



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

Course Title	Unified Lifetime Sports	Unit Title	Unit 1 Introduction & Team Building
Grade Level	High School	Pacing	15 90 Minute Sessions
Stage 1: Identify Desired Results			
By the end of this unit, what should students know, understand, and be able to do?			
Content Standards			
Rigor Track		Standard Track	
Generate several hypotheses for strategies that include persons of diverse backgrounds and physical abilities in a variety of physical activity settings.		Implement leadership skills to promote responsibility in self and others	
Understandings Students will understand that...		Essential Questions	
Use communication and collaboration skills to navigate challenges associated with the inclusion of all peers in the successful completion of challenging group tasks.		What does it mean to be inclusive? What does successful leadership look like?	
Knowledge Students will know...		Skills Students will be able to...	
Inclusivity Collaboration Communication Goal Setting		Analyze, plan and apply strategies for team success in challenging group tasks. Demonstrate an understanding of the value of collaborative input from all members of a team. Demonstrate an understanding of the necessity of identifying the strengths of team members to overcome obstacles faced by the team.	
Stage 2: Assessment Evidence			
What collection of assessments will PROVE that students have learned everything described in Stage 1?			

Performance Task or Project-Based Learning

Rigor Track - Collaborative Planning Document (Inclusion Plan)

Standard Track - Responsibility Reflection Poster

Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)

Team Building
Journal Reflection
Collaborative Learning

Stage 3: Learning Plan, Experiences, and Instruction

What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessments described in Stage 2?

Be sure to identify **the shifts** and the **WHERE TO** elements.

Page references are from the Special Olympics Physical Education Resources publication. [CLICK HERE](#) to access the publication.

[Ref. pp. 66-88 Special Olympics Unified Physical Education](#)

[Team Building Activities](#)

[Team Building Suggested Activities](#)

[Team Building](#)

Planning Calendar

Day 1	Day 2	Day 3	Day 4	Day 5
WHAT DOES IT MEAN TO BE INCLUSIVE? Course Introduction & Syllabus Review Unified Overview (Page 23) Tips for Inclusion Page 30-31 Scavenger Hunt Two Truths and a Lie	WHAT DOES IT MEAN TO BE INCLUSIVE? Disability Awareness & Understanding Our Commitment to social inclusion. Trust Walk Reverse Jenga	WHAT DOES IT MEAN TO BE INCLUSIVE? Appropriate Interactions & Respectful Discourse 6 Main Themes for Inclusion (Page 30) Build the Tallest Building Example: Tallest Building	WHAT DOES IT MEAN TO BE INCLUSIVE? Radioactive River Activity Reflection - What strategies helped your team get across the river? Who participated in the plan? Who participated in the execution of the plan? What roles did you and your teammates play?	WHAT DOES IT MEAN TO BE INCLUSIVE? Planning & Reflection - Team Problem Solving: Introduce Sports Ed. Model Rigor Track - Collaborative Planning Document (Journal Reflection) Standard Track - Responsibility Reflection Poster

Day 6	Day 7	Day 8	Day 9	Day 10
<p>WHAT DOES IT MEAN TO BE INCLUSIVE?</p> <p>UNIT 1 - TEAMWORK</p> <p>Student-Researched Activity and Discussion</p> <p>Ultimate Team 4-Square</p>	<p>WHAT DOES IT MEAN TO BE INCLUSIVE?</p> <p>UNIT 1 - TEAMWORK</p> <p>Student-Researched Activity and Discussion</p> <p>Jigsaw Puzzle</p> <p>Hula Hoop Pass</p> <p>PairUp</p>	<p>WHAT DOES IT MEAN TO BE INCLUSIVE?</p> <p>UNIT 1 - TEAMWORK</p> <p>Student-Researched Activity and Discussion</p> <p>Choose Activity from: Icebreaker and Teambuilding Workbook that best suits your class at this point in Unit.</p>	<p>WHAT DOES IT MEAN TO BE INCLUSIVE?</p> <p>UNIT 1 - TEAMWORK</p> <p>Student-Researched Activity and Discussion</p>	<p>WHAT DOES IT MEAN TO BE INCLUSIVE?</p> <p>Planning & Reflection - Team Problem Solving</p> <p>Rigor Track - Collaborative Planning Document (Journal Reflection)</p> <p>Standard Track - Responsibility Reflection Poster</p>
Day 11	Day 12	Day 13	Day 14	Day 15
<p>Frozen Bean bag Activity (p.74)</p> <p>water balloon toss</p> <p>egg drop relay</p>	<p>Group juggle</p> <p>Human Knot</p> <p>Trust Walk</p>	<p>Student-Researched Activity and Discussion</p>	<p>Student-Researched Activity and Discussion</p>	<p>Planning & Reflection - Team Building</p> <p>Rigor Track - Collaborative Planning Document (Journal Entry)</p> <p>Standard Track - Responsibility Reflection Poster</p>

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)