

Backwards by Design lesson Plan Template

Subject/grade: Gr. 4 PE 30 min	Lesson Title: Free the Prisoners!	Teacher: Ms. Akrigg
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Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

PE 4.7: Select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying objects) skills in increasingly complex movement activities such as lead-up games, including:

- throwing
- catching (gathering, collecting)
- kicking.

Indicators:

- Demonstrate skillful moving of objects in a variety of skill development movement activities such as juggling scarves and beanbags, hot potato, keep-away, cup-stacking, and hackey-sack.
- Throw a ball at a target as a stationary opponent tries to block or deflect the throw.
- Trap and/or deflect balls sent by others.

Key Understandings

I can statements

- I can successfully throw a ball to my target.
- I can successfully catch a ball thrown to me.
- I can successfully intercept a ball and act as both offense and defense.

Prerequisite Learning:

- Understand the performance cues of sending and receiving (weight transfer, body alignment, limbs in opposition, visual tracking, absorption, hand eye coordination)

Instructional Strategies:

- Positive reinforcement and feedback
- Asking questions
- Teacher participation

Stage 2: Determine Evidence for Assessing Learning

Since students have had sufficient practice prior to this lesson with the performance cues, the

following are some things we will be assessing them on. One of the benefits of team teaching and collaboration is multiple sets of eyes to observe the students through this checklist in the process.

Checklist of Observations (during warm up and game)

- ☐ Throwing with limbs in opposition and weight transfer
- ☐ Throwing with eyes on the target
- ☐ Throwing with proper wind up and release
- ☐ Absorb object while catching
- ☐ Utilize hand eye coordination when catching

Stage 3: Build Learning Plan

Set:

Time: 5-10 min

Warm up:

- Grab a partner and play a game of catch
- After about a minute, encourage them to make a bigger distance between their partner
- Encourage them to practice both overhand and underhand

Explain the rules of game:

(general idea from:

<https://physedgames.com/category/grade-4/>

but has been adapted for our purposes)

- There are a bunch of *prisoners* stuck in a castle (in the innermost circle). There are 5 *dragons* in the moat around the castle guarding the prisoners. The goal for the *knights* (on the outside of the moat) is to free the *prisoners* by throwing them a dodgeball (without crossing or entering the moat), and the *prisoners* successfully catching it without stepping out of the castle.
- Once a *prisoner* successfully catches the ball, they can freely swim across the moat and turn into a *knight* where they can join in throwing the balls to the *prisoners*.

Materials/Equipment

- Pylons (barriers)
- Dodgeballs (cannonballs)
- Blue matt (castle)

Management Strategies:

- Clap sequence
- 1,2,3 eyes on me
- Make sure students are raising their hands and not blurting out

Safety Considerations:

- Slipping on the mat: Remind students that the mat moves so cannot jump onto or run and slide onto it.
- Remind students to keep their heads up and be aware of their surroundings so they don't get hit in the head with a ball.

Possible Adaptations/

Differentiation:

- Moat can be made smaller or bigger depending on the skill level of the students.
- If a student has a condition/disability where they cannot throw a ball, we can allow kicks as well.
- If a student cannot do either, we can

<ul style="list-style-type: none"> - <u>Other things to mention:</u> - If a knight steps in the moat, they turn into a prisoner; if a dragon steps out of the moat, they must pause their guard goal and do 5 squats (same goes to the prisoners in the castle) - If a dragon catches the cannonball, the knight who threw it then turns into a prisoner <p>Development: Time: 15-20 min</p> <p>Start playing game</p> <ul style="list-style-type: none"> - Switch positions every 4-5 min - If the game seems to be getting easier, say “the dragons are getting stronger and are pushing out the moat farther!” and then move the pylons to make the moat bigger. - We could also do the opposite if it is too hard <p>Closure: Time: 5 min</p> <p>Ask:</p> <ul style="list-style-type: none"> - How did you enjoy this game? - What skills do you think you were working on during this game? - What was your favorite position during this game? - What made each position easier? More difficult? 	<p>invent a new role for them called the <i>dragon tamer</i> where they are essentially a referee of the game</p> <ul style="list-style-type: none"> - If we notice one group (the dragons, knights, or prisoners) are struggling more and aren’t making leeway with their goal, we will add/take away from the groups and switching them to different positions throughout (adding more dragons from the knights as the dragons may be struggling)
Stage 4: Reflection	
<ul style="list-style-type: none"> - Post-Reflection Paper (4-5 pages) 	

Professional Development Plan

Topic: Grade 4 throwing and catching skills - “Free The Prisoners”

Date: November 23/23

Teacher: Zoe Akrigg and Raine Chornomitz

Observer: Beryl Bernard

1. Professional target	2. Steps to achieve target
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<p>Give directions and explain the activity clearly and detailed.</p> <ul style="list-style-type: none"> - We want to work on this because if we stumble or get out of order with directions it can confuse the students very quickly. For an activity like this it is also important to explain it in great detail so that no one gets hurt or embarrassed. 	<ul style="list-style-type: none"> - When it is time to give instructions for the activity we will say: “ok students, it’s time for an activity but we really need your attention so that we can get to it as fast as possible and do the activity right.” <ul style="list-style-type: none"> - This will hopefully make it easier to stay on track with the directions and reduce the amount of distractions for both me and the students. - Have all equipment ready and prepared for class. <ul style="list-style-type: none"> - This will allow me to demonstrate the activity so that we can make sure we are giving the most detailed explanation as we can.
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3. Instructions to observer:

Please take note if we are disorganized or undetailed when explaining. Also let us know if there are any further management strategies that we could implement during the lesson.

4. Data Collection: