Cooperative Games

3rd Grade
5 Classes
30 Students
50 Min. Class Periods

By. Tina Strauss
Purpose of Unit (Hellison, 1995)

Overview

- Cooperative games are unique in the fact that you can teach life skills through these activities that you normal you wouldn’t have. You can teach personal and social responsibility, cooperation and teamwork, and communication skills to list a few. These activities challenge students and engage them to use critical thinking and decision-making skills.

- While teaching cooperative games there are levels of progression that build upon each other. The first level is Level Zero, Irresponsibility: “Students at this level make excuses and blame other for their behavior and deny personal responsibility for what they do or fail to do”. Level I, Respect: Students may not participate in the day’s activities or show much mastery, but they are able to control their behavior enough so that they don’t interfere with the other students’ right to learn or the teacher’s right to teach. Level II, Participation: Students not only show minimal respect for others but also willing play, accept challenges, practice motor skills and train for fitness under the teacher’s supervision. Level III, Self-direction: Students not only show respect and participation, but they are also able to work without direct supervision. They can identify their own needs and begin to plan and carry out their physical education programs. Level IV, Caring: Students in addition to respecting others, participating, and being self-directed, are motivated to extend their sense of responsibility beyond concern, and helping. (Hellison, 1995) Each level is measurable through observation and students can be aware of these levels so they can them.
Purpose

Exercise that has many benefits for the body. The first area that benefits is overall wellness. It includes five dimensions: physical, social, emotional, intellectual, occupational and spiritual. The physical dimension of wellness includes developing cardiovascular endurance, muscular endurance, body composition, strength and flexibility. By exploring the physical dimension it encourages you to gain knowledge about nutrition, food and self-care, including appropriate use of the medical system.

Second is the social dimension of wellness. It emphasizes common welfare of your community, independence, as well as interdependence, with others and nature and pursuit of harmony within your family. Third is awareness and acceptance of your emotions and feelings. Realistically assessing your limitations, developing autonomy and the ability to cope effectively with stress are also part of developing this dimension. The intellectual dimension encourages creative, stimulation mental activities. An intellectually well person will use the resources available to expand knowledge and improve skills.

Occupational is being prepared for work in which you will gain personal satisfaction and find enrichment in life. The last aspect of wellness is spiritual. It involves seeking meaning and purpose in human existence. It includes an appreciation of the depth and expanse of life and natural forces. All of these dimensions are foundational for a health. They build off of each other. I one suffers they all suffer, that is why it is important to mind to each area. (Personal Fitness Packet HES 100)

There are many reasons to participate in physical exercise. Clearly everyone does not know the benefits. “The hazards of being inactive are clear, physical inactivity is a nationwide problem” (Surgeon General’s Report, Online). “Nearly half of American youth ages 12- 21 are not vigorously active on a regular basis” (CDC, 1999, Online). This is why getting and keeping kids active will help prevent sedentary youth. There are many
benefits, which include building and maintaining healthy bones, muscles and joints. Helps controls weight, builds lean muscle and reduces fat. Regular exercise has been shown to lower cholesterol, lower blood pressure, and helps relieve stress.

In 2002 the American Heart Association reported that diseases of the cardiovascular system was the number one cause of death in the United States, accounting for approximately 38% (or 1 in every 2.6) of all deaths (American Heart Association, 2003). There are many factors that increase the chances of developing heart or cardiovascular disease. The non-controllable risk factors include gender, age, race/ethnicity and heredity. The controllable risk factors include obesity, stress, diabetes, lack of social support and anger. The Big Four Risk Factors include smoking, high blood pressure, high cholesterol and lack of exercise. All of these are factors that can be controlled with regular exercise.

Regular exercise can help protect you from heart disease and stroke, high blood pressure, non insulin-dependent diabetes, obesity, back pain, osteoporosis, and can improve your overall well being (Unknown, 2005).

**Integration**

Cooperative games are a type of physical activity. It is a different way to be active. There are many other benefits of cooperative games. They help develop students to be more effective communicators. Students will have to come up with strategies and be able to present their ideas to the group. Students also are striving to only give constructive/positive comments to classmates. They also promote being a good citizen, by being respectful and courteous of others. Students will only succeed in these activities if they work with the other students. In order to work well together, they must respect each other. It also helps students become better self-directed learners. They have to take initiative and use critical thinking to accomplish the tasks that lie before them.
General Behavioral Objectives

Students will:

Psychomotor
1. Actively participate in all activities and games.

Cognitive
1. Know the importance of working together.
2. Be able to list all 5 steps of Hellison’s pyramid. They are irresponsibility, respect, participation, self-direction and caring.
3. Know how to apply cooperation, trust, respect, teamwork, and communication to life.

Affective
1. Work together to perform all activities and games.
2. Respect each other and the equipment.
3. Work toward reaching the highest level of the cooperative game pyramid.

Cooperative Game Skills (Merriam-Webster, 2005)

• Cooperation – to associate with another or others for mutual benefit.

• Trust – to rely on the truthfulness or accuracy of, to place confidence in, rely on and to hope or expect confidently.

• Respect – able to acknowledge and accept others beliefs and actions.

• Teamwork – being able to work with a large group of people, where everyone puts effort into accomplishing a common goal.

• Communication – a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior

• Participation – to take part in.

• Self-direction – taking action and carrying out their personal plan of action unassisted.
Cooperative Game Activities (Luvmour & Luvmour, 1990)

Day 1: Cooperation

- A to Z Activity
  - Students will work together to form letter shapes with their bodies and then they will make words by creating two or more letters to form words.
    - Ext. 1: Flash Cards Poem. As you show the students the flash and read the poem for the letter, they will make that letter shape with their body.
    - Ext. 2: Working with a partner they will form two letter words, such as ON, IT, SO, TO, OF, NO….
    - Ext. 3: With four to five people in a group, continue to form words. Present favorite word to class.

- Beach Ball Balance
  - Students will have to work together to support the ball from touching the floor by using their bodies.
    - Ext. 1: Work with a partner to hold a beach ball up. You may use any parts of the body you want, but both partners must be touching the ball.
    - Ext. 2: In groups of four, work together to hold the ball up. This time you can’t use your hands, may use hips, legs, arms, heads…. Everyone must be touching the ball.
    - Ext. 3: In either one or two large groups. Do the same activity. Hold the ball up without using anyone’s hands. Everyone must be touching the ball.
Day 2: Trust

- **Wall Sit**
  - Students will have to work together to form a line where they are sitting on each other, with only the support of the wall. This will require a great amount of trust.
  - Ext. 1: In groups of 5-7, have them stand in a single file line with their backs against a wall. Hold the players waist of the person in front of you. On count 1, 2, 3, Sit, they should sit on the lap of the person behind them. Practice
  - Ext. 2: This time do the same thing, except hands should be held over their heads.
  - Ext 3: Do with entire class. Also can be done in a circle without wall support.

- **Submarine**
  - This activity is like follow the leader, but students have their eyes closed. They all will get to experience being a leader and following the leader.
  - Ext. 1: In groups of six, have them stand in a single file line. Have them put their hands on the shoulders of the person in front of them. This is the submarine. The last person in line is the captain. Practice moving around the area with eyes open. The captain steers the submarine by squeezing the persons’ shoulder in front. Change captain every minute, on signal “Regroup”. The captain will go to the front of the line.
• Ext. 2: Do the same activity, but the only person with their eyes open will be the captain at the back of the line. Change captains every minute.

• Ext. 3: Repeat activity with two groups.

Day 3: Respect

• Orbit Ball
  
  o All students have to work together to create a pattern using a ball and only certain parts of their body.
  
  • Ext. 1: With a partner practice balancing and moving the beach ball on your feet. One person will lay on their back with feet in the air, while the other partner helps them by taping the ball with their hands. Switch partners.
  
