

## Backwards by Design Time-frame/Unit Plan Template

<b>Subject</b>	Physical Education	<b>Grade Level</b>	1
<b>Theme/Topic for Time-frame/Unit</b>	Jumping Unit	<b>Dates/Number of Classes</b>	December; 12 classes at 30 minutes
<b>Developed By</b>	Paige Doud		

### Stage 1 - Identify Desired Results

#### **Learning Outcomes**

Should be identified by designation (e.g., 5.1- Health-related Fitness; 5.2 Muscle Fitness; 5.4 ..., 5.5 ..., 5.6., 5.7, 5.10) and then written in student-friendly language – words that you can share with the students so they know what it is they are trying to achieve. These outcomes identify the ‘Big Ideas’ of this plan for learning. Remember that you need to include at least one other subject plus Treaty learnings (see planning guide).

PE1.3: Locomotor Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a: control level of skill when: walking running jumping forward and landing jumping sideways and landing progressing-towards-control level of skill when: jumping backward and landing hopping (body moves on one foot as in right foot to right foot) skipping (combines a step and a hop) leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot) sliding (one foot steps and the other moves to meet the first foot, “step-close”) galloping (one foot steps, body propels upward, other foot moves to meet the first foot) rolling forward (see note) rolling sideways.

I can show how to jump forward, backward and sideways and landing, leaping, hopping, and skipping and landing without equipment or with a jump rope

PE1.4: Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot, including at a:

- control level of skill when:
- balancing
- jumping on the spot
- progressing-towards-control level of skill when: landing on hands from kneeling position; rotating on the spot

I can show my movement skills when jumping on the spot

PE1.6: Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in:

- space (personal space, general space, levels, directions, pathways)
- effort (force, time/speed)
- relationships (individually and with objects).

I can show that I know everyone needs space when doing an activity, I know the effort needed for activities, and I know the relationships with objects and others for activities

PE1.8: Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:

- low-organizational games involving travelling (e.g., tag games, follow-the-leader, hopscotch, long-rope skipping)
- target games (e.g., ring or hoop toss, bowling, bocce ball)
- alternate environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross-country skiing).

I can show that I can use my jumping skills when participating in different types of activities

USC1.2: Determine, with support, the importance of brain, heart, and lungs and examine behaviours that keep these organs healthy

I can talk about how jumping makes me feel and how it is healthy for my brain, heart, and lungs

SI.1: Examine the connections between intentions and actions (Treaty. Ed).

I can that sharing with others and being thankful can make connections

**Key Understandings**

What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)

*Students will understand that...*

- Jumping contributes to cardiovascular endurance
- Knowing how to safely land when jumping prevents injury
- Different skill levels when jumping allow for different jumping activities (leap frog, jump rope, etc.)
- Personal space is needed for some activities
- Using equipment during an activity requires more focus
- Sharing with others and being thankful can create a positive cycle

**Knowledge:**

What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.

**Questions for Deep Understanding**

What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

*Content specific....*

*Make sure you consider TELs, multicultural, cross-curricular... when finalizing your questions.*

- How can I be safe while practicing my jumping skills?
- What signs show that I am working my brain, heart, and lungs?
- What kind of jumping skills do I need to have to participate in more challenging jumping activities?
- How can I give other people safe personal space to move in?
- How can I ensure that I have a safe personal space?
- How can I show sharing and thankfulness in class?

**Skills**

What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to jump and land safely in different directions</li> <li>• Ways to provide themselves and others with appropriate space</li> <li>• Signs that their brain, heart, and lungs are activated in their movement activity</li> <li>• How to apply sharing and gratitude in a physical education class</li> <li>• Ways to use jumping skills while moving and remaining in the same spot</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Talk about how they feel when their brain, heart, and lungs are active in movement activities</li> <li>• Show how to jump and land safely in different ways to prevent injury</li> <li>• Create a jumping activity with a partner</li> <li>• Show how to give each other personal space</li> <li>• Share with students when they have equipment another student has</li> <li>• Identify different jumping names (leaping, hopping, skipping, etc.)</li> </ul>
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## Stage 2 – Assessment Evidence

<p><b>Assessment Evidence</b></p> <p>Through what evidence (work samples, conversations, observations, performances, quizzes, tests, journals, presentations or other means) will students demonstrate achievement of the outcomes? Identify both formative and summative assessments you will use throughout the unit and indicate which outcome(s) each assessment will be evidence for (note that one assessment can provide evidence on more than one outcome). Consider including authentic performance task(s) where students will demonstrate the desired knowledge, understandings, and skills? (Typically, a performance task describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real-life situation).</p> <p><b>NOTE:</b> You must also include one pair-created Assessment tool for one of your identified Summative Assessments which clearly presents the outcome-driven criteria for assessment.</p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>- Observation (1.3, 1.4, 1.6, 1.8, SI.1)</li> <li>- Discussion (1.3, 1.4, 1.6, 1.8, USC1.2, SI.1)</li> <li>- Hopscotch game creation (1.6, 1.8, SI.1)</li> </ul> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>- Student self-assessment rating scale (1.3, 1.6, 1.8, USC1.2)</li> <li>- Discussion (end of last class) (1.3, 1.4, 1.6, 1.8, USC1.2, SI.1)</li> <li>- Hopscotch game creation video (1.6, 1.8, SI.1)</li> </ul>
<p><b>Student Self-Assessment</b></p> <p>How will students reflect upon or self-assess their learning? Provide at least three examples of how you can engage students in self-</p>

assessments.

Each student will be required to think about how their brain, lungs, and heart are being engaged during activity and will transfer their thoughts into discussions for the teacher to write down. Also, students will rate themselves at the end of every other class on a 1-5 rating scale (see image below) on how hard they worked in the class. At the very end of the unit the students will be required to say one thing they learned and one skill they think they can do better now, this will be recorded by the teacher. (Since this is grade 1, it was taken into consideration that they are still learning to read and write at this time of the year, therefore the teacher does more of the writing but the students generate the thoughts and discussions).

### Stage 3 – Learning Plan

**What teaching and learning experiences will you use to:**

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

**Where** are your students headed? Where have they been? How will you make sure the students know where they are going?

**What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?**

**Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?**

By the end of this unit, the students will have better jumping and landing skills in various ways, such as non-locomotor jumping, locomotor jumping, and jumping using manipulatives (jump ropes). This is a unit to get students practicing their jumping and landing skills while improving their cardiovascular health. At the beginning of each lesson, the teacher will write on a poster or whiteboard what outcome they will be working on in words that grade 1 students will understand. The teacher will also discuss with the class why it is important they learn what it is they will be working on. To keep the students on track, they will have discussions every other lesson talking about what they learned, how their brain, heart, and lungs were engaged, and will give themselves a rating on their movement. A chart with all the outcomes being targeted in the unit will be posted. This chart will be in the form of a pie chart and as each outcome is accomplished the teacher will colour in a piece of the pie until it is eventually all coloured in. The first lesson is all about establishing a sense of personal space and leads up to the jumping activities. Some students will be more advanced than others which is why mid-unit there is an opportunity for students to work in pairs. This way, students who are more advanced can partner up with students who are little behind and they can work together to learn the skills. This unit will largely be focused on the aspect of jumping and landing and teaching students how to jump rope. Also, in regards to the outcome based on sharing and being thankful, students will be challenged to do something nice for other students throughout the unit. For example, if a student has a purple jump rope and they know that is someone else's favourite colour, they can offer to trade. The learning for this unit will take place within a gym space as it has all the equipment and space needed for the unit and December weather can be unpredictable.

**How will you engage students at the beginning of the time frame/unit? (Motivational set for the unit)**

To engage the students there will be things used in games that are of interest to grade 1 students such as animal movements (when applicable), things they enjoy when it is a preference game, and when they are practicing their jump rope some age appropriate music they enjoy can play in the background. By using these things in the beginning of the unit and throughout it will keep the children engaged and interested in the activities and lessons.

What events will help students **experience and explore** the deep understandings and questions in the unit plan? How will you equip them with needed skills and knowledge? **Note: For this assignment you must include full summary details across all columns for 6 days only.** For the other days, you need to complete the Outcome(s) and Indicators column along with a brief description of the learning tasks/experiences in the second column below. There must be at least 12 days in this sequence of learning.

