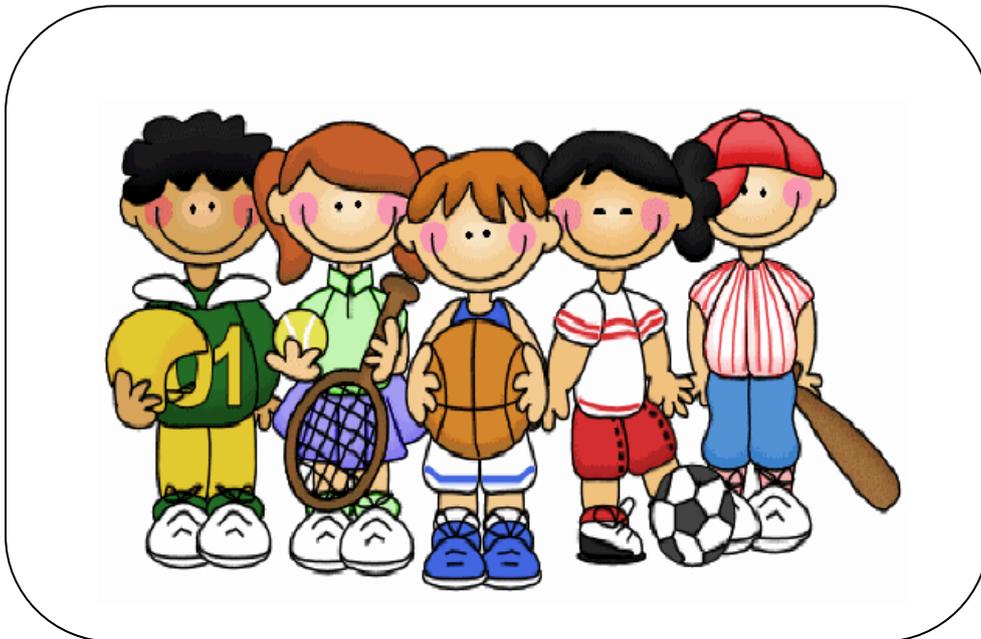


TÍTOL: COOPERATIVE GAMES

Àrea PHYSICAL EDUCATION CLASS

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TÍTOL

Material elaborat durant la realització de la formació adreçada als docents que implementen el pilotatge del GEP (Grup d'Experimentació per al Plurilingüisme) durant el curs 2016-2017, realitzada amb el/la formador/a Lynn Durrant del CEB

SG de Llengua i Plurilingüisme
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Ten tips for learning success

- ❖ Work in group and cooperate with my classmates
- ❖ Follow the instructions game
- ❖ Participate in a positive way
- ❖ Use an online dictionary to help you with vocabulary
- ❖ Don't be shy and try to do my best
- ❖ Go to the "PE corner" to look for new vocabulary
- ❖ Read the text again if you are not sure about the information
- ❖ Check, refresh and use the vocabulary lesson
- ❖ Demonstrate different values of cooperative games
- ❖ Create a cooperative game to share with the rest

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COOPERATIVE GAME: TAKKA

SUPPLIES: hoops (bases), a bat, a ball and the courtyard

METHODOLOGY AND STYLE-LEARNING:

Groups: Split the class in two teams

Style: direct instruction (task assignment)

DESCRIPTION:

Takka is similar to Baseball but the main goal is that a competitive sport becomes a cooperative one. There are two teams: A and B. One hit the ball (A) and the other (B) has to receive it and pass it to the catcher inside the hoop.

The game starts when the first (A) girl/boy located inside the hoop hits the ball. His/her goal is to throw the ball as far as possible and run away going through the hoops/bases and arrive at the last one.

At the same time, the other team (B) has to catch the ball very quickly. When they catch it, all the members of the group have to touch it and then pass it to the pitcher and say "Takka".

Group A has to stop inside a hoop before group B says "Takka". If the pitcher says "Takka" while you are running, you are not removed, you stay at the hoop located behind you. The second member of your "A team", has to hit again the ball and run away, if she/he finds you during the running she/he will give you his/her hand and run away together and stop again in another hoop. The A turn finishes when all the members of the group hit the ball once.

Now it's B turn: group A and B exchange positions. A will receive the ball and B will hit.

You have to cooperate with your team working together, being a good friend, you have to be polite, helpful and respectful with the rules and the other team, you have to resolve conflict in a positive way and try to do your best!

