



# Grade 1 HPE Unit: Cooperative Learning and Living

## Unit Focus

This health and physical education interdisciplinary unit focuses on the importance of working together to accomplish a goal. Students will review and build upon their learning from kindergarten as they participate in various cooperative games and activities. By applying their understanding of how to respect others, work together to find success, and use verbal and nonverbal communication, students will develop their personal and social responsibility skills. This includes safe and appropriate use of equipment and adherence to classroom expectations.

## Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Transfer                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                       |
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| <b>Healthy and Balanced Living Curriculum Framework</b><br>Health Education PK-2 <ul style="list-style-type: none"><li>Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socioeconomic status, differing abilities, immigration status, family configuration). (HR 1.4.2)</li><li>Define consent (e.g., personal space and boundaries). (HR 1.5.2)</li><li>Explain why it is wrong to tease or bully others. (VP 1.2.2)</li><li>Explain what to do if someone is being bullied. (VP 1.3.2)</li></ul> Physical Education K-5 <ul style="list-style-type: none"><li>Demonstrates active engagement in physical education class. (S3.E2.1)</li><li>Demonstrates the ability to accept personal responsibility by using equipment and space appropriately (S4.E1.1)</li><li>Demonstrates the ability to follow the rules and parameters of the learning environment. (S4.E2.1)</li><li>Demonstrates the ability to respond appropriately to general feedback from the teacher. (S4.E3.1)</li><li>Demonstrates the ability to work independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)</li><li>Demonstrates the ability to exhibit the established protocols for class activities. (S4.E5.1)</li><li>Demonstrates the ability to follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</li><li>Demonstrates the ability to discuss the enjoyment of playing with friends. (S5.E3. Kb)</li></ul> <b>Madison Public Schools Profile of a Graduate</b> | <i>Students will be able to independently use their learning to...</i><br><b>T1</b> Respectfully and responsibly communicate with others from a variety of backgrounds and perspectives.                                                                                                                                                     |                                                                                                                                                                                                                                                                                                       |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Students will understand that...</i><br><b>U1</b> The way you work with your teammates impacts the quality of your connections and your success.<br><b>U2</b> Every lesson provides the opportunity to learn and improve for next time.<br><b>U3</b> Speaking kindly to others creates a respectful environment so you can work together. | <i>Students will keep considering...</i><br><b>Q1</b> How do I work with my classmates to accomplish a task?<br><b>Q2</b> What have I learned from this activity and what would I change to improve for next time?<br><b>Q3</b> How do I communicate my feelings and thoughts with myself and others? |
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## Stage 1: Desired Results - Key Understandings

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

you, etc. are important communication tools for collaborative work.

**K2** communication is being able to talk to somebody in a positive way. This means using kind words and manners such as please, thank you, excuse me, etc.

**K3** sportsmanship is playing fair, including others, following the rules, and complimenting others.

**K4** personal respect is respecting yourself and others, including personal space and choices of others.

**K5** cooperation is working together by sharing ideas and including others.

**S3** being cooperative by being inclusive, taking turns, and being respectful of others.

**S4** acknowledging the role they play in a group activity.

**S5** identifying and maintaining personal space and boundaries of others and themselves.

**S6** respectfully using verbal and nonverbal communication.