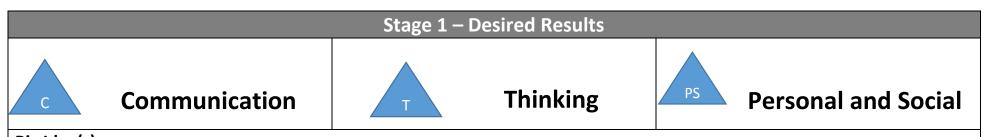
Unit Plan : Creative Games

A template based on Understanding by Design

	Creative Games		Grade 8-9-10
Title of Unit		Grade Level	
	PE		5-8 lessons
Subject		Time Frame	
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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	What students will KNOW	
Curricular Competencies: what students will do (activities to deepen	Content Competencies: what students will know	
understanding / product)	(basic knowledge, definitions, theories, laws)	

 Students are expected to be able to do the following: Physical literacy Refine and apply movement skills in a variety of physical activities and environments Demonstrate safety, fair play, and leadership in physical activities Healthy and active living Plan ways to overcome potential barriers that affect participation in physical activities Social and community health 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 Mental well-being Describe the relationship between physical activities, mental well-being, and overall health 		 (this is often right/wrong, yes/no) Basic Principles for responding to an emergency gym safety and class rules only) Consequences of bullying, stereotyping, and discrimination: in the context of class building and positive behaviors and respect. Team-work and building personal resilience through connections to others. Rules of games Various games 	
Stage 2 – Asse		essment Evidence	
Formative Assessments Formative (before/during) Group Questions and activities Observations of attitude and input in activities Beep test support and performance.	Summative Assessments Summative (at the end) Written comments on rubric Completion of rubric Creation of game to add to Games Book		Self-Assessment / Peer Assessment Self (Assessment/Reflection) Rubric completion
		Learning Plan 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	 Hook – warm-up with Quebec-Levis ball version QUESTIONS: Was this a fun game? Why was that fun? What are your favourite games? What makes them Fun? Activity: Play Kingpin: Discuss – why was that fun? How can we improve it? Play a choice game of class Wrap up – think about what games you like, How you can adapt them to the group of people you have. 	Assessment: Formative – discussion as a group Personal/Social Awareness of what they prefer and are interested in	
2	Game of RULES	Hook: warm up with Russian Dodgeball Discuss what makes it a great game – what are the rules in this game? How do rules make a game better/worse? – play	Assessment: Feedback from students in questions	

		different versions of the same game with rule changes. 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. Now: Play the game Closure: Discuss how the rules different rules change a game.	Core: Thinking: What are the rules of my favourite game and how do they affect my enjoyment?	
3	Inventing games	 HOOK: Warmup - play tag Lesson: Inventing games. TYPES OF GAMES? WE are focusing on mini games rather than wide strategy and multistage games. 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. 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. Post: Share your game by making a poster. Closure – play a game from the favourite games list. 	Assessment: Observation of process and creative approach Core: Thinking: Creation of games using background knowledge	
4	Teaching games	HOOK: Warmup - play tag 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? Example: Explain a game Post: Work on your game Closure –	Assessment: Formative – Checking on games development Core: P/S My Role in leading games	

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