  • Ext. 2: Form two groups, each group should for a circle. There should be an inner and outer ring to the circle. The inner circle will lie on their backs with heads pointed in. They can only use their feet to touch the ball. The outside circle will stand at their feet facing them. They can use their hands. The object of this activity is to move the ball around the circle without touching the ground. Use one ball. Switch positions.
  
  • Ext. 3: Once they are comfortable with that activity, add more beach balls to the Orbit. Use a stopwatch and see how few drops they can get in a minuet.
• Human Knot
  o This activity requires students to use all of the skills that they have learned so far. They need to be able to cooperate, trust, and respect one another. Students will be in close contact with one another. They will have to work together and complete the challenge that they create.

  • Ext. 1: Form groups of six, groups should form their own circle. Join hands with any person; make sure it is a big mix-up. Everyone should have a hand to hold. Work together to untangle so you end up in a big circle. Can’t let go of each other’s hands.

  • Ext. 2: Form two large groups and do activity.

  • Ext. 3: Do activity with entire group.

Day 4: Teamwork

• Thread the Needle
  o Students will use teamwork to make a line and have the group go through a circle that they make with their arms. Student will be able to change rolls.

  • Ext. 1: In a group of eight, hold hands. First person in line is the needle. The needle begins by leading the “thread” (line of players) under the raised arms of the last to players in line. Play until all have been the needle.

  • Ext. 2: Form one large group and repeat activity. Make sure everyone gets a chance to be the needle.
• **Musical Mats**
  
  o This is like musical chairs, but no one is eliminated. Once their mats are taken away they have to work together to fit everyone onto the mats remaining.
  
  o Ext. 1: Everyone needs to get a mat and lay it on the floor. When the music stops they have to walk around without touching the mats or each other. When the music stops find a mat to stand on.
  
  o Ext. 2: Continue activity, but take away 3-4 mats each time. As mats are eliminated they have to work together to fit everyone on the mats that are remaining.

**Day 5: Communication**

• **Zig, Zag, Zoop**
  
  o This is a game where communication and concentration are a must. Students will have to listen very intently and respond to what is said.

  ▪ Ext. 1: In groups of 4-5, sit in a circle. Explain rules. If called upon say the following: “Zig” say players name on the right, “Zag” say players name on the left and “Zoop” say your name. If a mistake is made, run around the circle and join back into the game.

  ▪ Ext.2: Form two large groups.

  ▪ Ext. 3: Form one large group.

• **Barnyard Madness**
  
  o This activity promotes communication and listening skills. Students will work together to find their group members by only listening to the barnyard sounds they make.
• Ext. 1: Split players into five or six equal groups. Let groups pick a farm animal (they must be different). Everyone should spread out and close their eyes. On signal “Barnyard Madness” carefully walk around trying to find the other members of your group by making your animal sound. Hold hands and continue to walk around and find all the members of your group. Once you have all of them sit down in a circle.

• Ext. 2: Repeat, but use different size areas and add obstacles.

Health and Safety Precautions

• Make sure that the area is always safe and that equipment is being used properly.

• Make sure students ask for assistance when needed.

• These activities emotions will run wild. These activities will be difficult so expect students to get frustrated or upset. They will also be very excited and full of energy when they succeed at a task. Emotions are ok to express, as long they don’t put anyone in harm’s way. Some student may have to take a break and then come back to the situation. Encourage the students to keep trying and never give up.

