

RESPONSIBLE BEHAVIOR AND DECISION MAKING

INSTRUCTIONAL UNIT AUTHORS

East Grand School District

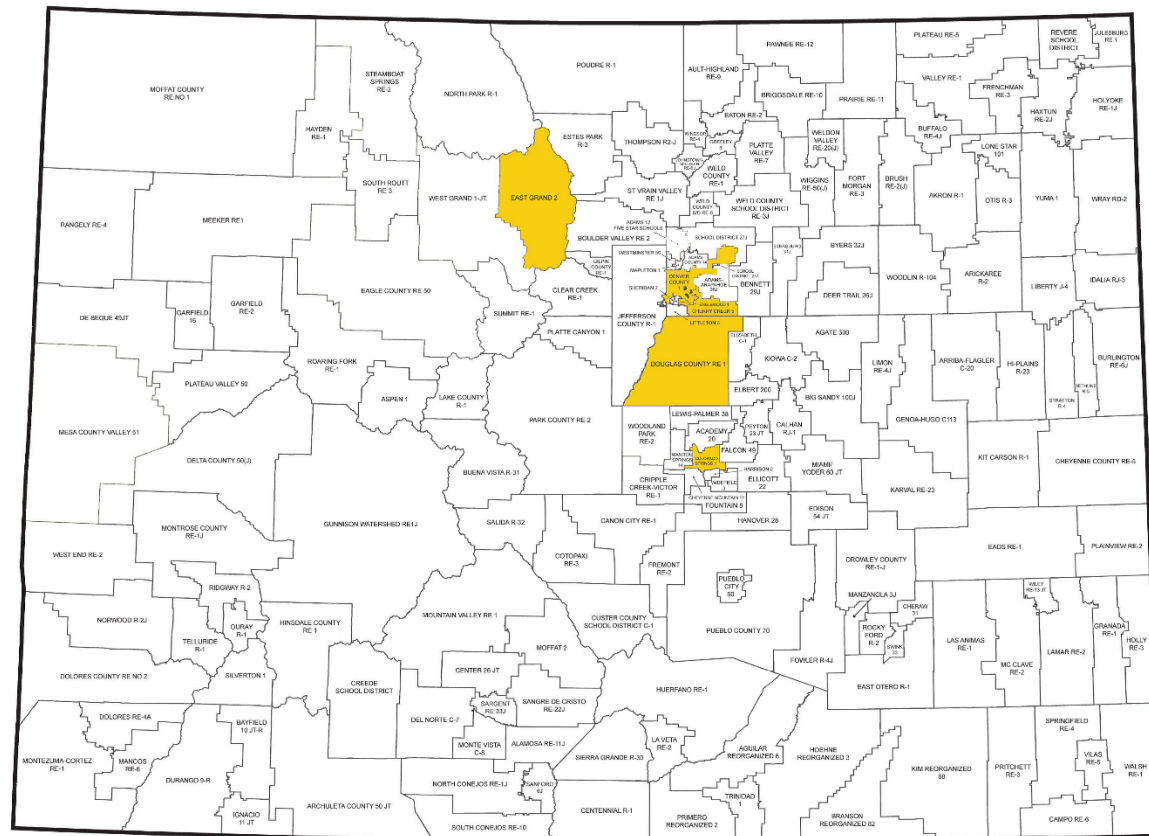
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Content Area	Physical Education	Grade Level	5 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Demonstrate mature form for all basic locomotor, non-locomotor, manipulative, and rhythmic skills	PE09-GR.5-S.1-GLE.1	
	2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills	PE09-GR.5-S.1-GLE.2	
2. Physical and Personal Wellness	1. Understand and apply basic principles of training to improving physical fitness	PE09-GR.5-S.2-GLE.1	
	2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance	PE09-GR.5-S.2-GLE.2	
	3. Connect the health-related fitness components to the body systems	PE09-GR.5-S.2-GLE.3	
3. Emotional and Social Wellness	1. Assess and take responsibility for personal behavior and stress management	PE09-GR.5-S.3-GLE.1	
	2. Choose to participate cooperatively and productively in group and individual physical activities	PE09-GR.5-S.3-GLE.2	
	3. Identify personal activity interests and abilities	PE09-GR.5-S.3-GLE.3	
4. Prevention and Risk Management	1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation	PE09-GR.5-S.4-GLE.1	