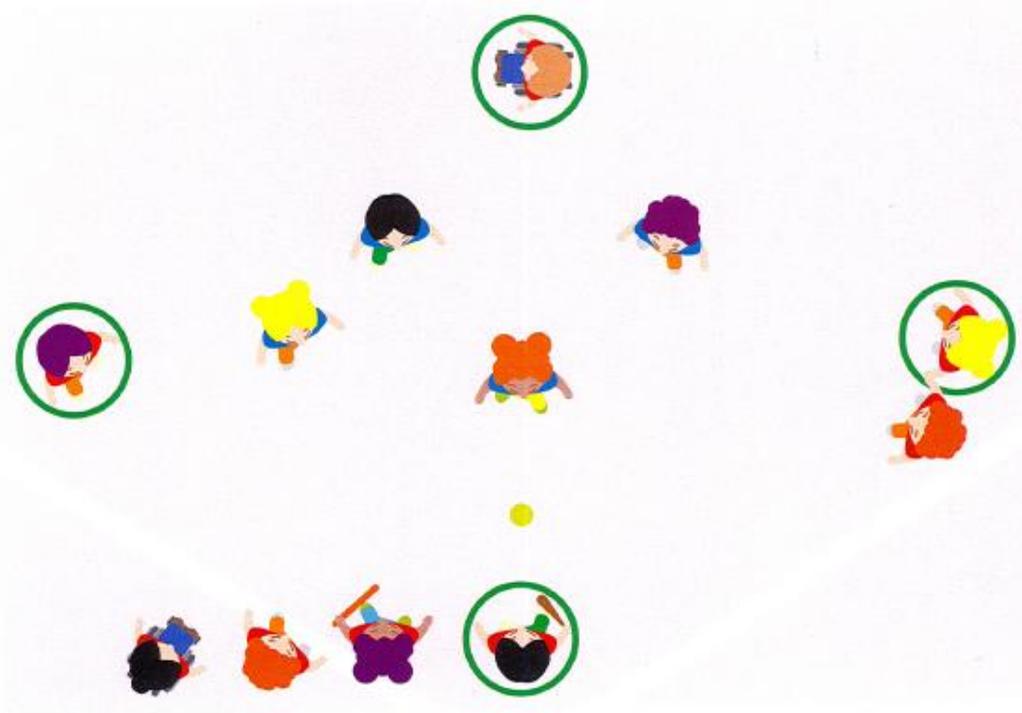
It's not a competition against another team, you have to work together to be successful in your challenge. Be happy, have fun, effort, smile, learn and encourage the others. Everybody wins. So, it's up to you!

Are you ready?

Ready, steady and GOOOOO!

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*Raül Romero - Txema Córdoba-IBE-Ajuntament de Barcelona (2016) Barcelona Esport Inclou. Cooperar per incloure en l'activitat física i l'esport. 50 propostes pràctiques

Activities

Explicit

- What is the name of the game?
- Which kind of game do you have to play?

Implicit

- Reading the instructions in the description, can you explain how do you play this game? (how you play)
- How can you cooperate with your team?

Referential

- Can we play "Takka" as a competitive game? How?
- Think about different rules that makes the game more cooperative

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Revision

a) Read in groups of three the text again and answer the following questions:

- How many players do you need to play this game?
- Which supplies do you need for playing?
- Every player has a role? Which one?
- Who win the game? Why?

b) Fill the blanks (with the words you have in the chart) :

competitive	positive way	team-mates	game
baseball	cooperative	wins	
removed			

Takka is a _____ game. Takka is not a _____ game.

Takka is a _____ similar to _____. You have to cooperate with your _____ and work together. You work with a lot of values, for example: you resolve conflict in a _____, you respect all the players, you cooperate with your team and encourage the others.

Everybody _____ and nobody will be _____.

c) True/False quiz

1. Takka is a competitive game
2. You play on your own against the rest of the class
3. You split/divide the class in groups of 5 to start playing with
4. You play once hitting the ball and then you change the role into receiving the ball
5. You can be removed from the game

d) Match (the word with the definition):

Competitive game	-Working together for a common purpose or benefit
Rules	-Having a strong desire to win the game
Cooperative game	-Bat the ball
Team-mate	-The code of regulations, actions, principles or tasks you have to consider
Hit the ball	-A member of the same team
Receive the ball	-Catch the ball

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Extension

A) Fill in the chart with characteristics you have below about competitive games against cooperative ones

