

LESSON FOCUS

Cooperative Game Skills

**SHAPE Standards:**

4

DPE Outcomes:

- I can compliment others during cooperative activities.
- I can accept and include all others in physical education.
- I can listen to and use feedback provided by a peer.

Equipment:

- Tumbling Mats
- Yarn Balls
- Marking Spots
- Hoops
- Tinikling Poles
- Basketballs
- Frisbees
- Scoops

Instructions**Presenting Cooperative Skill Activities**

1. Set the Stage: During this first step it is the teacher's job to sell the activity with the following information:

What is the challenge?

What are the rules?

What are the consequences for breaking the rules?

Are there any safety issues that need to be addressed?

During this step, only the essential information to get the group going is provided. This information can be presented in the form of a descriptive and often imaginary story.

2. Facilitate: Once the stage has been set, the teacher's role is to step back and let the students work. For many teachers this is a difficult task because they want to tell students how to accomplish the task or at least give them a few hints. During this step, it is best to simply answer questions and monitor the group for safety. Success does not always mean the task is accomplished; learning to cooperate is more important than completing the task. Much can be learned and gained from simply working on the task. It is critical that teachers allow time for the final step.

3. Debrief: Debriefing may be the most important component in effectively implementing cooperative activities. The foundation of debriefing is open-ended questions. Question such as "Did that work?" or "Would you do that again?" require a yes or no response and do not foster discussion. The following are examples of open-ended questions:

What did you have to do in order to accomplish the goal?

- What does "communicate" mean?
- What happened that was positive?
- What happened that could have been better?
- How could you have changed things?
- What does it mean to be patient?
- How can you compromise?
- What would you have done differently? The same?

Cooperative Activities

Mat Folding

Formation: Groups of 4-5 students

Supplies: One tumbling mat for each group

The group is given one tumbling mat and instructed to stand on it. While keeping their feet on the mat at all times, teams are given the following challenges:

1. Rotate the mat 360 degrees.
2. Move the mat 15 ft.
3. Without using any hands, fold the mat into fourths.
4. Unfold the mat without using any hands.

Attached at the ...

Formation: Partners

Supplies: One beanbag or ball for each set of partners

Partners stand on one side of the activity area. The challenge is to get to the other sideline or end line while attached at the hip, head, back, ankle, elbow, hamstring, etc. Locomotor movements can be specified for moving across the area. For a more difficult activity, provide a beanbag or ball for the students to put between the "attached" body parts.

Teaching tip: To add difficulty, after completing tasks with a partner, challenge students to work in groups of 3, 4, or more.

Quiet Cooperation

Formation: Groups of 10-12 students

Supplies: One marking spot for each student

Students stand in a line shoulder to shoulder with a marking spot under their feet. Without talking, making any noise, or touching the gym floor, students get in order using these criteria:

1. Number of pets (fewest to most).
2. Alphabetical by first name (father's, mother's, or pet name can also be used).
3. Alphabetical by last name.
4. Month of birthday (January to December or vice versa).
5. Shortest to tallest.

All Aboard

Formation: Entire class scattered with hoops spread through area

Supplies: 15 hoops

Students are challenged to get as many students as possible into one hoop placed on the ground. In order for a person to be considered "on board," one foot must be touching the ground inside of the hoop and no body parts touching the floor outside the hoop. One technique to lead up to this activity is to play Musical Hoops. Hoops are scattered throughout the gym and music is playing. When the music stops students move to a hoop, placing at least one foot inside the hoop. More than one student can be in a hoop. Each time the music plays the teacher removes one or two hoops until only enough hoops remain for all students to be aboard.

Human Spelling Bee

Formation: Squads of 5-6 players

Supplies: None

Groups of 5-6 students are challenged with spelling out words, letter by letter, with their bodies while lying on the floor. All team members must be in the letter and the team must identify the bottom of the letter. Physical education terms or spelling words may be used. Also, students can spell out answers to questions asked by the teacher. Mathematical equations could also be written (i.e., $7 \times 7 = 49$), one number and symbol at a time.

Scoop Ball

Formation: Squads of 6-8 students

Supplies: Four basketballs, one hoop, four Tinikling poles, and two scoops for every team

Teams of 6-8 students attempt to move four basketballs approximately 50 ft, without touching the basketballs with any body parts, and place the balls into a hoop. Four Tinikling poles and two scoops are provided. The following rules apply:

1. If a ball touches the floor or a student, the ball must be returned to the starting point.
2. Players may not walk with the balls.
3. The balls may not be thrown, kicked, or passed.
4. Balls that roll or bounce out of the hoop must be returned to the starting point.
5. Students are only permitted to hold one scoop at a time.

Flippers

Formation: Entire class divided into two teams

Supplies: 30-40 flying disks

The flying disks are spread throughout the teaching area and two teams formed. One team is charged with flipping the disks so they are face up, while the other team attempts to flip the disks to a face-down position. After a practice game, the following stipulations can be used.

1. No hands.
2. Feet only.
3. Students must crab-walk or bear crawl.
4. Feet only, and only one foot can touch the disk at a time.
5. Knees only.