

Lesson plan

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Lesson title:

BUILD YOUR TEAM

Topic: EU Values in PE Class: Inclusion, solidarity, democracy, tolerance

Lesson brief description

Students will be grouped in groups of 8, so that the groups are as heterogeneous as possible. They will have to collaborate during the 4 days of the unit to make human pyramids in which all the students participate. The idea is to value the work and the qualities of all classmates, to be able to work as a team and to become aware that we are all necessary to achieve the objective. The final task is to make a performance of 4 pyramids, two of 6 people, one of 7 and one of 8.

Time (Lesson duration): 4 periods of 55 minutes

Methodology: (group, individual, peer assessment, brainstorming, etc...)

The methodology we will use will change in the different days and activities, however all of them will be active methodologies, in which the student and the group are the protagonists. There will be teamwork, brainstorming, collaboration in pairs.

Materials needed:

- Templates of Acrosport pyramids
- Mats

Students' age: 14 years old

Aims/Goals or SWBATs (Students will be able to.....)

Students will be able to:

- Improve their physical fitness and body skills through collaborative work (students will learn to perform sports skills such as hand stand, head stand, side wheel, plank)
- Improve their strength and body control through exercises with their body weight and the weight of their classmates.
- Become aware of the importance of all members of the group and recognize the strengths of each of them.
- To argue about the team organization to perform an original, correct and fluid performance.
- Work as a team respecting the rights of all members and helping themselves.

Lead-in *What's going to happen here to introduce your students to the topic?* Time 55 minutes

On the first day, simple collaborative games are played in which the students learn to become aware of the need to collaborate to make the activity safe and the need to work as a group to achieve some of the challenges.

These are games with mats in which the students must organize themselves and reach agreements. An example is the game: canned sardines: the class is divided into groups of 4. There are mats distributed around the space and when the teacher says canned sardines! each group must go to a mat and place themselves as the canned sardines. In these games the students realize that it is not the fastest ones who win, but the ones who work best as a team.

Other games are related to safety and confidence in the group, so what we do is to carry partners in different positions.

The objective of the games in the first session is teamwork and confidence building.

What key-concepts could teachers focus on? What needs to be pre-taught? Time 55

This unit is closely related to the values of the European Union, especially inclusion, tolerance and solidarity. The aim is to experience these values through a real-life experience. I do not think they should be introduced before starting the unit, but first we would do the practical activities and then reflect on these concepts and how we have integrated them in our group.

List of activities with brief description of each one and time for each one:

- Canned sardines: it is already explained
- The pendulum: in groups of 4, one student stands rigidly in the middle of a mat, the other three students surround him and push him gently passing him from one to the other without letting him fall.
- Relay: in groups of 4. All the groups follow a line sitting with their hands up, at the signal they must pick up the mat and run to the end of the gymnasium and sit down again. The group that arrives first and raises their hands wins.
- Inverted positions: the teacher will explain the progressions to perform different inverted positions: the bat, the head stand, the hand stand and the hand stand walk.
- The students divided in groups of 8 students must achieve by collaborating among them that 2 are able to do the bat with help, 2 the head stand, 3 the hand stand with help and 1 the hand stand walk. Each group organizes itself and decides who performs the aids and who performs the skill.
- Acrosport pyramids of 4 components: Classes divided into groups of 8 will have 4 component pyramid templates. Each group will practice 4 pyramids: All students must participate in two pyramids and assist in two others.

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- Acroport pyramids of 8 components: Classes divided into groups of 8 will have 8 component pyramid templates. Each group will practice 4 pyramids



What are other follow up (or homework) activities that can be included?

Students can participate in the elaboration of the rubric with which the performance will be graded and can even evaluate the work of the other class groups in a constructive way. The students can write a small report about how they have use the values to build their performance.

What methodology / activities are used for assessment?

- Group diary, in which each group will record the agreements made each day (which pyramids they have chosen, in which position each partner is, in which order they will perform....).
- The performance rubric: Correctness, teamwork, order, fluency, originality, style....
- Peer evaluation: the other groups will evaluate the performance of their partners (group work, respect, beauty...).

Other thoughts about this lesson plan: