

PHYSICAL EDUCATION UNIT OUTLINE
Inventing Games: Classification: Net/Wall Grade Level: 6/7

The unit goals are to (state 3-5):

Create games in relation to skills and concepts within net wall games that is at their level, which is fun, fair, inclusive, safe & flows

Understand offensive & defensive strategies; isolate them to practice; and perform them in game play

Make group decisions in a democratic way so that all players take responsibility for their game and corresponding rules

Students will develop their conflict resolution skills so that they are solving problems in peaceful & calm ways

Creating rules or modifications to challenge themselves during the game.

Generate moments of aporia and work with groups and individuals on their experiences of being ‘stuck.’

Lesson #	TGFU stages	FOCUS OF LESSON	Lesson Objectives Problem set/Materials	Concept / Strategy	Skill Development	Activity Sequence Intro/devl/ culmination	Modifications	Personal & Social Situated Ethics
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1A		DEMOCRACY IN ACTION	<ul style="list-style-type: none"> • Be introduced to ‘Democracy in Action’ • Create group policy on group decisions <p>Materials: Large poster paper Markers (if required)</p>	Democracy	<ul style="list-style-type: none"> • Formulation of policy • Making decisions (about group process) • Use ‘parachute’ games to generate conversations on past experiences in elementary and to generate a conversation around the process of decision making. • Generate moments of ‘aporia’ by asking: Who knows a great game that we can play using the parachute? • From here guide the students with more questions about how we can ensure: all voices are heard, all ideas are attempted, taking turns to speak etc.. • ‘Ball toss’ activity. Progression from individual to groups of 6. • Discuss or brainstorm principles of democracy in action (consensus building, decision-making process, voting, conflict resolution, inclusion. • Allow groups some time to discuss and develop their own policy for making group decisions based on these principles 	Work in a large group and then break out into small groups and pairs,	<ul style="list-style-type: none"> • <i>Students will learn the mechanics of group decision making process.</i> • <i>Understand the importance of personal and group responsibility - important to engage in discussion fairly – encourage all to speak – stand by group decisions</i> • <i>Consider the rights of the group to individual and individual to the group</i> • <i>Have right not to speak but have to accept decision of the group.</i> • <i>Experience moments of ‘aporia’ that have been generated by the teacher and guide them through the experience of working through the aporia.</i>
1B	2. Game Appreciations	DEFINING Net / Wall GAMES	<ul style="list-style-type: none"> • Create a unique game on paper based on Net/Wall structures. • Only the equipment provided can be used (simple equip like beach balls) • Identify differences between regs. and rules 	Classifications Systems	<ul style="list-style-type: none"> • Discussion • Sharing • Listening • Discussion about net/wall games, basic constructs, regulations and rules. -(Net: badminton, danish long ball, pickle ball, table-tennis, tennis, volleyball. Wall: handball (court), paddleball, racquetball, squash) • Q & A about commonalities and differences of Net/Wall Games • Use worksheet to define some names of Net/Wall Games, identify 3 differences and 3 commonalities • Identify differences between regulations & rules 	Modify range of questions	Conflict resolutions – responses to aporia- places of stuckness (disagreements).

2	1. Game Play 3. Decision Making	PLAY THE GAME	1. Play the game effectively (flows, safe, fair, fun, inclusive, clear) (psychomotor) 2. Define the difference between regulations and rules (cognitive) 3. Discern if the game is fun (affective)	Exploration, trial and error	Team play	<ul style="list-style-type: none"> • Invite one or two students from each group to collect equipment • Establish boundaries for each group's game (badminton lines) • Observe the games • Facilitate discussions about the games, object (ball /racket), implements and rules • Establish a system for equipment distribution and collection – create an equipment monitor 	<ul style="list-style-type: none"> • Facilitate discussions about the object (ball / racket), implements and rules 	<ul style="list-style-type: none"> • <i>Competition – discuss notion of evening out team levels (based on skills) to provide each player with opportunity for improvement while at the same time providing challenging game play (handi caps).</i> • <i>Enabling constraints</i> • <i>The use of Adapatation here is appropriate.</i>
3	2. Game Appreciation 3. Decision making	REFINE THE GAME	Negotiate with team mates rules that need changing, deleting or adding (affective). Change regulations in terms of boundaries, equipment, etc (cognitive) Differentiate between regulations & rules (cognitive) Appreciate the need for rule & regulation changes & understand why rules changes happen at the institutionalized games level (affective)	Learn to participate in committee process	Rules and regulations	<p>1 Allow a few time-outs during game play and ask the following questions:</p> <ol style="list-style-type: none"> Does the game flow? Is the game structured? Is it safe for everyone? Is the game fair for everyone? Is everyone involved? Is it fun? If the answer is 'No' to any of these questions, students should spend some time changing or adding rules. <p>2 To enable a fair decision-making structure – create a 'Committee' box. Any student in the group may take one of the following cards to write out their idea or proposal:</p> <ol style="list-style-type: none"> Change existing rule Card Add rule Card Drop existing rule Card Restate rule Card <p>The group needs to vote on the proposal a member brings to the discussion. Democratic principles of majority votes apply.</p>	Teacher may need to facilitate the modification of the game to help make the game easier or more challenging (e.g. reduce playing space, rotate positions for all players).	<p><i>Facilitate negotiations and decision-making process</i></p> <p><i>Inclusion</i></p>

