

Let the Games Begin

Health and Physical Education, and English - Level 3

The Learning Context:

In this unit students will invent a new team game using PE equipment and they will teach the whole school how to play it. The students will organise and host a school-wide tournament where classes play the team game against each other to try and become the overall school champions.

In the first part of this unit students will play a range of familiar games such as Scatterball, Dodgeball, Seaweed, etc. They will explore the rules of each game and suggest ways to modify the games to make them more exciting and competitive. These adapted games will be trialled by the class and the success of each will be reflected upon. Students will then work in small co-operative groups to devise a new team game using simple PE equipment such as balls, ropes, bats, nets, etc. Each team will present their invented game to the rest of the class using written instructions, diagrams and some 'playing time' to help explain the rules. Once all games have been presented the class will decide on one game that they would like to share with the rest of the school.

During the final part of this unit students will teach other classes how to play the selected team game using written instructions and demonstrations. They will then plan and hold a school-wide tournament where classes compete against each other. Students will need to promote the event, organise a team draw and allocate roles for themselves during the tournament such as referee/s, first aid officer/s, crowd control, point scorer/s, etc.

At the end of the unit the students will evaluate the success of their new team game and the school tournament by asking participants for feedback.

Approximately 15 lessons

Achievement Objectives:

HEALTH AND PHYSICAL EDUCATION: LEVEL 3:

Movement Concepts and Motor Skills:

B1: Movement Skills: *Develop more complex movement sequences and strategies in a range of situations.*

B4: Challenges and Social and Cultural Factors:

Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

Healthy Communities and Environments:

D4: People and the Environment: *Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.*

ENGLISH CURRICULUM: Level 3:

Speaking, Writing and Presenting:

Purposes and Audiences: *Show a developing understanding of how to shape texts for different purposes and audiences.*

Language Features: *Use language features appropriately, showing a developing understanding of their effects.*

Structure: *Organise texts, using a range of appropriate structures.*

Enterprising Attributes:

- Generating, identifying and assessing opportunities.
- Generating and using creative ideas and processes.
- Matching personal goals and capabilities to an undertaking.
- Working with others and in teams.
- Being fair and responsible.
- Planning and organising.
- Communicating and receiving ideas and information.

Teachers to observe and collect evidence of these enterprising attributes in action.

Resource Requirements:

- KiwiDex Manual, or another teaching text that describes simple class games
- PE equipment, eg: large and small balls, hoops, cones, ropes, etc
- Decision Making Grid
- Video camera and/or digital camera
- PMI sheet
- Whistle/s

Learning Outcomes:

Students will be able to:

1. Compete in a variety of team games using a range of movement sequences and physical skills.
2. Create a new team game using PE equipment that encourages competition and active participation from all team members.
3. Write clear instructions on how to play their invented game and include diagrams where appropriate.
4. Work co-operatively to organise and host an inter-class tournament, taking responsibility for an allocated role.
5. Describe how they applied enterprising attributes to support their tasks in this unit.

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The Future Focus issues of Citizenship and Enterprise can be explored during this unit. Students will be social entrepreneurs as they create ideas, plan and carry through to hold their event. They will experience what it means to be a citizen and contribute to the development and well-being of their community. As they engage in this social entrepreneurship activity, students will experience risk and they will need to manage that risk.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

Getting Started:

The teacher takes the students outside to play a well-known class game (eg: Scatterball, Seaweed, Ball Tag, etc). Once the game has finished the teacher asks students how the game could be adapted to make it even better. The teacher records students' suggestions and modifies the game rules after school. The next day the teacher takes the students outside again and teaches them how to play the adapted game. The students reflect on the success of the changes.

The unit and focus for learning is described to the students. Explain that the class will:

- work in groups to invent their own team game using PE equipment, and
- promote the best invented game within the school by hosting a school wide tournament.

The class creates a timeline for the unit with key dates for critical actions. This process will make the teaching sequence of the unit explicit to the students.

LINKS TO BES Best Evidence Synthesis

5. Quality teachers create effective and sufficient learning opportunities and make effective links between different learning areas.

[illegible]

9.	The class plays the selected game several times to ensure that they know the rules well and that the game runs smoothly. Any necessary adaptations are made to the game.	
10.	The class writes a set of instructions for the selected game and decides what sort of diagrams would best communicate the game rules and layout. NB: While this unit is progressing and <u>before</u> the students are expected to write instructions, there is a focus on this during a guided reading session and or another aspects of the English programme where students have an in-depth look at language features of instructions and layout, etc. Communicating and receiving ideas and information.	
11.	The students then work together to teach the rest of the school how to play the new game. Students spend time in other classrooms teaching children and teachers the rules of the game using the written instructions and diagrams. They then take each class outside for some playing time. Communicating and receiving ideas and information.	
12.	Over the next 2 or 3 lessons the students make preparations for the school-wide tournament. Firstly, students will need to market the tournament by producing posters, invitations and newsletters for the other students, staff and the parent community. The marketing material should notify people about the date, time and requirements of the tournament. Students will then decide on the roles that they will need to fill to ensure the smooth running of the tournament. Suggested roles could include: Referee/s; Time keeper; Crowd Controllers; Point scorers; Event announcer; First Aid officer; photographer/s; Resource officers; etc. Students will need to list all the resources that they require for the tournament (eg: playing equipment, whiteboards, loud speakers, whistles, first aid kits, etc) and ensure that they have access to all of these items. Finally, students consider their strengths/interests and identify which role/s they would like to be allocated for the tournament. Learning Outcome 4. Matching personal goals and capabilities to an undertaking; Working with others and in teams; Planning and organising. Integrity	
13.	Roles are allocated to students and the tournament is held. Community and participation	
14.	Students seek feedback from all people who were part of the school wide tournament (particularly the competitors) and reflect on the success of the tournament and the invented game.	

Reflective Questions:

Exploring new knowledge and skills

- What physical skills did we need to practise to be effective participants in our selected team game? Do you need to improve in any area of physical development, eg: throwing, catching, running, batting, etc?
- How did we best communicate the rules of our game to other students?
- What information did we need to include when writing instructions?
- How well did we carry out our responsibilities when running the school tournament?
- How well did we work as a team/class/community?
- How do we feel about the tournament?
- Would we do anything differently next time?

Exploring what it is to be innovative and enterprising

- What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers. Learning Outcome 5
- How could you improve on using the Enterprising Attribute/s for next time? Learning Outcome 5
- Can you transfer this learning to your other topics?
- This unit links knowledge and skills from Health, Physical Education and English. How has each of these subjects contributed to your knowledge and how has that knowledge been used in this learning? How did this help you to become innovative in this unit?

Exploring further future focus issues

- Whose responsibility is it to organise community events such as yours?
- Where does the funding come from to hold such events?
- If government was always asked to pay for these events, who really is paying for them?
- What values did you apply in this learning? Did that help to make it a success?

Possible Assessment Ideas/Activities:

English: Students are asked to provide a writing sample giving instructions on how to make a sandwich, build a sandcastle, etc. Teacher evaluates writing samples using English exemplars as a guide.

Physical Education: Teacher observes students' physical skills and movement sequences during games. Students evaluate own physical skills and identify strengths/areas for improvement.

Decision Grid						
	Choices Criteria					Total