

STUDENT TEAMWORK TROLLEY

Course Name: Physical Education
Unit/Theme: Community Building

Time Frame (in minutes): 40 minutes
Grade Level: 4th Grade

CONTENT AND SKILLS
Learning Objectives: Students will communicate with their group, to collect as many foam balls in their bin during Teamwork Trolley
Essential Questions:
Students I can statements . . . - I can communicate with my group in a respectful manner to solve problems. - I can decompose the problem into smaller, more manageable chunks.
How will you meet the needs of SWD and ELL/MLL students? - I will prep the students ahead of class time on the activity, so they have more time to prepare. - I will partner students with positive peers who will assist in the tasks.
Content Standards List all standard indicators (do not need standard statement)
SHAPE Grade Span Learning Indicator: 3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.
NYS Computer Science and Digital Fluency Standards List all standards that authentically align
4-6.CT.4: Decompose a problem into smaller named tasks, some of which can themselves be decomposed into smaller steps. 4-6.CT.10: Describe the steps taken and choices made to design and develop a solution using an interactive design process.
NYS SEL BENCHMARKS https://www.p12.nysed.gov/ssd/documents/SELBenchmarks2022.pdf
1A.2b: Identify and practice self regulation skills and coping strategies

that help them to express their emotions.

- 1B.2a: Describe aspects of their identity, such as strengths, skills, beliefs, qualities, opinions, and interests, including those reflective of membership in multiple identity groups.
- 1C.2b: Identify steps in working toward a goal.
- 2B.2c: Identify ways to respond when they experience or witness bullying and/or relational aggression, such as seeking support of a trusted adult, or demonstrating courage in speaking up for themselves or a peer.
- 2C.2b: Engage in strategies to work effectively and cooperatively across lines of difference.
- 2D.2a: Identify strategies for preventing, managing, or navigating interpersonal conflicts.
- 2D.2b: Apply simple approaches to navigating conflicts.
- 3B.2a: Identify and apply decision making steps that consider impact on self and others.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge.

Add Standard Indicators next to activity that aligns and highlight them.

- **Prior to the lesson: We would have already learned communication and conflict resolution skills.**
- **Lesson Layout**
 - **Instant Activity:** As students enter the gym, they find open space and grab a paddle & bean bag to complete the super 7 challenge video. (this is a video that runs them through 7 different hand eye coordination tasks to complete in their self space)
 - **Learning Targets:** Students will sit in “information formation” by the TV to read the “What, Why, & How” for the day:
 - **What are we learning:**
 - To communicate with my group in a respectful manner.
 - To decompose the problem into smaller, more manageable chunks.
 - **Why is this important:**

- Communicating respectfully and decomposing problems allows for a team to problem solve more efficiently.
- How will I learn it:
 - I will communicate respectfully during frustration.
 - I will take a step by step approach to solving the problem during the teamwork trolley.
- **Elbow Partner Discussion:**
 - What does it look like to communicate respectfully when faced with adversity?
- **Teamwork Trolley:** Students will be broken up into 4 groups. Each group will have two gymnastics mats, and their goal is to travel around the gym to collect foam balls to throw into their specific goal.
 - **Rules:**
 - Move around the gym while standing on the mats.
 - Reach for the foam balls and try to throw them into your goal!
 - If anyone in your group's body parts touches the floor, the team must do 10 jumping jacks together before restarting.
 - Students will be given 2 minutes to strategize with their groups. (4-6.CT.4)
 - Students will play until all the yarn balls are collected, or time runs out. When the activity is over we will gather for reflection.
- **Reflection:** With 5 minutes left in class, students will be prompted to clean up their groups and gather "information formation" at the TV to reflect on the activity. I will prompt the students with the questions below and they will discuss with their teams.
 - How were you able to decompose this problem into smaller manageable tasks, and what were those tasks? (4-6.CT.4)

- What were the steps taken for your group to come up with a solution to this problem? (4-6.CT.10)

FUTURE READY COMPETENCIES

Check off each competency that students will interact with during this lesson.

- ☒ Collaboration
- ☒ Communication
- ☒ Critical Thinking/Problem Solving
- ☒ Creativity & Innovation

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. ***Including Instructional Technology Tools***

- Gymnastic Mats
- Digital Display (TV or Projector)
- Yarn Balls
- Goals
- This Slideshow: [Teamwork Trolley](#)