Grade 2 HPE Unit: Cooperative Learning and Living

Unit Focus

In this unit, students will build upon the skills they learned and practiced in grade 1 during their cooperative learning unit. Students will participate in activities that increase their skills in being responsible for their role in group work to accomplish a task. Students will also continue to refine their cooperative skills by continuing to be responsible group members but also a partner. Students will also begin to be exposed to communication skills that will be expanded upon in grade 3. Emphasis will be placed on group processing/working together toward success and activities will include working in partner and small group activities.

Stage 1: Desired Results - Key Understandings

Standard(s)

Healthy and Balanced Living Curriculum Framework
Health Education PK-2

- 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)
- Define consent (e.g., personal space and boundaries). (HR 1.5.2)
- Describe the difference between bullying, teasing, and mean-spirited behavior. (VP 1.1.2)
- Explain why it is wrong to tease or bully others. (VP 1.2.2)
- Explain what to do if someone is being bullied. (VP 1.3.2)

Physical Education K-5

- Demonstrates active engagement in physical education class in response to instruction and practice. (S3.E2.2)
- Demonstrates the ability to practice skills with minimal teacher prompting. (S4.E1.2)
- Demonstrates the ability to accept responsibility for class protocols with behavior and performance actions (S4.E2.2)
- Demonstrates the ability to accept specific corrective feedback from the teacher. (S4.E3.2)
- Demonstrates the ability to work independently with others in partner environments. (S4.E4.2)
- Demonstrates the ability to recognize the role of rules and etiquette in teacher designed physical activities. (S4.E5.2)
- Demonstrates the ability to work independently and safely in physical education. (S4.E6.2a)

Transfer

Students will be able to independently use their learning to...
T1 Respectfully and responsibly communicate with others from a variety of backgrounds and perspectives.

Meaning

Understanding(s)

Students will understand that...
U1 The way you work with your classmates impacts the quality of your connections and your success.
U2 Every lesson provides the opportunity to learn and improve for next time.
U3 Speaking kindly to others creates a respectful environment so you can work together.
U4 People have different opinions, ideas, and abilities but all can contribute to the group.

Essential Question(s)

Students will keep considering...
Q1 How do I work with my classmates to accomplish a task?
Q2 What have I learned from this activity and what would I change to improve for next time?
Q3 How do I communicate my feelings and thoughts with myself and others?
Q4 How do we accept each other's differences?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 communication is being able to talk to somebody in a positive way. This means using kind words and manners such as please, thank

Skill(s)

Students will be skilled at...
S1 sharing responsibility and roles in collaborative activities.

Stage 1: Desired Results - Key Understandings		
• Demonstrates the ability to describe positive feelings that result from participating in physical activities (S5.E3.1a) **Madison Public Schools Profile of a Graduate** • Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)	you, excuse me, etc. that using appropriate language that is welcoming, positive, and inclusive is an effective way to communicate with others. **K2** sportsmanship is playing fair, including others, following the rules, and complimenting others. **K3** personal respect is respecting yourself and others, including personal space and choices of others. **K4** that they have a responsibility to others to participate in their role in a group.	**S2** being inclusive and being respectful of others. **S3** acknowledging the role they play in a group activity. **S4** adapting their cooperative skills, personal responsibility, and social responsibility to other settings outside of our classroom. **S5** adapting their cooperative skills, personal responsibility, and social responsibility to other settings outside of our classroom.