

Appendix A

Description of Cooperative Learning Units

Unit	Session	Structures	Non-negotiables	Learning goals
1. – Introduction to CL	1.	/	Interpersonal skills	Physical: - coordination, reaction speed Affective and Social: - active cooperation of all - proper communication
1. – Introduction to CL	2.	/	Interpersonal skills	Physical: - natural human movement - running technique - precision Affective and Social: - active cooperation of all
1. – Introduction to CL	3.	/	Interpersonal skills, group processing	Physical: - natural human movement - endurance, speed, precision Affective and Social: - proper communication
1. – Introduction to CL	4.	/	Interpersonal skills, group processing	Physical: - running technique - coordination Affective and Social: - active cooperation of all
1. – Introduction to CL	5.	/	Interpersonal skills, group processing	Physical: - speed, agility, precision Affective and Social: - everyone included - cooperation – communication, help
1. – Introduction to CL	6.	Pairs- check- perform	Interpersonal skills, group processing, face- to-face promotive interaction (worksheet)	Physical: - running technique - dynamic balance Affective and Social: - mutual help - giving feedback
1. – Introduction to CL	7.	Collective Score	Interpersonal skills, group processing, positive interdependence	Physical: - repetitive strength Affective and Social: - listening to others carefully

Unit	Session	Structures	Non-negotiables	Learning goals
1. – Introduction to CL	8.	/	Interpersonal skills, group processing, face- to-face promotive interaction	Physical: - running technique - speed, agility Affective and Social: - sharing ideas - giving feedback
1. – Introduction to CL	9.	Jigsaw	Interpersonal skills, group processing, face- to-face promotive interaction, individual accountability	Physical: - endurance, coordination - precision Affective and Social: - cooperation – communication, help
1. – Introduction to CL	10.	/	all five	Physical: - natural human movement - endurance Affective and Social: - everyone included - proper communication
2. – Jumping and throwing	11.	Jigsaw, Collective score	all five	Physical: - place vortex throw - standing long jump - explosive strength Affective and Social: - mutual respect and help
2. – Jumping and throwing	12.	STAD	all five	Physical: - running technique - place vortex throw - precision, strength Affective and Social: - encouraging others - giving praise
2. – Jumping and throwing	13.	Jigsaw	all five	Physical: - long jump - explosive strength (legs) Affective and Social: - focus on task - mutual help
2. – Jumping and throwing	14.	Jigsaw, Learning Teams	all five	Physical: - long jump - strength (technique) Affective and Social: - listening to others carefully - encouraging active involvement

Unit	Session	Structures	Non-negotiables	Learning goals
2. – Jumping and throwing	15.	Collective Score	all five	Physical: - medicine ball throw - explosive strength (upper extremities), endurance Affective and Social: - mutual trust - asking for help
2. – Jumping and throwing	16.	/	Interpersonal skills, group processing	Physical: - long jump - explosive strength, endurance Affective and Social: - sharing ideas - listening to others carefully - encouraging others
2. – Jumping and throwing	17.	Pairs- Check- Perform, Jigsaw	all five	Physical: - high jump (scissors) - running technique (scissors) Affective and Social: - proper communication - mutual help, giving feedback
2. – Jumping and throwing	18.	STAD	all five	Physical: - medicine ball throw - explosive strength, speed Affective and Social: - giving praise (when deserved)
2. – Jumping and throwing	19.	Pairs- Check- Perform	all five	Physical: - place vortex throw - relays (rules) - speed, agility Affective and Social: - giving feedback - focus on task
2. – Jumping and throwing	20.	PACER	all five	Physical: - running technique - coordination Affective and Social: - insistence, supporting others - giving feedback
3. – Sprinting and running	21.	Pairs- Check- Perform, Learning Teams	all five	Physical: - standing start - running technique - endurance Affective and Social: - proper communication - encouraging others

Unit	Session	Structures	Non-negotiables	Learning goals
3. – Sprinting and running	22.	Jigsaw	all five	Physical: - block start - speed (frequency, start acceleration) Affective and Social: - sharing ideas - criticizing ideas, not individuals
3. – Sprinting and running	23.	/	Interpersonal skills, group processing, face- to-face promotive interaction (worksheet)	Physical: - block start - explosive strength, stabilization Affective and Social: - active cooperation - solving problems together
3. – Sprinting and running	24.	Collective Score	all five	Physical: - relays - speed endurance Affective and Social: - insistence, encouraging others
3. – Sprinting and running	25.	PACER	all five	Physical: - running technique - coordination Affective and Social: - insistence, supporting others - active cooperation
3. – Sprinting and running	26.	Learning Teams	all five	Physical: - block start - stride frequency, explosive strength (legs), precision Affective and Social: - focus on task - giving feedback
3. – Sprinting and running	27.	STAD, Collective Score	all five	Physical: - block start - acceleration speed, stabilization Affective and Social: - encouraging others - giving feedback and praise
3. – Sprinting and running	28.	Jigsaw	all five	Physical: - balance, coordination, agility, strength Affective and Social: - proper communication - sharing ideas - criticizing ideas, not individuals

Unit	Session	Structures	Non-negotiables	Learning goals
3. – Sprinting and running	29.	Learning Teams	all five	Physical: - place vortex throw, block start, long jump (refreshing) - explosive strength Affective and Social: - independent individuals - active cooperation - mutual help and support
3. – Sprinting and running	30.	/	all five	Physical: - place vortex throw, block start, long jump (refreshing) - explosive strength, speed Affective and Social: - mutual support - giving praise

Appendix B
Results of the Systematic Event Coding on Cooperative Learning Validation Tool

Category number	Description of category	Percentage of sessions category coded as observed		
1a	Social/emotional goals	75		
1b	Physical/skill goals	100		
1c	Cognitive goals	75		
2	Equitable heterogeneous groups	92		
3	Student centered instruction	75		
4	Teacher facilitator	75		
5	Cooperative learning structure	75		
6	Students have shared ownership	67		
7	Face-to-face promotive interaction	92		
8	Positive interdependence	75		
9	Small group and interpersonal skills	83		
10	Individual accountability	75		
11a	Physical assessment	75		
11b	Cognitive assessment	67		
11c	Social or emotional assessment	100		
12a	Physical improvement	92		
12b	Cognitive improvement	75		
12c	Social or emotional improvement	92		
13	Self, group or peer assessment	100		
14	Students encouraging one another	42		
15a	Group processing – what happened?	100		
15b	Group processing – so what?	100		
15c	Group processing – now what?	100		
		Low	Moderate	High
16	High academically focused time	17	42	42
17	High level of student attention/interest/engagement	0	25	75