

FLAGHOUSE Lesson Plans

Cooperation



Item #11137

FlagHouse is the founding sponsor of PE Central (www.pecentral.org), the premier web resource for physical education professionals. As a leader in reliable professional resources, FlagHouse is proud to offer PE Central books featuring educator-tested lesson plans from the PE Central website. A great addition to any curriculum, here's a preview of what you'll find in the PE Central books.

Foam Ball Passover

Concept Being Taught: Cooperation

Purpose of Activity: To encourage students to work together to accomplish a common goal.

Suggested Grade Level: 3-5

Materials Needed: Small Nerf/foam balls and other small items of various sizes and shapes (yarn balls, etc.); large coffee or other cans (e.g., large, emptied cans from school cafeteria); one hula-hoop for each group of 5-6 students.

Description of the Activity:

Explain to students that they will need to work together to accomplish today's activity. In addition, they will need to remember to use positive, supportive language when working with their teammates (discuss and review examples, if necessary). You will be looking not for teams that "win" or finish first, but rather, teams that help each other out and work together.

Use a group of five to six students to demonstrate the general idea of the activity. The students lay down head-to-toe in a line. At the foot of the first student is a hula-hoop with a number of various objects placed inside. The object is for this first person to lift a Nerf ball from the hoop using his or her feet and pass it over their head to the next person in line—all while still lying down! The next person must grasp the ball with his or her feet, and again pass it to the next person down the line. Hands are not allowed to be used, except for balance.

Along the way, students are encouraged to use positive verbal affirmations such as "Do you have it?" "Yes, let go." and "No, let me get a better grip"... "Okay, I'm letting go now!" to help each other out.

When the object reaches the last person in line, that person attempts to drop the ball into the can (again, while using his or her feet). If he or she succeeds, they remove the ball with their hands and walk to the front of the line. Everyone scoots down one place, and the process is begun again. When everyone has had the opportunity to put the ball in the can, the team may move on to a different item from the hoop. Ultimately, the goal over two to three class meetings is to get all items in the can and empty the hoop first before students change positions.

As students participate in the activity, reinforce or praise teams for using positive words and comments. If necessary, stop the activity and share/discuss any strategies or positive talk different teams may be using.

Variations:

A hoop can also be used at the end of the line instead of a can, to give students a larger target in which to place items.

Children with disabilities (e.g., those in wheelchairs) can be positioned in the line so they can also use their feet, if possible, or a combination of their hands and feet.

If two hoops are used, larger items of varying sizes and shapes can be used for students to pass along the line.

Assessment Ideas:

Check to see that all students are being successful with some item and that positive talk is taking place. Note any difficulties in working together that a student(s) may have.

Ask students to complete a small sheet detailing how they and their teammates worked together by coloring in the "smile" face for "good"; "so-so" face for "OK"; "frowny" face for "not so good". Have them write down their thoughts as to why they rated their team this way.

Submitted by Dama Hamrick who teaches at Wells Branch Elementary School in Austin, TX.

Titanic Challenge

Concept Being Taught: Cooperation

Purpose of Activity: To encourage students to work together to accomplish a common goal.

Suggested Grade Level: 3-5

Description of Activity:

Use cones to set up boundaries for the playing area. This designated playing area will be the "Titanic." The front of the "Titanic" is called the bow and the back is the stern; the right side of the "Titanic" is starboard and the left side is port. The center is called the crow's nest. Review all the areas of the "Titanic" by name (i.e., bow, stern, starboard, port, and crow's nest) before playing this activity with students. Students are also told anything past the cones is, of course, frigid arctic water.

Have students start in the crow's nest. Select a locomotor movement for the activity (walk, slide, skip, crab walk; RUNNING is not recommended for this activity). The teacher then randomly calls out different areas of the "Titanic" and the students travel to these areas using the selected locomotor movement.

After students become familiar with the areas, the teacher can call out other actions during the activity. It does not matter where the students are located on the "Titanic" for these actions to be performed. Here are a few examples:

- 1) Swab the Deck - students pretend to mop the deck;
- 2) Abandon Ship - students get off the ship and quickly find a partner(s). Partners sit down feet to feet and pretend to row a boat on the frigid arctic water;
- 3) Iceberg Ahead - students get off the ship and start swimming on their stomachs. If freezing water is called out during this time, students freeze because of the frigid arctic water and, of course, there is absolute silence. This is a good way to end the activity;
- 4) All Aboard - students enter the "Titanic" and go to the crow's nest. This is a good way to enter the "Titanic" after rowing or swimming.

Assessment Ideas:

1. Have students walk through the activity first so they become familiar with the "Titanic" terminology and areas.

2. Call out the directions and actions at a slow pace to avoid student collision and other mishaps.
3. Set up two or more "Titanics" for the activity. This will alleviate overcrowding and make the activity safer.
4. Slowly introduce the activity to students. Start with the directions first. When the activity is played again, add one or two actions each time.
5. Change the locomotor movements during the activity.
6. Have students make up actions that can be added to the activity.
7. Post signs/pictures on gymnasium walls or cones to help students remember the areas of the "Titanic". Either put the name of the area on the sign (i.e., bow, stern, starboard, port, crow's nest) or put the direction (i.e., front, back, right, left).
8. Add front, back, left, and right to the directions to help students find the areas. For example, back stern or left port.

Submitted by James Cower who teaches PE at Marlborough Public School.

Visit PE Central
<http://www.PECentral.org>

24/7 Online Ordering!

Order FlagHouse products online 24/7! View our latest products, not yet in our catalogs! Create wish lists! Online specials! Hot Buys! Expanded content!

<http://www.FlagHouse.com>
<http://www.FlagHouse.ca>

FlagHouse Exclusive Online Specials!

FlagHouse Hot Buys! View our latest online product specials - this pricing is not available in our catalogs! Limited quantities, so get them while they are HOT!

<http://www.FlagHouse.com/HotBuys>
<http://www.FlagHouse.ca/HotBuys>

Do you have an idea for a brand new product or a new game idea? We would be happy to speak with you - contact us at <http://www.FlagHouse.com/NewIdeas>

Please direct your questions or concerns regarding this product to the appropriate office listed below between the hours of 8AM-6PM Eastern Time

In the US: FlagHouse, 601 FlagHouse Drive, Hasbrouck Heights, New Jersey 07604-3116 Phone 800.793.7900 201.288.7600 Fax 800.793.7922

In Canada: FlagHouse Canada, 235 Yorkland Blvd., Suite 105, North York, Ontario M2J 4Y8 Phone 800.265.6900 416.495.8262 Fax 800.265.6922

International Customers: FlagHouse, 601 FlagHouse Drive, Hasbrouck Heights, New Jersey, 07604-3116 USA Phone 201.288.7600 Fax 201.288.7887