

Subject/Grade: 4/5

Lesson Title: cooperative games

Teacher: Jonah Neufeld

Stage 1:

outcomes and indicators

Outcome:

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).

indicators:

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

Key Understandings: ('I Can' statements)

- I can showcase refined movement skills, such as agility, coordination, and balance, while participating in a variety of games, including tag games, relay races, and cooperative games.
- I can apply tactical thinking to enhance my performance in games by making strategic decisions, such as choosing the best time to pass a ball, evade opponents, or support my teammates.
- I can develop and utilize effective strategies tailored to specific game types, including target games (e.g., bowling, golf), striking/fielding games (e.g., kickball, softball), and invasion/territorial games (e.g., soccer, basketball), to achieve individual and team success.

Essential Questions:

- How can students refine their movement skills to excel in low-organizational, inventive, and cooperative games like tag, relay races, and prisoner's base?
- How do students develop the ability to make informed tactical decisions, considering offensive and defensive strategies, while actively participating in various games?
- How can students collaborate with peers to collectively develop effective game strategies, taking into account offensive and defensive elements?

\Prerequisite Learning:

- Basic understanding of different movement skills: throwing, running, passing, kicking etc.
- Be able to work as a team
- Understand that including everyone is important

Instructional Strategies:

- Use of an attention grabber is necessary for an area as large as the gym ex. give two claps and students do 2 claps back to show that they heard you and are ready to listen.
- walk through warm up, rules of the game, transitions between games, and safety concerns.
- when splitting students into groups of 2, allow students to pick their own partners, when everyone has a partner ask them to sit and one to stand, students standing are one group while the ones sitting are another group.
- 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):

Time: 7-10 mins

- Warm-up! - Students will do a basic couple laps around the gym to warm up their bodies, after a few laps we will go through some dynamic stretches to loosen the muscles.

Development:

Time: 30 mins

- After warming up we will play a game called chuck the chicken, this game helps develop teamwork skills and communication along with some strategy.
- If there are hoola hoops: castle ball, target game, each team will have 3 castles, each team has to work together in order to break down the other team's castles by throwing the ball at them and knocking them down first team to knock all the castles down wins.

Learning Closure:

Time: 10 mins

Cool down activities:

- 4 corners
- wax museum

Materials/Resources:

- dodge balls
- hoola hoops
- chicken (or foam ball)

Management Strategies:

- keep transition times short
- when explaining students should not have anything in their hands
- double clap for attention

Safety Considerations:

- keep head up to make sure no collisions happen
- don't throw at other students

Stage 4: Reflection

Backwards by Design Lesson Plan Template

Professional Goals Plan

Topic: physical education, cooperative games

Date: Nov 20th, 2023

Teacher: Jonah Neufeld

Observer:

<p>1. Professional Goal</p> <p>Keep students engaged</p>	<p>2. Steps to Achieve Goal</p> <p>Give clear instructions to avoid confusion</p>
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3. Data Collection: