

**PHYSICAL EDUCATION UNIT OUTLINE**  
**Inventing Games: Classification: Target Games Grade Level: 6/7**

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

- ✓ Set the environment for democracy in action.
- ✓ Define game categories/ specific game strategies
- ✓ Create games in relation to skills and concepts within target games that is at their level, which is “fair, fun, flowing and inclusive”
- ✓ Learn strategies, tactics and skills within the inventive game associated with that specific game category.
- ✓ Make group decisions in a democratic way so that all players take responsibility for their game and corresponding rules
- ✓ Have students use democracy in action through play and discourse.

Adaptations/Modifications to unit:

Class1:	Class2:	Class 3:	Class 4:
Class 5:	Class 6:	Class 7:	Class8:

Lesson #	TGFU stages	FOCUS OF LESSON	Lesson Objectives Problem set/Materials	Concept / Strategy	Skill Development	Activity Sequence Intro/dev/ culmination	Modifications	Personal & Social Situated Ethics
1		DEMOCRACY IN ACTION	<ul style="list-style-type: none"> <li>• Introduce/re-introduce game categories and share the intentions for the unit.</li> <li>• Be introduced to ‘Democracy in Action’ : Intent &amp; Expectations</li> <li>• Show/ discuss parallels between understanding target games and fostering a greater understanding of personal and social responsibility skills that are key to game play.</li> </ul> <p><b>Materials:</b> Large poster paper Markers</p>	Democracy	<ul style="list-style-type: none"> <li>• Formulation of policy</li> <li>• Making decisions (about group process)</li> </ul>	<p><b><u>Warm-Up:</u></b></p> <ul style="list-style-type: none"> <li>• Use ‘thumb ball’ to generate conversations on past experiences in elementary and to generate a conversation around the process of “giving and taking” and how that relates to game play/decision making.</li> <li>• Generate moments of ‘aporia’ by asking questions aloud to class: Question how we will ensure all students voices will be heard.</li> </ul> <p><b><u>Carosel Activity:</u></b></p> <ul style="list-style-type: none"> <li>• 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.. through ‘carosel activity’</li> <li>• 1) How will we ensure game play is fair?</li> <li>• 2) How will we ensure game play is fun?</li> <li>• 3) How can we individually/as a group ensure the game flows?</li> <li>• 4) How can we support an inclusive environment?</li> </ul> <p><b><u>Game Play:</u></b> <b>Aim and Accuracy</b> Eq: pylons, beanbags, frisbee, hula hoops, poly spots. Set up:</p>	Work in a large group and then break out into small groups.	<ul style="list-style-type: none"> <li>• <i>Students will learn the mechanics of group decision making process.</i></li> <li>• <i>Understand the importance of personal and group responsibility - important to engage in discussion fairly – encourage all to speak – stand by group decisions</i></li> <li>• <i>Consider the rights of the group to individual and individual to the group</i></li> <li>• <i>Have right not to speak but have to accept decision of the group.</i></li> </ul> <p><b>*Focus in groups:</b> How will you ensure everyone participates? How will you ensure you are an active listener and contributor? *</p>

