

Unit Plan : Creative Games

A template based on Understanding by Design

Title of Unit	Creative Games	Grade Level	Grade 8-9-10
Subject	PE	Time Frame	5-8 lessons
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Stage 1 – Desired Results

 Communication	 Thinking	 Personal and Social
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Big Idea(s): *what students will understand* (at a conceptual level, see connections to and between ideas, goes beyond the classroom learning)

Our gym class is like a team and you (the students) are each important members of that team. Each person counts and contributes to our class's success.

Essential Question(s):

- What is a game? What are your favourite games? Why? What attributes make the games fun for you?
- How do we choose games? How can we adapt games based on the group?
- Why are there rules in a game?
- Do all games need a referee? Why or why not?
- How can you create games with random equipment?
- What is the difference between a game and a cooperative activity?

What students will be able to DO

Curricular Competencies: *what students will do* (activities to deepen understanding / product)

What students will KNOW

Content Competencies: *what students will know* (basic knowledge, definitions, theories, laws)

<p>Students are expected to be able to do the following:</p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Refine and apply movement skills in a variety of physical activities and environments • Demonstrate safety, fair play, and leadership in physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> • Plan ways to overcome potential barriers that affect participation in physical activities <p>Social and community health</p> <ul style="list-style-type: none"> • Analyze strategies for responding to discrimination, stereotyping, and bullying • Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe the relationship between physical activities, mental well-being, and overall health 	<p>(this is often right/wrong, yes/no)</p> <p>Basic Principles for responding to an emergency</p> <ul style="list-style-type: none"> • gym safety and class rules only) <p>Consequences of bullying, stereotyping, and discrimination:</p> <ul style="list-style-type: none"> • in the context of class building and positive behaviors and respect. • Team-work and building personal resilience through connections to others. <p>Rules of games Various games</p>
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Stage 2 – Assessment Evidence

<p>Formative Assessments Formative (before/during) Group Questions and activities Observations of attitude and input in activities Beep test support and performance.</p>	<p>Summative Assessments Summative (at the end) Written comments on rubric Completion of rubric Creation of game to add to Games Book</p>	<p>Self-Assessment / Peer Assessment Self (Assessment/Reflection) Rubric completion</p>
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Stage 3 – Learning Plan
Should be Differentiated

Potential Barriers to Success / Areas to Differentiate:

Might include: engagement, motivation, organization, language ability, exceptionalities, reading level, etc.

Lack of interest in topic

Student continue to make fun of others in class

Students find challenges too easy

Students do not want to “work with that person”

Giving students voice and choice: how you will adjust for differentiation needs

- Show a short video (sport icon or ted talk) about being a team member and leader.
- Give more difficult challenges
- Create teams that put individuals with no allies
- Reflect on a positive experience

Create challenges that put students outside of comfort zone -

Integrating Aboriginal worldviews and perspectives:

Aboriginal Game – do a demo of an Aboriginal Game

Sequence of Lessons: The basics of what you plan to do in each lesson of the unit. The first one will be how will you engage students at the beginning of the unit? (motivational set – your ‘hook’ – it could be accessing their background knowledge in some way)

#	Lesson Title	Lesson Activities (Learning Experiences)	Assessment and Core competency	Resources
1	Intro To Fun Games	<p>Hook – warm-up with Quebec-Levis ball version</p> <p>QUESTIONS: Was this a fun game? Why was that fun? What are your favourite games? What makes them Fun?</p> <p>Activity: Play Kingpin: Discuss – why was that fun? How can we improve it? Play a choice game of class</p> <p>Wrap up – think about what games you like, How you can adapt them to the group of people you have.</p>	<p>Assessment: Formative – discussion as a group</p> <p>Personal/Social Awareness of what they prefer and are interested in</p>	
2	Game of RULES	<p>Hook: warm up with Russian Dodgeball</p> <p>Discuss what makes it a great game – what are the rules in this game? How do rules make a game better/worse? – play</p>	<p>Assessment: Feedback from students in questions</p>	

		<p>different versions of the same game with rule changes.</p> <p>Activity: Pick a game and list the rules (in groups of 3) Think about how you would present this game. How would you explain the rules? Write them down. Put them in a hat and draw a game to play.</p> <p>Now: Play the game</p> <p>Closure: Discuss how the rules different rules change a game.</p>	<p>Core: Thinking: What are the rules of my favourite game and how do they affect my enjoyment?</p>	
3	Inventing games	<p>HOOK: Warmup - play tag</p> <p>Lesson: Inventing games. <i>TYPES OF GAMES? WE are focusing on mini games rather than wide strategy and multistage games.</i></p> <p>What do we need to think about when creating a game? What is your intention for the game? Who are your participants? Location? Equipment? Other limitations? Opportunities.</p> <p>Example: Show an example of some equipment and what I would do with it. Take out 3 boxes of equipment give groups of 2 10min to create a game with the mystery box.</p> <p>Post: Share your game by making a poster.</p> <p>Closure – play a game from the favourite games list.</p>	<p>Assessment: Observation of process and creative approach</p>	
			<p>Core: Thinking: Creation of games using background knowledge</p>	
4	Teaching games	<p>HOOK: Warmup - play tag</p> <p>Lesson: Teaching games – what do we need to think about. How do we explain a game? How do we separate teams? Teach skills? Explain rules?</p> <p>Example: Explain a game</p> <p>Post: Work on your game</p> <p>Closure –</p>	<p>Assessment: Formative – Checking on games development</p>	
			<p>Core: P/S My Role in leading games</p>	

5	Presenting Games	<p>Hook : Warm up with a group Tag game (could be one of the presentations)</p> <p>Games: 4groups present (15min each?)</p>	<p>Assessment: Peer assessment of Game</p> <p>Self-assessment of presentation</p>	
		<p>Core: P/S and Communication Explaining games, adjusting for groups needs and individual limitations.</p>		
6	Presenting Games	<p>Hook : Warm up with a group Tag game (could be one of the presentations)</p> <p>Games: 4groups present (15min each?)</p>	<p>Assessment: Peer assessment of Game</p> <p>Self-assessment of presentation</p>	
		<p>Core: P/S Participant - How to I contribute to atmosphere?</p>		
7		<p>Ideas? Create an online resource? Put them on my blog? Wrap up with favourites?</p>		