



## Grade 2 Lesson Plan: Unit 4 – Sporting Behavior

### **SOLs (Health Standards of Learning)**

- K.1 o, K.2 p,
- 1.1 l, 1.2 o, 1.3 m, 1.3 n
- 2.1 k, 2.2 o, 2.2 q, 2.3 j, 2.3 k

### **SOLs (Physical Education Standards of Learning)**

- 2.4 c
- 2.4 d

### **Objectives/Goals**

- Students will identify and apply cooperative, respectful, and safe behaviors in physical activity settings.
- Students will be able to demonstrate positive sporting behavior.
- Students will be able to explain how positive sporting behavior can increase success and promote a safe learning environment for all.

### **Materials**

- Music as start/stop signal
- Bean bags for taggers

### **Procedure**

*Introduction: What are positive sporting behaviors?*

- Teacher will introduce the topic of sporting behavior, cooperation, and fair play by asking students what a successful game might look like. Student responses should follow ideas like this:
  - Helping and including others
  - Following game rules
  - Congratulating and encouraging others
  - Being honest and fair
  - Being a team player
  - Positive attitude
  - Being safe

- Teacher will then introduce the activities: Cooperation Tag and Rock, Paper, Scissors Challenge

### *Cooperation Tag (warm-up activity)*

- Teacher will designate two taggers by giving them a bean bag or tagging device. When the music starts, taggers will attempt to tag other students.
- When a student is tagged, they must jump up and down until they are helped.
- A student is helped when any two non-tagged students join hands around the student, squat down, and the tagged student steps out.
- Students cannot be tagged when actively helping another student.
- After a minute or so, switch taggers to allow students to try out different roles.

### *Rock, Papers, Scissors Champion Challenge*

- Teacher will bring students back together to introduce next activity. Review how to play RPS (the P.E. version) by demoing each and allowing them to practice with a partner.
  - Begin by jumping 3 times
  - Rock: Land with two feet together
  - Paper: Land with feet spread apart to the side.
  - Scissors: Land with feet spread, one forward, one back.
- Students should spread out in good space facing their first partner. On signal, they will play RPS until there is a winner.
- The winning student will raise their hand to look for another winning student to play against. The losing student will become the winning student's fan club and will cheer them on.
- The game continues in this way until there are only two students competing, each with their own big fan club.
- Repeat the game as time allows so multiple students become can attempt to be the champion.

### *Closure: Debrief activities. What was our purpose and how did we feel in our various roles?*

- What were some things you saw in Cooperation Tag?
  - Helping
  - Teamwork/Cooperation
  - Honesty
  - Fair play
  - Safe tagging
- What were some things you saw in RPS Champion Challenge?
  - Honesty
  - Support and Encouragement
  - Celebration
  - Inclusion
  - Positivity
- How did we feel in these various games and roles? Discussion should lend itself to feeling a sense of belonging and importance, positive, cooperation, kindness, etc. which

are all a part of positive sporting behavior. Teacher should ask: What might positive sporting behavior look like in actual sports? (ex: basketball, etc.)

### **Assessment Idea**

Students should continually be observed throughout the year during all partner and group activities to ensure respectful communication, positive sporting behavior, and emotional safety is maintained. Exit slips (like the one in handouts) that target the affective domain are important as well as each student using a self-rating scale as they exit the class. See below.

### **References**

- PE Links: <http://www.pelinks4u.org/articles/darden/sportsmanship.htm>
- Human Kinetics: <https://humankinetics.me/2018/01/11/teaching-sportsmanship/>
- Education Development Center: <https://www.edc.org/why-does-social-emotional-learning-matter>

### **Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.

## Exit Slip – Positive Sporting Behavior

Circle all the words/statements that are examples of positive sporting behavior:

Honesty

Bragging

Encouraging

Celebrating

Getting mad when losing a game

High-fiving teammates and opponents

Following the rules

Playing fairly

Cooperating

Not helping everyone

Giving a compliment to opponent

## SELF-RATING SCALE IDEAS

This handout contains ideas for how to implement self-rating scales into your gymnasium or classroom. A self-rating scale allows students to assess themselves to determine how successful they were during the entire class, on certain activities, how they felt, etc. The possibilities are numerous. Student can actually touch a chart on the wall or use their own hands as appropriate. This allows the teacher to see visually see where they are and adapt as necessary.

Self-Rating Scale Chart (0-5, 5 is best): Hang the following images as posters on the wall in a reachable location. Students would simply tap or hit the one that applies to them. Numbers can be alongside word descriptors and emoji faces as well. This idea is accessible for kids PreK-5.