- You score to make your team the winner or you score to win the game
- You can play with your team against another one/ you can play against the rest of the class
- You always have to cooperate to success the goal
- You always win, lose or draw the game
- Everybody win
- You have to use different values (solidarity, integration, inclusion, helpful, effort, friendship, encourage the others)
- There is one pupil who wins the game or just one team
- You always participate in a positive way
- If you lose, you can be removed
- You always need your team-mates to play
- Your value is win
- If you win, the rest of the class win the game

COOPERATIVE GAMES	COMPETITIVE GAMES

B) Do you know more cooperative games? In groups of three, search it on Internet. Report your findings and compare your cooperative game with the rest of the class

The profile has to contain:

- What's the name of the game?:
- What do you need to play (supplies)?:
- Description:
- Do you like it?:

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Project: collaborative problem solving

Negotiating:

- **1. Brainstorming:** “Tell us ideas about cooperative games” / “Which cooperative games do you know”?

Let's refresh some games you have played in the 3rd grade and choose which ones do you like it more

- **2. Divide into groups:** form groups of 4.

- **3. Divide up roles/ Allocate responsibilities:** everyone has to be responsible for:

- . **LEADER (L):** tell others what to do, check if they are doing the task and do the presentation with the speaker (they'll share the presentation)

- . **WRITER (W):** the girl/boy who writes all the questions to make the game clearer

“What's the name of the game”? TITTLE

“What do you need to play”? SUPPLIES

“How do you play the cooperative game”? DESCRIPTION

- . **DESIGNER/ DRAWER (D):** who makes the map/draw/ scheme?

- . **SPEAKER (S):** the boy/girl who is going to speak/expose the game in front of the class

4. Searching information: do research using different methods:

- Books:

- . IBE (2016). Cooperar per incloure en l'activitat física i l'esport. 50 propostes pràctiques

- . Anna Riba (2016). Unitat de Programació: els Jocs Cooperatius.Practicum

- . Grup de Treball d'EF de Gràcia (2016-17):Jornada de Jocs Cooperatius al camp de l'Europa

- On the Internet: www.lesformiguescooperatives.cat

- . Projecte d'Educació Física Cooperativa: Reptes nous edició 2014-15.

- . Projecte d'Educació Física Cooperativa: Reptes nous edició 2014-2015 Cicle Mitjà

- . Projecte d'Educació Física Cooperativa: Reptes nous edició 2015-2016 Cicle Superior

- . Projecte d'Educació Física Cooperativa: Reptes Cicle Superior I ESO

- Other people: ask at home if their parents know some cooperative games

5. Share and discuss: Each group has to choose one cooperative game

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6. Organizing data: Choose one way to make the presentation/exposition from both):

Or). Presentations slides: power point / prezi. Just 3 slides:

1- The names of the team group

2- The main part

“What’s the name of the game”? TITTLE OF THE GAME

“What do you need to play”? SUPPLIES

“How do you play the cooperative game”? DESCRIPTION with a map/draw/scheme

3- Thank you for listening us!

Or) . Oral presentation: Mural –Post: with a huge cardstock made of paper

As a hint to do the presentation: it has to include

. The tittle of the game,

. How many players we need to play the game

. Which supplies we need

. Introduction a different speaker at the main part: make a description of the game and make the finishing part

The easy the project, the better!

7. Presenting conclusions: Present the game to the rest of the class. Use the language ideas below to help you (as a language frames or presentation speaking framework):

Language frames in order to make the Oral presentation:

ROLE	SENTENCE-LANGUAGE FRAMES
LEADER	Hello, good morning/afternoon everybody.
LEADER	Let me introduce you our group. He/she is the writer/drawer/speaker and I am the leader
LEADER	The cooperative game is called: (“...tittle..”). We need “X” groups to play it and we also need different supplies (“... say the material...”)
SPEAKER	How we can play the game? (pointing the map/draw): Make groups of 5/10 or split the class in two halves. There is one group who has to And the other one has to.... Your goal is try to
SPEAKER	Do you have any doubt?/ Do you have any question?
SPEAKER	Thank you for listening and we hope you enjoy playing it!

