Physical Education - Grade 7 Unit 2 - Cultural Games

Unit Focus

In this unit, students will experience a variety of games from different cultures. While participating, students will learn the origin of these games and discover how/why these games were developed and adapted for our Physical Education class. Students will be able to present a cultural game of their choosing to the class. They will also be given the opportunity to adapt these games/dances to fit into a Physical Education class. This will include the origin of the game, how and why it was created, and how the student has safely adapted it to fit into a physical education class.

Stage 1: Desired Results - Key Understandings

Standard(s)

Connecticut Comprehensive K–12 School Counseling Framework (2020)
Counseling: 6-8

- Recognize individual differences in ethnicity, culture, race, religion, and lifestyle (S/E2.3)

Healthy and Balanced Living Curriculum Framework
Physical Education 6-8

- Demonstrates the following offensive skills without defensive pressure: pivot, give and go, and fakes (S1.M5.6b)
- Demonstrates correct technique for a variety of skills in one selected individual-performance activity. (S1.M19.7)
- Reduces open space by using locomotor movements (e.g., walking, running, jumping, and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7a)
- Creates open space by staying spread on offense and cutting and passing quickly (S2.M1.7c)
- Reduces open space on defense by staying close to the opponent as he/ she nears the goal. (S2.M2.7a)
- Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M8.7)
- Demonstrates the ability to exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. (S4.M1.7a)
- Demonstrates the ability to problemsolve with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M3.7b)

Transfer

Students will be able to independently use their learning to...
T1 Develop skills, knowledge, and concepts through practice and analysis of results.

Meaning

Understanding(s)

Students will understand that...
U1 People develop empathy and tolerance when they accept and appreciate the diversity within and among each other.
U2 Humans recognize that all people are different and we share a social responsibility to treat each other with respect and without bias.
U3 Students demonstrate effective communication which involves active listening, speaking, and recognizing nonverbal behavior.
U4 Individuals can determine the degree of influence that others have on their own behaviors in order to anticipate negative or positive outcomes.
U5 Individuals tackle obstacles by using a variety of strategies and techniques that move them forward.

Essential Question(s)

Students will keep considering...
Q1 How do we accept each other's differences?
Q2 How do my words impact the thoughts of others?
Q3 How can I help my group be productive?
Q4 Do my actions and/or decisions have a negative or positive impact on my self or others?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Safety is the most important aspect of game play.
K2 All cultures have games, customs and traditions rooted in their history

Skill(s)

Students will be skilled at...
S1 Explore the customs, traditions, and values of different societies

Stage 1: Desired Results - Key Understandings

• Demonstrates the ability to identify positive mental and emotional aspects of participating in a variety of physical activities. (S5.M1.7b) • Demonstrates the ability to generate positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M2.7) • Demonstrates the importance of social interaction by helping and encouraging others, using positive talk, and providing support to classmates. (S5.M4.7) **Madison Public Schools Profile of a Graduate** • Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)	**K3** Cultural traditions and games are healthy ways to bring the community together **K4** Shared experiences and traditions lead to positive mental and physical health **K5** Vocabulary: • Sam Pal Sun • Semut • Handkerchief Game • Rugby • Cricket World Cup • Chinese Jump Rope • Triangle Game • Three Tins • Reloj • Schlagball • Danish Long Ball	**S2** Engaging in game play safely and respectfully. **S3** Effective communication skills, empathy, and cultural sensitivity. **S4** Demonstrating the ability to cooperate with others and respect differences while safely and respectfully participating in physical activities.