

Physical Education Lesson Plan # 1 of 6

Grade: 5-6 Unit: PLAY Games Date: \_\_\_\_\_

## cooperative game

In game theory, a **cooperative game** is a game where groups of players ("coalitions") may enforce **cooperative** behaviour, hence the **game** is a competition between coalitions of players, rather than between individual players.

### Warm Up Activity:

#### **Partner Pursuit**

**Equipment:** *Partner Pursuit* handout (1 per student), pencil or pen, clipboards (optional), music and music player

**Organization:** When students enter the activity space, provide each with a partner pursuit sheet and a pencil. Explain that this is a partner activity,

but will not be with just one partner. For each activity, they must complete it with a different partner. Once they complete an activity, they sign each other's sheet, give each other a high 5, then find a new partner to participate with in a different activity. Continue until all students have completed their sheet. If students finish early, invite them to help others complete their sheet and to participate alongside other students who haven't finished.

### Post-Warm-Up Activity:

After the students have warmed up, introduce the unit by asking, "What does it mean to be cooperative?" Responses could be recorded. Then ask, "If you say that being cooperative means \_\_\_\_\_, then what do you think a cooperative games would include?" Be sure to highlight or add to the discussion by informing students of the outcomes within the Physical Education curriculum that are under General Outcome C: Cooperation (Communication, Fair Play, Leadership and Teamwork). While participating in activities that demonstrate cooperation, students will also be developing Physical Literacy through building confidence through working with others, having fun, and developing fundamental movement skills such as throwing, catching, striking, balance and dodging. Explain that in this unit, they will be participating in many low-organized cooperative games and team-building activities and then as a culminating activity; they will be working in groups to come up with their own cooperative game. A "Create a Game handout" is included in this unit plan.

**Assessment** (Formative and/or Summative): Show students the *Create a Game* handout to get them thinking of the end in mind.

### Learning Activities/Teaching Strategies:

#### **Capture the Bean Bag**

**Equipment:** Bean Bags (as many as you have!)

**Organization:** Create 4 teams and invite 2 teams to play against each other in half of the playing area. Place pylons down to separate the two games and scatter bean bags down on the end lines at least 2 metres from the wall. Students attempt to travel from their side to the opposite team's side to "capture" a bean bag and bring it back to their own side. Once a student is in the opposite team's side, he/she could get tagged. If tagged, they return back to their side. If a student successfully reaches the end line with the bean bags, he/she places it on his/her head and balances it back to their own side and places it along their endline. Students traveling back with a balanced bean bag cannot be tagged. If a bean bag falls off while it is on a student's head, he/she must return it and return back to their own side. Continue for a specific amount of time or until all of the bean bags are gone from one team and start over with 2 different teams playing each other. For an added challenge, if a student is tagged, he/she sits down at that spot and must wait to be "saved". To be saved, a team member safely enters the other team's side and tags the student who is sitting and both get a 'free pass' back to their own side.

### Closure/Cool Down:

**Bench Ball** (This activity has been adapted from the *Ever Active Schools' resource: DPA Greatest Hits*, <http://www.everactive.org/dpa-greatest-hits>)

**Equipment:** Obstacle free space, pylons, 4-5 soft balls, 2 benches or 4 mats (optional as a line on the floor could also be used)

**Organization:** Divide the class into 2-4 groups, depending on the number of students (2 games can be played at the same time using half of the activity space). Place pylons or use a centerline to separate the two teams playing against each other. Place one or two benches (or mats) approximately 5-6 metres from the centerline on each side and have each team choose one person to stand on the opposite bench. On the signal to begin, the students attempt to get onto the opposite bench by throwing a ball to their teammate who is standing on the bench and having them successfully catch it. If the ball is caught, the student who threw it travels to the opposite bench and stands on it. The object is to get your entire team on the bench. Remind students that they may not step over the centerline when throwing the ball (unless of course you have students struggling to throw the distance, which in this case, you can invite him or her to move up or move the benches closer). Students on the bench must catch the ball while remaining on the bench. If he or she falls off during a catch, it does not count. The activity is over when all of the players from one team are on the bench.

### Fundamental Movement Skills Explored (circle below):

- Nonlocomotor/Stability: turn, twist, swing, balance, dodge, bend, land, stretch, hang, lift, sit, stand, crouch, squat, lean, kneel, push, pull
- Locomotor: walk, march, run, hop, jump, leap, roll (log, pencil), gallop, climb, slide, shuffle, tiptoe, crawl, skip, dive, swim, cycle, dance, hike, skate, glide
- Object Manipulative: catch, collect, dribble, roll, bounce, trap, throw (overhand & underhand), kick, strike, volley, punt

**Physical Literacy Environments-** air, water, land, ice/snow (indoor & outdoor)