

LEVEL	UNIT	LESSON Number 4	EQUIPMENT
Second Grade	Flag Football	Cooperation	Flags, Bean Bags,

Objectives

1. The students will play the game of shipwreck safely.
2. Students will have fun.
3. Students will work cooperatively in their groups of five, creating five different letters with their bodies.
4. Each student will take a leadership role at least once during the games and activities.
5. Students will verbally describe how they were able to solve the problem of making the different letters and numbers.

Activity	Time (Minutes)	Procedure	Comments/ Set-up/ Diagram
Part 1	10	<p><b>SHIP AHOY!</b> _____</p> <p><b>FOCUS:</b> Listening; alertness      <b>EQUIPMENT:</b> None</p> <p><b>ORGANIZATION:</b></p> <ul style="list-style-type: none"> <li>• Have players imagine that the play area is a Ship. You are the ship's Captain and they are the crew. Teach the players the meaning of the nautical terms "Bow," "Stern," "Starboard," and "Portside." Then as Captain, give two signals: a signal to run to different parts of the ship such as the bow or the stern, and then a signal to perform an action. Explain and demonstrate signals before the game begins. At first, point in the direction players should move when they forget which part of the ship is which. When learned, mix up the signals to keep players alert.</li> </ul> <p><b>DESCRIPTION OF ACTIVITY:</b></p> <ol style="list-style-type: none"> <li>1. <b>Run to the Bow!</b> (Run to front end of play area.) <i>Lifeboat!</i> Form groups of three players and pretend to row to shore.</li> <li>2. <b>Hop to the Stern!</b> (Hop to other end of play area.) <i>Captain's coming!</i> Stop and salute your captain.</li> <li>3. <b>Skip to Port!</b> (Skip to left side of the play area as you face the bow.) <i>Periscope!</i> Lie on your back and raise one leg.</li> <li>4. <b>Jump to Starboard!</b> (Jump to right side of play area as you face the bow.) <i>Crew overboard!</i> Grab someone's arm and hold on.</li> <li>5. <b>Power-walk to the bow!</b> <i>Crow's Nest!</i> Climb up any object.</li> <li>6. <b>Leap to the Stern!</b> <i>Radar!</i> Run with hands up and make beeping noises.</li> <li>7. <b>Roll to Starboard!</b> <i>Sharks!</i> Link a body part with another player until everyone is joined together.</li> </ol> <p><b>VARIATIONS:</b></p> <ol style="list-style-type: none"> <li>a. Have players suggest other signals; for example, "Swab the deck!" (Players pantomime scrubbing the floor area.)</li> <li>b. Use gymnastic equipment for players to mount in such signals as "Crow's nest!" or swing from ropes on the signal "Pirates."</li> <li>c. Substitute another theme such as "In the Jungle" or "In the Wild West."</li> </ol>	<p><b>Movin' Together</b></p> <p><b>Activity Challenge:</b> To respond to commands as quickly as possible</p> <p><b>Description:</b> Pairs of students holding hands stand at one end of the playing area. Upon command of the directing person, all players work together to move as directed. Commands are based on a thematic approach. For example, commands based on an ocean theme may include:</p> <ul style="list-style-type: none"> <li>• "Ship"—all men to one end of the play area;</li> <li>• "Sloop"—all run to opposite end of the play area;</li> <li>• "Fishnet"—all hold hands to create a net;</li> <li>• "Sardines"—all lie on floor and touch;</li> <li>• "Waves"—all do "Fishnet" and move bodies up and down;</li> <li>• "Submarine"—all form a line and, while touching, lift a leg (i.e., up periscope) and hold nose (i.e., dive);</li> <li>• "Shark"—all form a line and create a large mouth and dorsal fin, then move quickly; and</li> <li>• "Octopus"—in small groups, students make a body, head, and tentacles, then move slowly.</li> </ul> <p><b>Equipment:</b> None, unless used as props</p> <p><b>Psychomotor Goals:</b> To refine body and spatial awareness</p> <p><b>Cognitive Goal:</b> To encourage creativity</p> <p><b>Affective Goal:</b> To use positive interactions to support peers' efforts at collective responding</p> <p><b>Variations:</b> Always use a variety of themes to spark student interest (e.g., World Series, Spring, Arm and Shoulder Strength). Have students respond to all commands while in small groups. Ask students to help you think of additional commands for forming creatures or objects or performing actions. Continue questioning to encourage students to verbalize the characteristics or parts needed for the creation. Encourage students to decide how many students are needed for each part.</p> <p><b>Cooperative Learning Structure:</b> Co-op Play (Co-op Co-op Perform and/or Jigsaw; Perform could be used when students are creating their own objects or creatures.)</p>
		<p>The last call will be Shark – Five people sitting in a circle holding hands. These will be the groups used in the next parts of the lesson.</p>	
Part 2	5	<p>Number Scramble</p> <p>I, the teacher, will call out a number, and the groups must work together to create the number using their bodies. No one can have all their weight supported by the group, all must have at least one body part on the ground. All the people in the group must be included.</p> <p>We will do at least 3 numbers that I call out. 8, 4 and 12</p>	
Part 3	15	<p>Each member of the group will choose a letter. As a group, quickly tell everyone the letter you will use. If someone chooses your letter, Ro-Sham-Bo to see who gets to use it and then the other person should choose a letter not being already used.</p> <p>One at time, the group will create each person's letter. The person who thought of the letter can help the group create it, but everyone, including the person guiding the group must be a part of the final solution.</p> <p>As the groups are working I will walk around watching, complimenting, stopping the class to show off a cool letter or great cooperation. As groups are working, if they are having a hard time, I will help them discuss and figure out how they can make it easier and what they will need to do as a group in order to create the letters with their bodies.</p>	
Closure	2	<p>Discuss how they felt it was making the letters. Was it easy for their group? Why? If it was hard, what was hard about it? Typically the groups that take turns talking and listening do better.</p>	