#	Outcome(s) and Indicators	Assessment	Instructional Strategies/Process Learning Tasks/Experiences	Resources/Materials
1	1.3: a, b 1.6: c USC1.2: a, k	<p>1.3 &amp; 1.6: Observe the students as they do the movements instructed to them and how they use their personal space. Observe how the students choose their personal space and how they utilize it. Make notes of these observations for student development and future assessment</p> <p>Formative assessment (1.3):</p> <ul style="list-style-type: none"> <li>- Observe their movements as instructed to them</li> </ul> <p>Formative assessment (1.6):</p> <ul style="list-style-type: none"> <li>- Observe the student's choice, understanding, and use of personal space</li> <li>- Ask students what personal space is</li> </ul>	<p>Guided Exploration: do a quick warm-up game (freeze tag) then have students find a space in the gym. Have them practice personal space by putting their arms out and doing arm circles and making sure they do not touch anyone else</p> <p>Questioning: ask the students why it is important that they have personal space</p> <p>Guided Exploration: Play Simon Says... Animal Jumps. Have students stay in their personal space and call out an animal and have students pretend to jump how that animal would (ex: frog, kangaroo, cat, etc.)</p> <p>Questioning: ask students to think about how they used their brains to think about how they were going to move, how their hearts are pumping, and how their breathing is different since they are moving more.</p> <p>Questioning: Ask students to think about how they could land after a jump without hurting themselves. Ask students what other ways they could jump (ex: side to side, backward, and forward).</p>	<p>Gym space Observation sheets Student self-assessment rating scale</p>
2	1.3 1.4 1.6 1.8	<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Introduce students to their self-assessment rating scale they will fill out at the end of every other</li> </ul>	<p>Continue working on last lessons tasks introduced (see assessment).</p>	<p>Self-assessment rating scale</p>

	USC1.2 SI.1	lesson. They will colour in a smiley face for how well they think they performed during the class and if they are learning things		
3	1.4: a, c, f, i 1.6: c, d USC1.2: a, k	<p>1.4: Have a discussion about how to jump and land safely to absorb your bodyweight while standing still. Throughout the lesson take mental notes about how each student performs the jumping skills and later write it down for future reference.</p> <p>Formative assessment (1.4):</p> <ul style="list-style-type: none"> <li>- Have a discussion with the students to show them how to correctly jump and land safely and absorb their bodyweight</li> <li>- Make mental notes about how each student performs the movement and transfer it to paper later</li> </ul> <p>Formative assessment (1.6): observe how the students find their personal space and utilize it effectively</p>	<p>Guided Exploration: For the warm-up activity have the students play a quick game of four corners</p> <p>Guided Exploration: have each student get a hula hoop which they will put on the ground and stand in. (this is a way for them to practice personal space without being told to). Demonstrate safe landings so students know what it looks like. Have the students practice.</p> <p>Questioning: ask the students what things they need to do to land safely and prevent injury (bent knees, cushion landing, hands in front, etc.)</p> <p>Guided Exploration: to have students practice their jumping and landing skills play a game where students jump if they like whatever is said and practice their safe landing. Ex: jump and land safely if you like pizza</p> <p>Questioning: ask students how their brains, heart, and lungs were working for the activity. Also ask students about their personal space</p>	Gym space Hula hoops Observation notes
4	1.3 1.4 1.6 1.8 USC1.2 SI.1	<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Introduce students to their self-assessment rating scale they will fill out at the end of every other lesson. They will colour in a smiley face for how well they think they performed during the</li> </ul>	Continue working on last lessons tasks introduced (see assessment)	Self-assessment rating scale

		class and if they are learning things		
5	1.3: b, e, i, j, m 1.6: d	<p>1.3: Observe as the students practice the various forms of jumping and different ways of jumping. Do demonstrations as needed and make notes.</p> <p>Formative Assessment (1.3 &amp; 1.4):</p> <ul style="list-style-type: none"> <li>- Have a class discussion about what has been learned so far and record the responses</li> </ul> <p>Formative Assessment (1.3): Make notes of what the students were doing during today's activity</p> <p>Formative Assessment (1.3):</p> <ul style="list-style-type: none"> <li>- Give students an exit slip to circle how they feel about their jumping skills so far (scale of 1-5, 1: I do not like jumping and 5: jumping is fun and I want to learn more</li> </ul>	<p>Guided Exploration: Have students play a warm up game of British Bulldog</p> <p>Guided Exploration: discuss what has been covered so far in the unit (personal space, jumping, landing). Introduce new ways to jump: hopping and leaping. Demonstrate for students to try (link to animal names: hop like a frog and leap like a deer).</p> <p>Questioning: ask the students if they noticed anything about leaping and hopping. Provoke thought: did you go further? Faster? Slower? Etc.</p> <p>Guided Exploration: have students pick a line on the gym floor (tape lines on the floor if needed). Have students try jumping back and forth over lines and side to side while practicing their safe landings</p> <p>Questioning: ask students what kinds of things they have noticed about the different ways they jumped. Also discuss their brains, hearts, and lungs (thinking and working hard)</p>	<p>Gym space</p> <p>Observation notes</p> <p>Exit slip (1-5 rating scale)</p> <p>If needed: masking tape</p>
6	1.3 1.4 1.6 1.8 USC1.2 SI.1	<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Introduce students to their self-assessment rating scale they will fill out at the end of every other lesson. They will colour in a smiley face for how well they think they performed during the class and if they are learning things</li> </ul>	<p>Continue working on last lessons tasks introduced (see assessment)</p>	<p>Self-assessment rating scale</p>
7	1.3: j 1.8: a, d, e, f, g, h	<p>1.8: Observe the students as they create their hopscotch patterns. Near the end</p>	<p>Guided Exploration: have students play a warm up game of fishes and whales</p>	<p>Gym space</p> <p>Rubber/plastic bases</p>

