Scrambled Eggs and Dead Bugs, PE Central

Fleeing, PE Central

Dodging and Chasing, PE Central

Hoop Tag, PE Central

Spaceship Commander Tag, PE Central

Chasing-Fleeing-Dodging Lesson, Coach Jones Classroom

Chasing and Fleeing, Spark PE:

- Chasing and Fleeing
- Basic Tag
- Fire Safety Tag
- Side-by-Side Tag
- Partner Tag
- Stuck in the Mud
- Cat and Mouse
- Boulder Runner

Write a reflection describing their favorite game and what movements they used in the game (chasing/fleeing). (NJSLS W.10)

Scrambled Eggs and Dead Bugs, PE Central,
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=1452#.Wg8LWIVryX0>

Fleeing, PE Central,
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=11998#.Wg8La1VryX0>

Dodging and Chasing, PE Central
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=10772#.Wg8LjFVryX0>

Hoop Tag, PE Central
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=7553#.Wg8LnFVryX0>

Spaceship Commander Tag, PE Central
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=7209#.Wg8LsFVryX0>

Chasing-Fleeing-Dodging Lesson, Coach Jones Classroom
<http://coachjonesclassroom.weebly.com/chasing-fleeing-dodging.html>

Teacher Resource:

Chasing, Dodging and Fleeing, Youtube,

<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=10188#.Wg8NCIVryX0>

Alternative Assessments:

- Reflections
- Self-Assessment
- Peer Assessment

<https://youtu.be/cMcE-i9vJ8A>

Chasing and Fleeing, Spark
PE

www.sparkpe.org/wp-content/uploads/Tag-Games.pdf

Media:

Personal Space

<https://www.youtube.com/watch?v=HLNqR55IrLc>

Key Vocabulary:

- **Teamwork** – The combined action of a group of people, especially when effective and efficient
- **Sportsmanship** – Fair and generous behavior or treatment of others, especially in a sports contest
- **Leader** – The person who leads or commands a group, organization, or country
- **Team Player** – A person who plays or works well as a member of a team or group
- **Juke** – Move in a zigzag fashion.
- **Tag** – A children's game in which one chases the rest, and anyone who is touched then becomes the pursuer
- **Dodge** – Avoid (someone or something) by a sudden quick movement
- **Flee** – Run away from a place or situation of danger
- **Chase** – Pursue in order to catch or catch up with, make contact with, or otherwise reach

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2. Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/
This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Check for understanding of directions • Use posters with action/movement words in all languages 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time • Repeat directions • Check for understanding of directions 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompts can be given. 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS.RI 1.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.RI 1.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLS W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

NJSLS SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

NJSLS SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSL 8:

8.2.2.E.1: List and demonstrate the steps to an everyday task.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.