

## Class Information

### New Games Unit

#### Focus of Unit:

Cooperation  
Positive Sporting Behavior  
Self-awareness  
Self-discipline

Grade: 9-12

Number of Students: 23

Number of lessons in the unit: 8

Length of each lesson: 90 minutes

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## Needs Assessment

### Psychomotor

New Games will be introduced in this unit, although students may have had experiences with these types of activities in formal or informal physical activity settings outside of school. They need to practice the rules and strategies of new games using the instructional cues and apply these skills in modified games.

Students in the ninth grade will come in all shapes and sizes due to the onset of puberty. They need activities that encourage the use of their maturing muscle groups. Incorporating activities that promote health-related fitness will help the students develop flexibility, improved body composition, muscular strength and endurance, and improved cardiovascular fitness.

### Cognitive

Instructional cues for the rules and strategies for new games activities will be introduced as these activities are taught and practiced. When students are applying these new game skills in modified games, they will review previously learned rules and strategies or learn new rules and strategies. Students should be able to explain how cooperation and positive sporting behavior is used in class during the closing discussion of each lesson.

Students in the ninth grade will be able to describe and discuss the basic rules and strategies, develop cardiovascular endurance, muscular strength and flexibility as well as develop cooperation and positive sporting behavior. Students should be thinking about how new games contributes to their physical and social well-being. They need to be able to discuss why it is important to learn these activities.

### Affective

Students in the ninth grade have already had experience working with others (partners, small groups). Students need to continue to work with these groupings to continue to develop their ability to show respect for others by making positive comments. They also need to share equipment and space, abide by class rules, and play fairly without undue argument to continue to develop positive sporting behavior. Students need to continue to develop self-awareness by keeping bodies and equipments in control and self-discipline by staying on task during the closing activity time.

Therefore, the focus of this unit is for students to continue their development of cooperation, positive sporting behavior, and to be introduced to the rules and strategies of the new games activities. They should also be able to discuss game rules. The focus of the unit is to also to continue to develop self-awareness and self-discipline.

## Goals and Objectives

### A. Psychomotor: Motor Skill Development

Addresses NASPE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Addresses NASPE Standard 3: Participate regularly in physical activity.

Goal: Students will be able to perform the various skills needed for each activity and apply these skills in modified games.

#### Objectives:

1. Students will be able to perform overhand throw when playing soccer/speedball and Roller-ball
2. Students will be able to perform the kick with foot when playing soccer/speedball and Alaskan Kickball
3. Students will be able to perform the run when playing soccer/speedball, hula-hoop relay, have you ever, Alaskan Kickball, Needle and Thread, Victim Guardian and Stalker, and Roller-ball

B. Psychomotor: Health-related fitness

Addresses NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Addresses NASPE Standard 3: Participates regularly in physical activity.

Goal: Students will continue to develop cardiovascular endurance, flexibility, muscular power, and muscular strength from participating in the warm-up, agility lines, stretching, circuits, and closing activity.

Objectives:

1. Students will continue to develop cardiovascular endurance by participating in the warm-up jog and circuits.
2. Students will continue to develop muscular endurance by participating in the warm-up jog, agility lines, curl-ups, push-ups, pull-ups, and closing activity.
3. Students will continue to develop flexibility by participating in the agility lines, stretching, and closing activity.
4. Students will continue to develop muscular strength by participating in the agilities, circuits, and closing activity.

C. Cognitive: Movement concepts, principles, rules, strategies, and terminology

Addresses NASPE Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Goal: Students will be able to describe and discuss the basic rules and strategies of the new games activities.

Objectives:

1. Students will be able to discuss the basic strategies used during the activities of soccer/speedball, hula-hoop relay, electricity impulse, human knot, Alaskan kickball, needle and thread, victim guardian and stalker, roller-ball.
2. Students will be able to discuss the different game tactics/ strategies used during game play of soccer/speedball, hula-hoop relay, electricity impulse, human knot, Alaskan kickball, needle and thread, victim guardian and stalker, roller-ball, bumpity-bump-bump, have you ever?, Iowa State Test, and baby do you love me?

D. Cognitive: Contributions to physical and social/emotional well-being

Addresses NASPE Standard 6: Values physical activity for health- enjoyment, challenge, self-expression, and/or social interaction.

Goal: Students will be able to discuss how new games can contribute to their physical and social-emotional well-being.

Objectives:

1. Students will be able to discuss that playing new games and being physically active can help them maintain and/or enhance their health-related fitness.
2. Students will be able to discuss that playing new games and being physically active can enhance their social and emotional well-being by being a productive member of a group by participating in cooperative and group activities.

## E. Affective: Personal Development

Addresses NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Addresses NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Goal: Students will continue to develop self-awareness and self-discipline by participating in the closing activities.

### Objective:

1. Students will continue to develop self-awareness by Students will continue to develop self-awareness by participating in activities that involves keeping their bodies and equipment in control during all times in the closing activities.
2. Students will continue to develop self-discipline by staying on task during the closing activities.

## F. Affective: Social Development

Addresses NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Addresses NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction.

Goal: Students will continue to develop positive sporting behavior and cooperation by participating in closing activities.

### Objective:

1. Students will continue to develop positive sporting behavior by sharing equipment and space, abiding by class rules, encouraging others, respecting the teacher and other students, and playing fairly without argument.
2. Students will continue to develop cooperation by working in a responsible manner with small groups, peers, and the whole class.