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8. Proposing solutions/ Feedback: using a rubric (with a smiling/sad stickers)

- . a self-assessment
- . peer evaluation
- . group assessment rubric

9. Play in Physical Education Class with all the cooperative games that all the groups had exposed.

10. Verbal Conclusions: Make as a conclusion at the end of the class a verbal debate including better proposals to play them better

Assessment

SELF ASSESSMENT RUBRIC					
READING	4	3	2	1	Total
Recalling information	I can <u>easily remember and explain the game.</u>	I can remember the game but I can explain it <u>with effort.</u>	I can remember the game and explain it <u>more or less</u> (forgetting some important points).	<u>It's very difficult</u> to understand the game and explain it.	
Understanding information	I can tell you <u>all the differences between cooperative and competitive games</u>	I can tell you <u>almost</u> all the differences between cooperative and competitive games	I can say <u>few</u> characteristics about the differences between cooperative and competitive ones	I can tell you a list of games but , <u>but I'm not sure</u> if they are competitive or cooperative games	
Applying information	I'm <u>completely sure</u> if a game is cooperative or competitive and <u>tell you why. I have no doubt.</u>	I'm <u>almost sure</u> if a game is cooperative or competitive and <u>I can tell you why</u>	<u>More or less,</u> I can apply some information in the text	<u>It's very difficult</u> for me understand the information in the text and apply it.	

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GROUP WORK ASSESSMENT RUBRIC					
	4	3	2	1	Total
Organization	You organized your work <u>very well</u>	You organized a lot of your work	You organized <u>some of your work</u>	You put little effort into organizing your work	
Investigation	You were able to complete <u>all the investigation</u>	You were able to complete <u>most of the investigation</u>	You were able to complete <u>some of the investigation</u>	<u>You weren't able to complete much of the investigation</u>	
Group cooperation and active participation	You took a <u>great responsibility for your role</u> and <u>worked very well</u> with the others in your group	You took <u>most of the responsibility for your role</u> and <u>worked well</u> with the others in your group	You took <u>some of the responsibility for your role</u> and <u>worked</u> with the others in your group	You took <u>very little responsibility for your role</u> and found it <u>difficult to work</u> with the others in your group	
Poster	The poster was <u>a very good representation of the project</u>	The poster was <u>a good representation of the project</u>	The poster was <u>a fair good representation of the project</u>	The poster <u>wasn't a good representation of the project</u>	

PROJECT ASSESSMENT RUBRIC (PRESENTATION)					
	4	3	2	1	Total
Preparation	It seems that <u>all the members of the team have an specific role and they know what they have to do</u>	It seems that <u>all the members of the team have an specific role but they made some mistakes</u>	It seems that <u>all the members of the team have an specific role but there are some of them that are not helping with the presentation</u>	It seems that <u>they didn't prepare really well the presentation.</u> You realize that there aren't enough communication between them	
Speaks clearly	You speak clearly <u>all the time</u> and the class <u>can understand you</u> in an easy way	You speak clearly <u>most of the time</u>	You speak clearly <u>most of the time</u> but <u>few words are mispronounced</u>	<u>You don't speak clearly</u> and the class cannot understand you	
Group Cooperation	It seems that <u>the group has participated in all the aspects of the game.</u> They have <u>worked very well</u> and <u>solved the internal problems</u>	It seems that <u>the group has in most of the aspects of the game.</u> They have <u>worked well</u> and <u>solved the internal problems</u>	<u>The group has participated in some of the aspects of the game.</u> They have <u>worked</u> and <u>tried to solve the internal problems</u>	Some members of the group doesn't know how to <u>cooperate</u> or <u>they don't want to</u>	
Poster	The creation of <u>the project is amazing</u>	The creation of <u>the project is good</u>	The creation of <u>the project is good</u> but it <u>could be better</u>	The creation of <u>the project is not good</u>	

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Checklist

In this unit:

- ❖ I READED THE TEXT ABOUT A COOPERATIVE GAME AND I UNDERSTOOD THE INFORMATION
- ❖ I KNEW/IDENTIFIED THE DIFFERENCE BETWEEN COOPERATIVE AND COMPETITIVE GAMES AND I WAS ABLE TO EXPLAIN THEM
- ❖ I KNOW HOW TO SEARCH THE INFORMATION I NEED ON THE INTERNET/ BOOKS/ PE CORNER
- ❖ I TRIED TO IMPLEMENTARY NEW VOCABULARY AND USED IT
- ❖ I ACCEPTED MY ROLE IN THE GROUP
- ❖ I SHARED MY IDEAS WITH MY GROUPMATES AND RESPECT THE OTHERS
- ❖ I PARTICIPATED IN AN ACTIVE WAY DOING THE PROJECT WITH MY GROUP (organization, investigation, group cooperation and creating the poster/presentation)
- ❖ I HAD FUN PRESENTING MY PROJECT . I IMPOVED MY COMMUNICATION TO GOT BETTER.
- ❖ I ENJOYED PLAYING OTHER COOPERATIVE GAMES EXPOSED BY MY CLASSMATES
- ❖ I TRIED TO DO MY BEST