  o Examples of emotions may be:
    ▪ Excitement
    ▪ Anger
    ▪ Sadness
    ▪ Frustration
    ▪ Disappointment
Block Plan (Luvmour & Luvmour, 1990)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td>Cooperation</td>
<td>Trust</td>
<td>Respect</td>
<td>Teamwork</td>
<td>Communication</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
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<tr>
<td>- Introduce cooperative games (what they are, why they will be doing them, skills they will focus on each day)</td>
<td>- Introduce what trust is, the activities they will do and how they relate to topic.</td>
<td>- Introduce respect and explain what activities they will do and how they relate to topic.</td>
<td>- Introduce teamwork and explain what activities they will do and how they relate to topic.</td>
<td>- Introduce communication and explain what activities they will do and how they relate to topic.</td>
</tr>
<tr>
<td>- Learn what cooperation is, what activities they will do and how they relate.</td>
<td>- Continue with partner activities, add more people.</td>
<td>- First day where entire class will work together in large group activities.</td>
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<td>- Start partner work, slowly progress to groups of 4-5.</td>
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<tr>
<td>MT1: A to Z Activity</td>
<td>MT1: Wall Sit</td>
<td>MT1: Orbit Ball</td>
<td>MT1: Thread the Needle</td>
<td>MT1: Zig, Zag, Zoop</td>
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<tr>
<td>Ext. 1: Flash Cards</td>
<td>Ext. 1: Groups 5-7, practice with hands on waist.</td>
<td>Ext. 1: Partner work.</td>
<td>Ext. 1: Groups of eight.</td>
<td>Ext. 1: Groups of 4-5.</td>
</tr>
<tr>
<td>Ext. 2: Partner two letter words</td>
<td>Ext. 2: Same, but hands in the air.</td>
<td>Ext. 2: Two groups. All participate.</td>
<td>Ext. 2: Entire class.</td>
<td>Ext. 2: Two groups.</td>
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<tr>
<td>Ext. 3: Four to five, form words and present to class.</td>
<td>Ext. 3: Entire class</td>
<td>Ext. 3: Add more balls to make more challenging.</td>
<td>Ext. 3: One large group.</td>
<td>Ext. 3: One large group.</td>
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<tr>
<td>MT2: Beach Ball Balance</td>
<td>MT2: Submarine</td>
<td>MT2: Human Knot</td>
<td>MT2: Musical Mats</td>
<td>MT2: Barnyard Madness</td>
</tr>
<tr>
<td>Ext. 2: Groups of four.</td>
<td>Ext. 2: Now with eyes closed.</td>
<td>Ext. 2: Two groups.</td>
<td>Ext. 2: Remove 3-4 mats a time.</td>
<td>Ext. 2: Change space size or add obstacles.</td>
</tr>
<tr>
<td>MT1: Orbit Ball</td>
<td>MT2: Human Knot</td>
<td>MT2: Musical Mats</td>
<td>MT2: Barnyard Madness</td>
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<td>Ext. 2: Two groups</td>
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<td>Ext. 2: Remove 3-4 mats a time.</td>
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<td>Ext. 3: Two groups</td>
<td>Ext. 3: Entire class</td>
<td>Ext. 3: Entire class</td>
<td>Ext. 3: Entire class</td>
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<td><strong>End</strong></td>
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<td>Discussion:</td>
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<tr>
<td>- What skill did we focus on today?</td>
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<tr>
<td>- What activities did we do?</td>
<td>- What activities did we do? Wall Sit and Submarine</td>
<td>- What activities did we do? Orbit ball and Human Knot.</td>
<td>- What activities did we do?</td>
<td>- What activities did we do? Zig, Zag, Zoop and Barnyard Madness</td>
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<tr>
<td>- How do we use cooperation outside of class and school?</td>
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<tr>
<td>Friends, parents…</td>
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<td>Journal entry</td>
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Special Activities and Alternative Plans

- One of the nice things about cooperative games is the fact that you can do these activities in any environment (indoors or outdoors) and any size environment. Any game or activity can be modified to fit the size of group or environment you have to work in.

- Students may struggle with one day’s topic focus; so having an extra activity ready to use will be beneficial. That way you can go back and continue to work on that area.

  - **Cooperation**
    - **Wiffel Ball Toss**: Have a large tub of wiffel balls and spread them out all over the gym. Students have to get all the balls back into the tub, but they cannot move while holding the balls. Time to see how long it will take and set a goal to reach. Have students strategize about how to get the balls back quicker.

