

Subject/Grade: 4/5

Lesson Title: Outdoor games and activities

Teacher: Jonah Neufeld

Stage 1:

Outcomes PE4.9 Refine selected movement skills, tactics, and strategies while participating in:

- low-organizational, inventive, and cooperative games (e.g., tag games, relay race, prisoner's base)
- small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball)
- small-sided and lead-up striking/fielding games (e.g., long ball, kick ball, softball)
- small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse)
- alternative environment activities (e.g., hiking, aquatics, skating, snowshoeing, orienteering, cross-country skiing, tobogganing, cycling, tracking).

PE5.7 Refine, alone and with others, selected movement skills, tactics, and strategies while participating in:

- small-sided and lead-up net/wall games (e.g., badminton, tennis, table tennis, one bounce, three-on-three volleyball, pickleball, paddle ball)

and critically reflect on chosen movement skills, tactics, and strategies used in:

- small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball, archery)
- small sided and lead-up striking/fielding games (e.g., long ball, softball, kickball, cricket)
- small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse)
- small-sided and lead-up alternate environment activities and games (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking, cycling, wall climbing, paddling).

Indicators

4.9 (c) Distinguish between appropriate offensive tactics (e.g., placing ball farthest away from opponents, quickest and most effective way to move a ball as a team) and defensive tactics (e.g., moving to cover the open spaces, anticipating opponent's ball placement) to be used in various games.

5.7 (c) Design and play an invasion/territorial type game, including rules and tactics, incorporating at least two motor skills.

Key Understandings: ('I Can' statements)

- **I can** demonstrate proficiency in small-sided and lead-up invasion/territorial games by utilizing skills from sports like soccer, basketball, and soft lacrosse.
- **I can** refine my selected movement skills in low-organizational, inventive, and cooperative games, such as tag games, relay races, and prisoner's base.

Essential Questions:

- What strategic elements are essential for success in small-sided invasion/territorial games, and how do these strategies differ from traditional team sports?
- What specific movement skills are crucial for proficiency in small-sided invasion/territorial games, drawing from sports like soccer, basketball, and soft lacrosse?
- How can the skills learned in invasion/territorial games be transferred or adapted for use in different sports and physical activities?

Prerequisite Learning:

Basic ability to follow instructions.

Instructional Strategies:

- Attention grabber, I will bring a speaker to play music, when I need them to come back in as a group I will play a sound on my speaker so that they will know to come back
- Give clear instructions to students so they know what is going on at all times
- Pre made teams for capture the flag
- Allow students to have time to work together and create strategies that may help in the game.
- Make sure to get students to help clean up after each activity.

Stage 2: Determine Evidence for Assessing Learning

observation:

- Ensure that students are participating and actively trying to engage in the games we are playing.
- Make sure students are working as a team and not excluding any of their peers.
- When creating strategies, look to see if students are giving ideas to help their group.

Stage 3: Build Learning Plan

Set (Engagement):**Length of Time: 15 mins**

Begin with warm up activity-

Stretches- Arm circles, lunges, stretch up and down to touch toes, run in spot

Warm up game- Color tag and blob tag

Development:**Time: 20 minutes**

Capture the flag-

Split students into two teams. Each team has their own side. The objective is to steal the bean bags from the other team without getting tagged. If a player gets tagged they have to go to the "jail" and wait for a team mate to rescue them.

- Students are safe inside the hoola hoops
- Students can only take one bean bag at a time
- When rescuing a team mate from jail the player must bring them all the way back to the other side

The team who gets all the bean bags to their side wins

Learning Closure:**Time: 10**

If extra time-

Everybodies it tag

Freeze run

Materials/Resources:

- Hoolahoop
- Pylons
- Bean Bags x8

Management Strategies:

- Use a speaker and play a "noise" to get student attention
- Have multiple different games to ensure students stay engaged and have fun

Safety Considerations:

Students will be running in all directions. Remind students to keep their head up and be mindful of others

Backwards by Design Lesson Plan Template

Professional Goals Plan

Topic: Outdoor games and activities
2023

Date: November 29th,

Teacher: Jonah Neufeld

Observer:

<p>1. Professional Goal</p> <p>Speak in a clear understandable voice Try to keep students engaged</p>	<p>2. Steps to Achieve Goal</p> <p>Allow for adaptations Take my time when going through instruction</p>
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