4	2. Game Appreciation	IDENTIFY THE ROLES OF COACH AND REFEREE	<ol style="list-style-type: none"> 1. Develop leadership qualities (affective) 2. Appreciate the role of a coach(affective) 3. Improve communications skills (affective) 4. Understand need for rules and appreciate consequences for their violation (cognitive) 5. consequences for their violation (cognitive) 6. Respect official's decision (Affective). 	Understand the fundamental role and demands of a coach & referee	Leadership Roles	<ul style="list-style-type: none"> • Defining the leadership role • How to guide peers through the decision making process • Clarity of explanations • Communication of rules • Identify student who will reinforce the rules and administer consequences if the rules are violated. Rotate this position often. • Students pre-determine what these consequences will be. 		<i>Group discussion and establishment of consequences</i>
5	2. Game Appreciation 3. Decision-making	SHOWCASE THE GAME	<ol style="list-style-type: none"> 1 Make informed choices (cognitive) 2 Learn responsibility that goes with making choices (cognitive) 3 Show case game for class mates respectfully (psychomotor and affective). 	Observe other games with view to discerning game selection	Informed Choices	<ol style="list-style-type: none"> 1 The coach from each group explains the game to the rest of the class 2 The group then shows the class the game 3 The rest of the class is invited to comment or make suggestions about improvements 4 Pair up groups 5 Have each group play the 'other' game with the coach explaining and guiding the process 6 Students can then choose which game they wish to play 7 If all students prefer one game – then both groups can play it (in my experiences students always pick the game they have invented). 	N/A	<i>Learning to make choices based on</i>

6	(4) Tactical Awareness	IDENTIFY DEFENSIVE STRATEGIES	<p>1. Problem-solve in groups (affective) 2. Through the process of trial and error be able to discern what works more effectively (cognitive). Identifying strengths of group</p>	Establish team ideas for organization of defense in game play	Obtaining Possession	<ul style="list-style-type: none"> • Establish team ideas for organization of defense in game play • Present the problem to the class: “How can your team try to stop the other team from scoring?” • E.g. Blocking / hard hits to make it more difficult to return • Force players out of their position (drop shot vs overheads) • Covering the court evenly/ calling for the ball / object • Think of 2 organized ideas that you can try out. • Help facilitate ideas • Try them out. Modify during time-outs 	Provide various types of balls, implements, markers, to allow for varying physical and response time abilities	
7	(5) Skill Execution	REFINE DEFENSIVE SKILLS	<p>1. Improve their observational skills (cognitive) 2. Analyze movement (cognitive) 3. Appreciate the value in progressive skills Practice (affective) 4. Make the connection between practice and the game (cognitive)</p>	Practiced skills in context, elevate efficiency and effectiveness of game play	Identify parts of whole	<ul style="list-style-type: none"> • Identify the skills that are required to use these strategies effectively. List them. Eg. Maintain placement control to perform drop shots & overheads • Serving the object over • Sending the ball over off of a set • Ask students to design a practice which isolate these skills. Start with a slow version and then build it up to full speed. • Ask the coach to watch the drill and ask him/her for ideas to improve the practice. • Develop the skill until it is almost game like. • Go back to the game and try the refined skills within the game context. Does it help? 	Range is total help in identifying skill to students doing so and teacher providing the skill practice vs students devising one.	<i>Students will learn to discuss the game using 6 criteria (above)</i>

8	(4) Tactical Awareness	IDENTIFY OFFENSIVE STRATEGIES	<p>1. Problem-solve in groups (cognitive) 2. Through the process of trial and error be able to discern what works more effectively (cognitive) 3. Learn about roles of offensive players (cognitive) 4. Distinguish between on the ball and off the ball play (cognitive) 5. Assist the players with the ball (psychomotor).</p>	Offense	<p>Keeping possession Scoring</p>	<p>Present the problems to the class: “how can your team score more points than your opponents?” “How do you keep possession of the ball / to maintain serving / to set up scoring opportunities?”</p> <p>Possible solutions</p> <ul style="list-style-type: none"> • Keep hitting the ball 2 times before moving it over the net • Have consistent serves • Hit gently to teammates but more aggressively to opponents • Focus on calling the types of hits so players know when to put it over <p>What to do when waiting?</p> <ul style="list-style-type: none"> • Focus on positioning and anticipating the ball when waiting for it to come over • Anticipate blocking or covering positions <p>Where to go to be available for pass? Division of roles to cover Transpositional Awareness Risk in losing possession Creating space for opportunities Thinking 2 or 3 moves ahead</p>		
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9	(5) Skill Execution	REFINE OFFENSIVE SKILLS	<ol style="list-style-type: none"> 1. Identify and practice skills necessary for execution 2. of offensive strategies (cognitive and psychomotor). 3. Improve their observational skills (cognitive) 4. analyze movement (cognitive) 	Practiced skills in context, elevate efficiency & effectiveness of game play	Analysis & Refinement	<ol style="list-style-type: none"> 1. Identify the skills that are required to use these strategies effectively. List them. 2. Moving to receive pass 3. Passing to ready players in set positions 4. Serving, passing, receiving, smashing, blocking skills 5. Combining locomotor and manipulative skill 6. Ask students to design a practice which isolate these skills. Start with a slow version and then build it up to full speed. 7. Ask the coach to watch the drill and ask him/her for ideas to improve the practice. 8. Develop the skill until it is almost game like. 9. Go back to the game and try the refined skills within the game context. Does it help? 	Range is total help in identifying skill to students doing so and teacher providing the skill practice vs students devising one.	
10	1. Game Play	GAME	Complete	Complete	Student run game	Allow game to continue with defined number of time-outs. Utilize referees, coaches , equipmen managers and scoring officials	Complete	Complete