	SI.1	<p>of class watch each group perform they hopscotch pattern to observe their hopping skills.</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>- Video each group perform their hopscotch sequence for future assessment and see how they have improved</li> </ul> <p>Formative assessment:</p> <ul style="list-style-type: none"> <li>- Observe if students are being generous and grateful towards the other children</li> </ul>	<p>(similar to British Bulldog)</p> <p>Questioning: ask students if they have played hopscotch before, if not explain to them. Have a discussion about being thankful and sharing and encourage students to share when they feel they should and have them remember to say thank you when necessary.</p> <p>Guided Exploration: have students play a game of hopscotch with plastic or rubber bases as the markers. Then have students work in small groups to create new hopscotch patterns to work on sharing and gratitude, hopping on foot, switching feet while hopping, and group work.</p> <p>Questioning: as the teacher walks around to each group and writes down observations on movement skills and group work, ask the students what kind of things they are thinking about.</p>	<p>Observation notes</p> <p>Device for videoing students</p>
8	1.3 1.4 1.6 1.8 USC1.2 SI.1	<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Introduce students to their self-assessment rating scale they will fill out at the end of every other lesson. They will colour in a smiley face for how well they think they performed during the class and if they are learning things</li> </ul>	<p>Continue working on last lessons tasks introduced (see assessment)</p>	<p>Self-assessment rating scale</p>
9	1.3: e, l, 1.6: c, d, 1.8: a, d, f USC1.2: SI.1:	<p>1.3 &amp; 1.8: Introduce to students the movement skill of jump rope. Observe as the students attempt and practice. Make observational notes of what the children are doing as they learn</p>	<p>Guided Exploration: Have students play a quick warm up game of tag</p> <p>Questioning: ask students what they remember about jumping and have a</p>	<p>Gym space</p> <p>Jump ropes</p> <p>Observational notes</p> <p>Exit question</p>



		<p>Formative Assessment (1.6 &amp; 1.8):</p> <ul style="list-style-type: none"> <li>- Make observational notes of what the students are doing while navigating the jump ropes</li> <li>- Encourage students to work together and motivate each other to try jumping rope</li> <li>- Make notes of how the students slowly begin to move with the jump rope</li> </ul> <p>Formative Assessment (USC1.2):</p> <ul style="list-style-type: none"> <li>- Give students an exit question they have to answer to the teacher before they leave (teacher will write down answers): when you were jumping rope did you see if you were thinking extra hard or if you heart and lungs were working extra hard?</li> </ul>	<p>discussion about manipulatives (jump ropes). Encourage sharing and being thankful throughout the lesson.</p> <p>Guided Exploration: show students how to jump rope. Instruct students to find their personal space, pick a jump rope, and practice sharing and being thankful. Encourage students to practice jump rope with their jumping and landing skills as they feel safe to do so. On the same spot</p> <p>Questioning: ask the students what they noticed about their thinking and how hard their heart and lungs were working during the lesson.</p> <p>Guided Exploration: show students they could slowly begin to move forward with their jump ropes as they feel safe to do so.</p> <p>Questioning: ask students how they feel about jump ropes and if they would like to learn group jump ropes (eventually)</p>	
10	1.3 1.4 1.6 1.8 USC1.2 SI.1	<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Introduce students to their self-assessment rating scale they will fill out at the end of every other lesson. They will colour in a smiley face for how well they think they performed during the class and if they are learning things</li> </ul>	Continue working on last lessons tasks introduced (see assessment)	Self-assessment rating scale
11	1.4: e 1.6: i 1.8: e, h USC1.2 SI.1	1.4 & 1.8: Observe students as they jump rope individually and with partners to see how they utilize their new skills and if they continue to be sharing and thankful as well as taking	<p>Guided Exploration: for the warm-up have the students do a short relay race</p> <p>Guided Exploration: Introduce long jump ropes for groups of 3 (two spin the</p>	Gym space Jump ropes (short and long)

		<p>into account their brains, hearts, and lungs</p> <p>Formative Assessment (SI.1 &amp; 1.8):</p> <ul style="list-style-type: none"> <li>- Take final notes on how each student performs both individually and with other students. Also, take notes on their sharing and gratitude and how they assess their brains, hearts, and lungs</li> <li>- Ask students questions about their movements as they are performing the new skills</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>- Have a group discussion and ask students to respond to how they enjoyed the unit. Ask students: what is one thing you learned? What is one thing you can do better now? Each student will be required to answer but they can come up to the teacher individually to answer if they wish</li> </ul>	<p>rope and 1 jumps) for students to explore. Students will have choices to do individual jump rope or group jump rope. Can also play other jump rope games such as “jump the snake” (wiggle a long jump rope on the ground for students to hop over)</p> <p>Questioning: ask students if it is more or less difficult to jump rope with other people</p> <p>Guided Exploration: have students do individual jump rope and try counting how many times they can jump in a row (can also been done with group work)</p> <p>Questioning: at the end of the last lesson ask: what did you learn? What did you like? What didn’t you like? Do you feel more confident with jumping?</p>	
12	1.3 1.4 1.6 1.8 USC1.2 SI.1	<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Introduce students to their self-assessment rating scale they will fill out at the end of every other lesson. They will colour in a smiley face for how well they think they performed during the class and if they are learning things</li> </ul>	Continue working on last lessons tasks introduced (see assessment)	Self-assessment rating scale
13	Add more rows if needed.			

## Self-Assess and Reflection (Stage 4)

Considerations	Comments
<p><b>Learning Alignment:</b> Is there alignment between questions for deep understanding, the outcomes/indicators, learning assessments, and learning tasks/experiences?</p>	<p>Yes, all the essential questions and the deep understandings align with the outcomes and indicators within this unit plan as well as all the activities and opportunities for learning included. The assessments also correspond with everything. The outcomes and indicators were checked in regards to all the essential questions and deep understandings and changes were made as needed. Assessments were also adjusted as needed to correspond with everything else.</p>
<p><b>Adaptive Dimension/Differentiation:</b> Have you made purposeful adjustments to the learning content (not outcomes), instructional practices, and/or the learning environment to support meeting the learning needs and diversities of all your students? What might variations in learning tasks look like to meet the needs and learning styles of diversity of learners?</p>	<p><u>For struggling students:</u> There are chances for students who may struggle more than others to work with other students or have teacher assistance when needed as well as individual work to limit students feeling watched. There are also many check in points for the students to let the teacher know how they are feeling throughout the unit.</p> <p><u>For students who are exceeding and need a challenge:</u> For students who need a challenge they can try the next step (such as, moving while jumping rope, moving while jumping, etc.). Also, there is a fair amount of individual work so students can choose to work alone or with others as needed to challenge themselves.</p>
<p><b>Instructional Strategies/Models/ Approaches:</b> Did you use a variety of teacher directed and student-centered instructional approaches? Do the selected modes/approaches align with the learning focus?</p>	<p>For three different instructional strategies, name and explain where, why and how you used it. There was a variety of instructional strategies used throughout the unit plan. Student checkpoints such as questions at the end of class, exit slips, or conversations during class happened almost every lesson. These happened so that if students were struggling, felt uncomfortable, or nervous about the class they had a chance to privately say so. Also, this provides an opportunity for the students doing well and wanting to learn more to say so as well. Warm ups happened every lesson at the beginning to allow students to have time to simply play and enjoy themselves before focusing on the learning aspect of physical education. Guided exploration was used for every class to show students what was expected of them and for them to remain safe and learn the new skills being introduced to them properly. Overall, there was lots of instructional strategies to benefit the students.</p>
<p><b>TELE Content/Gender Equity/Multicultural Education:</b> Have you nurtured and promoted diversity while honouring each child's identity? How have you interconnected your learnings to support holistic learning?</p>	<p>Throughout the unit, it is reinforced that the students need to be sharing when possible, taking turns when possible, and saying thank you to the teacher and their classmates as much as they can. There were a few conversations where this came up in order for the students to work on the treaty ed. Aspect of learning respect for others. This unit is open for students of all diversity and in the circumstance of having a student with mobility disabilities there is opportunity for this to be adapted to suit that students needs and abilities.</p>

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From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)

# Student Self- Assessment Rating Scale

NAME: \_\_\_\_\_

Self Assessment #: \_\_\_\_\_

Circle how hard you feel you worked in class today!

Not Good



Could Be Better



Alright



Good



Very Good