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Physical

Social

Colorado's Comprehensive Health and Physical Education Standards

Mental and Emotional

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Responsible Behavior and Decision Making	Teacher's Discretion	Teacher's Discretion

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Responsible Behavior and Decision Making		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Personal/Social Wellness	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.5-S.2-GLE.1 PE09-GR.5-S.2-GLE.3 PE09-GR.5-S.3-GLE.1 PE09-GR.5-S.3-GLE.2 PE09-GR.5-S.3-GLE.3 PE09-GR.5-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can we demonstrate appreciation and value for differences? (PE09-GR.5-S.3-GLE.2-EO.a,c; IQ.1,2,4; RA.1; N.1,2) • What is the difference between bullying and aggression? (PE09-GR.5-S.3-GLE.2-EO.e; IQ.1; RA.1,2; N.1,2) • Why do teams sometimes shake hands with the opposition after competing? (PE09-GR.5-S.3-GLE.3-EO.b; IQ.5; N.2,4) 			
Unit Strands	Prevention and Risk Management in Health Emotional and Social Wellness in Physical Education Physical and Personal Wellness in Physical Education			
Concepts	Cooperation, Acknowledgment, Demonstration, Contribution, Preparation, Engage, Enhance, Response, Identification			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Meaningful contribution to group activities directly influences the cooperation level and outcomes of group activities. (PE09-GR.5-S.3-GLE.2-EO.a,c; IQ.1,2,4; RA.1; N.1,2)	What some examples of cooperation in an activity game or sport?	How does listening to others benefit the group?
Acknowledgment of others and demonstration of positive behaviors enhances the participation of all group members in activities, games, sports. (PE09-GR.5-S.3-GLE.2-EO.e; IQ.1; RA.1,2; N.1,2)	What are some different forms showing encouragement?	How does it feel to be excluded from an activity?
Goal setting prepares and enhances self and others to work together for a common purpose. (PE09-GR.5-S.3-GLE.1-EO.b; IQ.1,4,5; RA.2; N.1)	What is are examples of goals and how so you go about determining it is a needed goal?	Why is goal setting important to improving performance?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Differences in others' abilities (PE09-GR.5-S.3-GLE.2-EO.a,c) ● Responsibility when winning and losing. (PE09-GR.5-S.3-GLE.3-EO.a,b) ● Peer pressure and problem solving in a positive way. (PE09-GR.5-S.3-GLE.1-EO.a) (PE09-GR.5-S.3-GLE.2-EO.b,e) ● Safety rules for an activity. (PE09-GR.5-S.4-GLE.1-EO.a) ● The importance of physical activity. (PE09-GR.5-S.2-GLE.3-EO.a) 	<ul style="list-style-type: none"> ● Acknowledge and accommodate differences in others' abilities. (PE09-GR.5-S.3-GLE.2-EO.a,c) ● Show responsibility when winning and losing. (PE09-GR.5-S.3-GLE.3-EO.a,b) ● Respond to peer pressure and problem solve in a positive way. (PE09-GR.5-S.3-GLE.1-EO.a) (PE09-GR.5-S.3-GLE.2-EO.b,e) ● Explain safety rules for an activity. (PE09-GR.5-S.4-GLE.1-EO.a) ● Understand the importance of physical activity. (PE09-GR.5-S.2-GLE.3-EO.a)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Positive behaviors will help support and promote physical activity for all students in a variety of settings.</i></p>
<p>Academic Vocabulary:</p>	<p>Safety, Cooperate, Problem-solve, Conflict resolution, Peer pressure, Sportsmanship, Reflection</p>
<p>Technical Vocabulary:</p>	<p>Attributes, Goal setting, Acknowledgement , Collaboration, Personal wellness, Social wellness</p>

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Unit Description:	This unit provides opportunities for students to develop skills as adventure leaders that will enhance their collaborative teamwork for exploration in outdoor experiences. These developed skills will potentially include positive social behavior, decision making, communication, collaboration, and safety practices. The ultimate goal will be for students to have an understanding and appreciation for the benefits of healthy social and emotional well. The unit culminates with students participating in a survivor adventure experience that will include overcoming obstacles and working together as a team in order to have a successful adventure. Students will have an opportunity to cultivate individual physical, mental, and social strengths that lead to strong group dynamics.
Considerations:	This unit is designed to provide opportunities for students to work together to develop social and emotional skills such as cooperation, collaboration, problem-solving, reflection and conflict-resolution. Things a teacher will need to consider before beginning an adventure unit such as this, are: <ul style="list-style-type: none"> ● Amount of class time ● Class size ● How often classes will meet ● Equipment availability ● Prior cooperative experiences of students ● Indoor and outdoor space ● All classes may not have the same technology availability ● Safety ● Modification of roles to best suit class needs
Unit Generalizations	
Key Generalization:	Acknowledgment of others and demonstration of positive behaviors enhances the participation of all group members in activities, games, sports.
Supporting Generalizations:	Meaningful contribution to group activities directly influences the cooperation level and outcomes of group activities.
	Goal setting prepares and enhances self and others to work together for a common purpose.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Acknowledgement of others and demonstration of positive behavior enhances the participation of all group members in activities, games and sport.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your peers are challenge survivors who have been tasked with successfully completing an adventure. Your team members will have varied roles and be faced with multiple obstacles to consider as you successfully complete your experience. Your team’s success will be dependent on your demonstration of positive behavior and positive acknowledgement of others. Possible team member roles may include: <ul style="list-style-type: none"> ● equipment manager ● medical expert ● trail navigator ● adventure journalist ● wellness monitor Your team may choose from one of the following adventures:

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	<ul style="list-style-type: none"> ● mountain adventure ● jungle adventure ● island adventure ● Grand Canyon river rafting adventure <p>Your adventure will include obstacles such as:</p> <ul style="list-style-type: none"> ● an “injured” teammate ● a teammate who cannot speak ● a teammate who cannot see ● challenging terrain and weather ● unexpected loss of equipment <p>The team must complete three questionnaires as you progress through your adventure. https://drive.google.com/open?id=0B9zCGaHwTpckSnptVVhlZkxpTG8 (Worksheets and final reflection sheet.) For the adventure task completion each team member will write a reflection of their travel experience (e.g. successes, improvements..)</p>
<p>Product/Evidence: (Expected product from students)</p>	<p>Students will work with team members to survive a team adventure. The adventures themselves will be comprised of physical obstacles the teams need to go through e.g. {Using the stepping stones (poly spots) cross the imaginary river, cross the low obstacle by army crawling or rolling without touching any of the poison vine (hurdles), retrieve the key to the next section of your adventure by going into the cave (tunnel made of mats or other objects) without waking the bats (touching the sides of the obstacle).}Along the way students will fill out three quick assessments (google forms or worksheets) The team’s final project will include an individual reflection at the conclusion of the adventure.</p>
<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may:</p> <ul style="list-style-type: none"> ● work with a partner to develop reflection ● share a role with a partner ● modify the challenges ● discuss one on one with the teacher the student reflection

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Brothers at Bat: The True Story of an Amazing All-Brother Baseball Team</i> by Audrey Vernick (Lexile level 780) <i>Conflict Resolution</i> by Robin S. Doax (Lexile level 820)</p>	<p><i>Escape from Mr. Lemoncello's Library (Mr. Lemoncello's Library #1)</i> by Chris Grabenstein (Lexile level 720) <i>No Talking</i> by Andrew Clements (Lexile level 820) <i>The Junkyard Wonders</i> by Patricia Polacco (Lexile level 660)</p>

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Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think like/work like an adventure survivor to problem solve.	Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=671#.WCODNuErJ8s (Sample lesson where students in partners or groups invent a game)
			Student Resources:	http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13224557/I-02-03B-PSR-CoopChallengeCard.pdf (Three simple challenges with instructions)
	Skills:	Respond to peer pressure and problem solve in a positive way.	Assessment:	Students will participate in partner and team games to successfully complete team goals and tasks.
2.	Description:	Think like/work like a teammate to collaborate and develop social wellness skills.	Teacher Resources:	http://www.peprn.com/documents/Jigsaw%20article%20AC.pdf (Article describing how to use the jigsaw method to create a tag game in physical education) https://vimeo.com/152820649 (Video showing jigsaw method to create a dance) https://www.youtube.com/watch?v=FdzJEWwPIOs&feature=youtu.be (YouTube video describing how the jigsaw method works in PE) https://s-media-cache-ak0.pinimg.com/originals/0e/fd/0f/0efd0fa520d27a2f2c077c73b484d29f.jpg (Graphic of the jigsaw method)
			Student Resources:	https://pbs.twimg.com/media/CwSgy3SWQAA26qy.jpg (Good teammate graphic) https://d3itj9t5jzykfd.cloudfront.net/up/blog-sports-captain-good-characteristics-1.jpg (characteristics of a good team captain) https://www.youtube.com/watch?v=ftPOy4yUGMQ (The power of teamwork video clip)
	Skills:	Acknowledge and accommodate differences in others' abilities.	Assessment:	Students will use a journal to complete a daily reflection of the emotional and social skills (e.g. cooperation, collaboration, acceptance, sportsmanship) they used while participating in activities with their peers.

Prior Knowledge and Experiences

5th grade students engaging in this unit are presumed to have prior working knowledge of independent work, group work, and positive social behavior. Students may also possess different levels of fitness, self-awareness, safety, cooperative skills, leadership, and group dynamics.

Learning Experience # 1

The teacher may provide examples of cooperative experiences (e.g. a dance, routine, game..) so students can reflect upon previous collaborative opportunities.

Generalization Connection(s):

Acknowledgement of others and demonstration of positive behavior enhances the participation of all group members in activities, games and sports.

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Teacher Resources:	http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13223538/l-02-03-PSR-Activities_05_CooperativeTriathlon.pdf (Sample lesson from OPEN cooperative triathlon) http://www2.peacefirst.org/digitalactivitycenter/files/tip_sheet_debriefing_0.pdf (Debriefing cooperative games tip sheet) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3785#.WCOCYOErJ8s (Sample lesson integrating math with cooperative challenge) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=671#.WCODNuErJ8s (Sample lesson where students in partners or groups invent a game)	
Student Resources:	http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13224557/l-02-03B-PSR-CoopChallengeCard.pdf (Three simple challenges with instructions) http://www.pecentral.org/assessment/CooperationSelfReflectionAssessment.pdf (Cooperation self-reflection) http://www.sparkpe.org/wp-content/uploads/2009/12/36_Dance_Create_Task.pdf (Create a dance: task card)	
Assessment:	Students will participate in a collaborative activity (e.g. Cooperative Triathlon). Students will then pair/share to reflect on successes and challenges they experienced after participating in the collaborative experience.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of groups ● provide greater parameters for activity 	Students may <ul style="list-style-type: none"> ● discuss reflection one on one with teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● provide fewer parameters for activity 	Students may: <ul style="list-style-type: none"> ● work in larger groups ● work with greater independence
Critical Content:	<ul style="list-style-type: none"> ● Peer pressure and problem solve in a positive way. 	
Key Skills:	<ul style="list-style-type: none"> ● Respond to peer pressure and problem solve in a positive way 	
Critical Language:	Cooperate, Problem-solve	

Learning Experience # 2

The teacher may pose the question: “What characteristics do a good partner/teammate demonstrate?” so the students may analyze the attributes of a positive group member.

Generalization Connection(s): Acknowledgement of others and demonstration of positive behavior enhances the participation of all group member in activities, games and sports.

Teacher Resources: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12680#.WCOWDOErJ8s> (PE Central Cooperative Skills Challenges)
https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf (sample describing wheel graphic organizer)

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Student Resources:	https://www.youtube.com/watch?v=ftPOy4yUGMQ (The power of teamwork video clip) https://www.youtube.com/watch?v=DI4zp7yeuMU (Madagascar Penguin teamwork video clip)	
Assessment:	Students will be in groups of 3-4 to perform skills and tasks at various skills and tasks at stations around gym (e.g. long rope jumping, tossing and catching, partner bucket catch, trade places on floor beam, complete 6 strikes with a volleyball.) During station transitions teacher leads brief 2 minute discussion on characteristics students are demonstrating which lead to group success (e.g. encouraging, communication, smiling, taking turns, listening..)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary group size ● assign group members ● provided additional examples of positive characteristics ● alter task difficulty 	Students may: <ul style="list-style-type: none"> ● work with fewer students ● work with specific students ● wok on easier task
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary group size ● alter task difficulty 	Students may: <ul style="list-style-type: none"> ● work with more challenging group members ● work on more difficult task
Critical Content:	<ul style="list-style-type: none"> ● Peer pressure and problem-solving in a positive way 	
Key Skills:	<ul style="list-style-type: none"> ● Respond to peer pressure and problem solve in a positive way 	
Critical Language:	Attribute, Cooperate	

Learning Experience # 3

The teacher may pose the question “How does listening to others help the group?” so the students may reflect on the importance of acknowledging each group member. (e.g. jigsaw method)

Generalization Connection(s):	Acknowledgement of others and demonstration of positive behaviors enhances the participation of all group members in activities, games, sports.
Teacher Resources:	http://www.peprn.com/documents/Jigsaw%20article%20AC.pdf (Article describing how to use the jigsaw method to create a tag game in physical education) https://vimeo.com/152820649 (Video showing jigsaw method to create a dance) https://www.youtube.com/watch?v=FdzJEWwPIOs&feature=youtu.be (YouTube video describing how the jigsaw method works in PE) https://s-media-cache-ak0.pinimg.com/originals/0e/fd/0f/0efd0fa520d27a2f2c077c73b484d29f.jpg (Graphic of the jigsaw method)

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Student Resources:	https://www.youtube.com/watch?v=FdzJEWwPIOs&feature=youtu.be (YouTube video describing how the jigsaw method works in PE)	
Assessment:	The students will participate in a jigsaw activity where their group's success will be dependent on their acknowledgement of each team member.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● alter the assigned information for each group member ● assign student a partner 	The student may: <ul style="list-style-type: none"> ● work in smaller group ● be responsible for less information ● work with a partner
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● alter the assigned information for each group member ● allow students to create content ● alter group member's ability to communicate 	The student may: <ul style="list-style-type: none"> ● work in more challenging group ● be responsible for less information ● invent components of activity ● work with student who has been asked to alter communication (e.g. wrong information, non-verbal.)
Critical Content:	<ul style="list-style-type: none"> ● Differences in other's abilities 	
Key Skills:	<ul style="list-style-type: none"> ● Acknowledge and accommodate differences in other's abilities 	
Critical Language:	Attribute, Cooperation	

Learning Experience # 4

The teacher may model various locomotor skills and various static balances so students can evaluate the importance of combining coordination and balance within rhythmic and static settings.

Generalization Connection(s):	Meaningful contribution to group activities directly influences the cooperation level and outcomes of group activities.
Teacher Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=786 (Video of game Shooters and Retrievers to be adapted so students are working in partners: one shooter, one retriever) https://www.youtube.com/watch?v=DvVEoKrm48 (Sample video showing teamwork and interdependence)
Student Resources:	https://www.youtube.com/watch?v=DvVEoKrm48 (Sample video showing teamwork and interdependence)
Assessment:	Students will participate in multiple partner or small group activities where their success is dependent on each person's contribution (e.g. Shooters and Retrievers). At the conclusion of the activity time the students will participate in a group discussion where they will be asked reflection questions (e.g. What was your personal contribution to your group? What were your successes? How did

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	you respond to the peer pressure from your teammate(s)? What could you do better? How did your team respond to winning/losing?)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● decrease the complexity of the physical task ● decrease the distance to the target ● vary the equipment ● assign student a helper partner 	Students may: <ul style="list-style-type: none"> ● work in smaller group ● work on a less complex physical task ● work with larger ball, larger bucket ● work with a helper partner ● work on a closer target
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● increase the complexity of the physical task ● increase the difficulty of the equipment (e.g. smaller ball, smaller target) ● increase the distance to the target ● alter group member’s ability to communicate 	Students may: <ul style="list-style-type: none"> ● work in more challenging group ● work on a more complex physical task ● work with smaller ball, larger bucket ● invent components of activity ● work on a more difficult task ● work with student who has been asked to alter communication (e.g. wrong information, non-verbal)
Critical Content:	<ul style="list-style-type: none"> ● Differences in other’s abilities ● Responsibility when winning and losing ● Peer pressure and problem-solving in a positive way 	
Key Skills:	<ul style="list-style-type: none"> ● Acknowledge and accommodate differences in other’s abilities. ● Show responsibility when winning and losing. ● Respond to peer pressure and problem solve in a positive way. 	
Critical Language:	Reflection, Cooperation, Problem-solve, Collaboration	

Learning Experience # 5

The teacher may introduce roles in an adventure experience (e.g., equipment manager, medical expert, trail navigator, adventure journalist, wellness monitor) so students can analyze their strengths and make connections between roles and the success of the survivor adventure experience

Generalization Connection(s):

Goal setting prepares and enhances self and others to work together for a common purpose.