2		<p style="text-align: center;"><b>CREATING POLICY FOR MAKING DECISIONS/DEFINING ROLES</b></p>	<ul style="list-style-type: none"> <li>Review ‘Democracy in Action’ : Intent &amp; Expectations.</li> <li>Establish group system, roles and a policy for making decisions.</li> </ul> <p><b>Materials:</b>  Large poster paper  Markers  Bean Bag golf cards</p>	<p style="text-align: center;">Democracy</p>	<ul style="list-style-type: none"> <li>Formulation of policy</li> <li>Making decisions (about group process)</li> </ul>	<p><b><u>Warm-Up:</u></b></p> <ul style="list-style-type: none"> <li>Review from last day</li> <li>Look at our responses from last days carosel activity.</li> <li>Q: Can we create rules/roles from the ideas we genereated?</li> <li>Discussion around the word ‘rule’ how can we shape our wording? Do they have to be rules? Or can they be “Positive Supports?”</li> <li>Ask students to provide examples of rules they have seen recently. What do rules imply? Do we need them in game play? Why or why not? How are rules in game play different from rules in life?</li> <li>2 poster sheets: Create ‘rules’?? and ‘roles’</li> </ul> <p><b><u>Game Play:</u></b>  Bean bag golf</p>	<p style="text-align: center;">Work in a large group and then break out into small groups.</p>	<ul style="list-style-type: none"> <li><i>Students will learn the mechanics of group decision making process.</i></li> <li><i>Understand the importance of personal and group responsibility - important to engage in discussion fairly – encourage all to speak – stand by group decisions</i></li> <li><i>Consider the rights of the group to individual and individual to the group</i></li> <li><i>Have right not to speak but have to accept decision of the group.</i></li> <li><i>Generate conversation on what the word ‘rule’ implies in sports but also what they imply in life? What are some examples of rules that the students seen recently?</i></li> </ul>
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3	Game Creation/ Game play/ Decision Making	DEFINING TARGET GAMES/GAME CONSTRUCT INVENTING THE GAME & PLAYING THE GAME	<ul style="list-style-type: none"> <li>• Create a unique game on paper based on target game structures.</li> <li>• Only the equipment provided can be used</li> <li>• Identify differences between regs. and rules</li> <li>• Play the game effectively (fair, fun, flowing and inclusive)</li> </ul> <p>Materials: Target games h/o Equipement</p>	Classifications Systems	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Sharing</li> <li>• Listening</li> <li>• Developing</li> <li>• Group Work</li> </ul>	<p><b><u>Warm-Up:</u></b> *Game “Protect the Pins”/ “I like to move it”</p> <p><b><u>Group Discussion:</u></b></p> <ul style="list-style-type: none"> <li>• Discussion about target games, basic constructs, regulations and rules. Target Games: Croquet, Golf, Archery, Curling, Bowling.</li> <li>• Q &amp; A about commonalities and differences of target games. (Identify 3 differences and 3 commonalities) Discuss other factors involved in target games. <b><u>Stability:</u></b> static balance, twisting, bending <b><u>Locomotion:</u></b> walking, sliding <b><u>Manipulation:</u></b> sending away an object. <b><u>Tactical problems:</u></b> hitting a stationary object.</li> </ul> <p><b><u>Game Creation:</u></b> Students work in their ‘house teams’ (skittles, smarties, snickers, starbusts) Groups of 6 Identify differences between regulations &amp; rules or “positive supports”</p> <p><b><u>Game Set-Up/Take Down:</u></b></p> <ul style="list-style-type: none"> <li>• Invite one or two students from each group to collect equipment</li> <li>• Establish boundaries for each group’s game</li> <li>• Observe the games</li> <li>• Facilitate discussions about the games, object (ball /scoop/hockey sticks) implements and rules</li> <li>• Establish a system for equipment distribution and collection – create an equipment monitor</li> </ul>	Modify range of questions	Conflict resolutions – responses to aporia- places of stuckness (disagreements).
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4	1. Game Play 3. Decision Making	REFINING THE GAME	<p>Negotiate with team mates rules that need changing, deleting or adding (affective).  Change regulations in terms of boundaries, equipment, etc (cognitive)  Differentiate between regulations &amp; rules (cognitive)  Appreciate the need for rule &amp; regulation changes &amp; understand why rules changes happen at the institutionalized games level (affective)</p>	Exploration, trial and error	Team play	<p><b><u>Warm-Up:</u></b> : *Game “Protect the Pins”/ “I like to move it”</p> <p><b><u>Game Refining:</u></b>  Students to play their game again and look and discuss :</p> <p><b><u>Stability:</u></b> static balance, twisting, bending  <b><u>Locomotion:</u></b> walking, sliding  Manipulation: sending away an object.  <b><u>Tactical problems:</u></b> hitting a stationary object.</p> <ul style="list-style-type: none"> <li>• Students will be challenged to create modifications and adaptations to their game to make it more/less challenging.</li> <li>• Students will generate roles for their group (coach, official et.c) and practice their ‘showcasing’ of the game for next day.</li> <li>• Students to document their different versions of their game on sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Competition – discuss notion of looking at team levels (based on skills) and how you can provide each player with opportunity for improvement while at the same time providing challenging game play</i></li> <li>• <i>Enabling constraints</i></li> <li>• <i>The use of Adapatation here is appropriate.</i></li> </ul>
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5/6	Game Appreciation 3. Decision making	Showcase the Game	<p>1. Develop leadership qualities (affective)  2. Improve communications skills (affective)  3. Understand need for rules and appreciate  4. Show case game for class mates respectfully</p>	earn to participate in peer group explanation/facilitation of game.	<p>Leadership Roles  Explaining the game.  Rules/Regulations</p>	<p><b><u>Warm-Up:</u></b></p> <p><b><u>Game Explanation:</u></b>  Discuss how groups will decide to explain the game.</p> <ul style="list-style-type: none"> <li>• How to guide peers through the decision making process</li> <li>• Clarity of explanations</li> <li>• Communication of rules</li> <li>• Identify student who will reinforce the rules and administer consequences if the rules are violated. Rotate this position often.</li> <li>• Students pre-determine what these consequences will be.</li> </ul> <p><b><u>Game Trial:</u></b></p> <p>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 Try the game out/ make changes based on new members.  7 Progress to 4 on 4 where group explaining plays the groups learning.</p> <p>Group will try out new game  Allow a few time-outs during game play and ask the following questions:</p> <ol style="list-style-type: none"> <li>a. Does the game flow?</li> <li>b. Is the game structured?</li> <li>c. Is it safe for everyone?</li> <li>d. Is the game fair for everyone?</li> <li>e. Is everyone involved?</li> <li>f. Is it fun?</li> </ol> <p>Have students take feedback and refine new group to refine their game.</p> <p>6 Decide what game or game(s) we will play for our tournament. Will we play all 4? Do we have room?</p>	each other may need to facilitate the modification of the game to help make the game easier or more challenging (e.g. reduce playing space, state positions for all players).	<p><i>Facilitate negotiations and decision-making process</i>  <i>Inclusion</i></p>
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7/8	1. Game Play	GAME	Complete	Complete	Student run game	Target Game Tournament Utilize referees, coaches , equipmen managers and scoring officials	Complete	Complete
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