  - **Trust**
    - **Key Ring**: (Tie 6 ropes into circles. Put one rope through the other ropes and tie it. So there is only one main loop that holds the rest.) Without the students looking, spread the ropes in to a mess. They have to decide unanimously which is the main loop. They cannot touch the rope. Once they have decided then the teacher will pick up the rope they specified and see what the outcome is.
o **Respect**
  - **Mile of Yarn:** One child starts with a bright ball of thick yarn, wraps the end of the yarn around her waist, and passes the ball to another child. He wraps it around his waist, and passes it to another child, and so on. Once the whole group has been intertwined in yarn, the whole process is reversed. The last player begins to rewind the ball, passes it to the next child, and so on until the fully wound ball reaches the first child.

o **Teamwork**
  - **Mission Impossible:** Using a volleyball court size area. Students must get across the area without touching the floor. Put out all kinds of equipment. Such as jump ropes, mats, scooters, hula hoops. Students must be creative and come up with a plan to get the entire class across the area.

o **Communalization**
  - **Giant Puzzle:** Have student partner up. One will be blindfolded. Hand out the giant puzzle pieces to the blindfolded partner. The other partner may not touch the puzzle pieces. They have to put the puzzle together. Switch roles after the puzzle is complete.
Equipment

- Day 1: Cooperation
  - Alphabet Flash Cards poem
  - 15 Beach balls

- Day 2: Trust
  - Wall

- Day 3: Respect
  - 15 Beach balls

- Day 4: Teamwork
  - 30 Mats
  - Music with a strong beat

- Day 5: Communication
  - none

Interdisciplinary Connection

- Students will be able to use, improve and learn all of the skills throughout every aspect of life.

- Communication, teamwork, respect, trust and cooperation are all skills they will need in school, sports, work and more.

Teacher Behavior

- Indirect teaching approach.
  - This unit is all about the students developing and growing through accomplishing their own challenges. I think that if student are given all the directions they won’t learn as much. During this unit, I will give students directions, but then they need to figure the rest out. They can ask questions, but I don’t want to give students answers. The purpose is for students to try different ways to do things efficiently. This unit incorporated critical thinking and independence.
**Evaluation of Student Learning**

**Psychomotor Assessment**

The teacher will evaluate students using the grading scale below. This assessment tool is evaluating students’ participation on the day’s activities.

4 = Fully participated, respected others at all times, helped others and was a leader in the group.
3 = Participated a majority of the time, respected others most of the time, and gave some constructive comments.
2 = Participated about 50% of the time, respected others 50% of the time and didn’t give negative comments.
1 = Participated less than 50 % of the time, showed little respect for others and gave some negative comments.
0 = Didn’t participate, showed no respect for others, and gave only negative comments.

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley Carlson</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Billy Jones</td>
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<td>4</td>
<td>4</td>
<td>5</td>
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**Cognitive Assessment**

**Mural**

- Student will turn in a mural on the last day of class. They will have to incorporate all the themes of each day. They include cooperation, trust, respect, teamwork and communication. The setting of the mural must be outside of class. They will show how they use those skills outside of school. Then the students will have 2 minutes to present their mural to the class.
Affective Assessment

Name ____________________ Date ___________
Skill ____________________

Cooperative Games Daily Checklist

Only put a check mark in the blank only if you fully complete the skill.

_______ - I showed respect toward all students and the equipment.
_______ - I participated fully in all activities.
_______ - I gave only constructive/positive comments.
_______ - I helped others when they needed it.

Did you accomplish all of these?

Which ones did you struggle with?

Which ones were you good at?

What is your overall feeling of today’s activities? (Circle one)

😊 😐 😞

What was your favorite activity of the day?
Resources


Unknown. (Unknown). Personal Fitness Packet HES 100. Gustavus Adolphus College Health and Exercise Science Department: St. Peter, MN.