Teacher Resources:

http://www.peuniverse.com/Videos/detail.cfm?post_id=628 (Cooperative skill challenge “chicken soup”)
http://www.peuniverse.com/Videos/detail.cfm?post_id=1565 (Cooperative skill challenge “group juggling”)
<http://www.stepinto2ndgrade.com/2012/03/group-work-jobs-and-sale.html> (Sample roles with explanations)

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	http://www.stepinto2ndgrade.com/2012/03/group-work-jobs-and-sale.html (Sample roles with explanations)	
Student Resources:	http://www.stepinto2ndgrade.com/2012/03/group-work-jobs-and-sale.html (Sample roles with explanations) http://www.stepinto2ndgrade.com/2012/03/group-work-jobs-and-sale.html (Sample roles with explanations)	
Assessment:	Students will complete simple cooperative tasks in scenarios where they practice example skills of their role (e.g. equipment manager, trail navigator) to team members for evaluation prior to final adventure experience.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of groups ● provide greater parameters for activity 	Students may <ul style="list-style-type: none"> ● discuss reflection one on one with teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● provide fewer parameters for activity 	Students may: <ul style="list-style-type: none"> ● work in larger groups ● work with greater independence
Critical Content:	<ul style="list-style-type: none"> ● Differences in other’s abilities ● Safety rules in an activity ● Peer pressure and problem solving in a positive way. 	
Key Skills:	<ul style="list-style-type: none"> ● Acknowledge and accommodate differences in other’s abilities ● Explain safety rules in an activity ● Respond to peer pressure and problem solve in a positive way 	
Critical Language:	Safety, Cooperate, Problem-solve, Conflict Resolution	

Learning Experience # 6

The teacher may provide a scenario that illustrates the value of team goal setting (e.g. “How will you make each team member feel important?, What will your group do to encourage everyone to keep trying?”) so students may consider necessary steps for problem solving leading to group success.

Generalization Connection(s):	Goal setting prepares and enhances self and others to work together for a common purpose.
Teacher Resources:	http://www.humankinetics.com/acucustom/sitename/Documents/DocumentItem/6078.pdf (Sample cooperative skill challenges) http://www.thephysicaleducator.com/resources/Blog-Downloads/survivor/Survivor-Unit.pdf (Sample survivor unit, challenges explained at end of document) http://www.phecanada.ca/sites/default/files/cooperative_games.pdf (Sample cooperative challenges, sample cooperative instant activities)
Student Resources:	https://s-media-cache-ak0.pinimg.com/236x/a0/7b/e8/a07be8129b03bad71a4a80d7e654e609.jpg (Whole body listening graphic)

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	<p>http://epartnersinlearning.org/wp-content/uploads/2016/06/Missing-Objects-prompts-one-page-jpeg1.jpg (Sample encouragement phrases graphic)</p> <p>https://d3itj9t5jzykfd.cloudfront.net/up/blog-sports-captain-good-characteristics-1.jpg (Characteristics of a good team captain)</p> <p>https://pbs.twimg.com/media/CwSgy3SWQAA26qy.jpg (Good teammate graphic)</p> <p>https://www.youtube.com/watch?v=8cCiqbSJ9fg (YouTube video goal achieving cartoon)</p>	
Assessment:	<p>Students will participate in a cooperative skills challenge after setting team goals (e.g. “everyone on our team will feel encouraged, all our teammates will have the opportunity to share their ideas.”) Upon completion of cooperative skills challenge each group will reflect on how they did accomplishing the goals they set.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may:</p> <ul style="list-style-type: none"> ● vary the size of the groups ● decrease the complexity of the physical task ● vary the equipment ● assign student a helper partner 	<p>Students may:</p> <ul style="list-style-type: none"> ● work in smaller group ● work on a less complex physical task ● work with a helper partner
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may:</p> <ul style="list-style-type: none"> ● vary the size of the groups ● increase the complexity of the physical task 	<p>Students may:</p> <ul style="list-style-type: none"> ● work in more challenging group ● work on a more complex physical task ● invent components of activity ● work on a more difficult task
Critical Content:	<ul style="list-style-type: none"> ● Differences in other’s abilities ● Responsibility when winning and losing ● Peer pressure and problem-solving in a positive way ● Importance of physical activity 	
Key Skills:	<ul style="list-style-type: none"> ● Acknowledge and accommodate differences in other’s abilities. ● Show responsibility when winning and losing. ● Respond to peer pressure and problem solving in a positive way. ● Understand the importance of physical activity. 	
Critical Language:	<p>Safety, Cooperate, Problem-solve, Conflict Resolution, Peer Pressure</p>	