**Take the Bill and RUN!** – A Grade 6 Social Studies/Physical Education integrated lesson plan

**Objective** – to provide an active experience that enacts the process of instigating change at the government level through the submission of Bills and Amendments

**PLOs**

* Physical education
  + B2 – demonstrate offensive and defensive strategies in a variety of activity categories
* Social studies
  + A5 – implement a plan of action to address a selected local issue
  + C2 – describe key characteristics of the justice system in Canada

**Draft Curriculum**

* Physical education
  + Participate in moderate to physical activities for health benefits and enjoyment and to develop skills through practice
  + Participate safely in a variety of activities by following rules and guidelines
* Social studies
  + Use Social Studies inquiry processes (ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions)
  + Recognize the positive and negative aspects of continuities and changes for different groups in the past and present (continuity and change)
  + Recognize and classify different value judgments, including ethical judgments, in a variety of sources (ethical judgments)

**Safety Concerns**

* As this activity is a tag-based game, particular attention will be drawn to the importance of spatial awareness and the use of a more “gentle” tagging technique

**Materials**

* 8 cones or dots

**Warm-up**

* Half lap walking around the gym 🡪 half lap light jogging 🡪 half lap jogging backwards 🡪 half lap side steps 🡪 half lap high-knees 🡪 half lap walking
  + ***Instructor-led***

**Activity**

* Class self-organizes into three groups; instructor to assign FOCUS/PLATFORM to each group
  + Group 1 – Supporting those who are IT
  + Group 2 – Rules that make the game fair and fun for ALL players
  + Group 3 (minority) – Improvements to the rules that makes the game *harder*
* **FIRST ROUND**
  + A person to be IT is randomly chosen; boundaries of tag game are to be half the gym, marked along the black external lines (of basketball court) by cones/dots
  + Goal: elude player(s) who is IT
    - Player(s) who are IT attempt to tag other players; players tagged by IT become IT
    - Players who run outside the boundaries marked by cones also become IT
  + Game continues until only one player is remaining, or after 2 minutes has elapsed, whichever is first to occur
* **SECOND AND SUBSEQUENT ROUNDS**
  + **Deliberation** (1 minute) – students meet up with their group and walks together, discussing a change they wish to make to the game’s rules
    - A “change” must be one of the following: the introduction of a ***new rule***; a ***modification*** of an existing rule; or the ***removal*** of an established rule
    - The rule must be ***consistent with their group’s FOCUS/PLATFORM***
  + **Proposal** (~1-2 minutes) – each group has an opportunity to submit a proposal for a change
    - A spokesperson (must be different every round) submits their group’s proposal to the class
    - Submission is ***not mandatory***; members within a group can decide that the rules (in their current state) satisfies their group’s goals
    - If the group cannot agree upon a single submission, ***no submission is made*** for that group during that round
  + **Voting** – ***all*** students have an opportunity to vote; each student has a maximum of one vote
    - After the instructor reiterates the proposed changes, the entire body votes simultaneously with a show of ***fingers*** corresponding with the numbered group
    - Students may choose to abstain by not putting up their hand
  + **Enactment** – game proceeds with the new change

**DEBRIEF/COOLDOWN** (~3-5 minutes)

* Instructor-led cool-down stretches, during which the students discuss, as a class…
  + Commonalities among proposed changes
  + Who seemed to have the most “influence”
  + The experience of participating from the perspective of “influential” and “non-influential” groups
* Summarization: proposals must be ***relevant*** to both the people they affect, and must also ***appeal to their moral values/preferences***; values and preferences are subject to change, and are affected by a variety of different factors

**ASSESSMENT RUBRIC**

* Students will be assessed ***formatively*** according to their social and active participation during the two phases of the activities

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| --- | --- | --- | --- | --- |
| Criteria | Needs improvement | Minimally meeting requirements | Satisfactory performance | Exceeding expectations |
| Participation during tag portion of game | Does not attempt to avoid IT players, does not attempt to tag other players.  Spends most of the session stationary, moving minimally.  Role confusion: trying to tag others when not IT, or avoiding other players when IT; intentionally violating rules by not switching roles when tagged | Physical exertion (jogging or running) is absent during one or both of the roles.  Constantly moving, but spends most of the time walking.  Student follows rules, but there is a transitionary lull during which prior to the student changing from avoiding to pursuing movements | Interspersed physical exertion (jogging or running) throughout both roles.  Student follows rules and switches roles accordingly (from avoiding to pursuing) immediately after being tagged. | Uses a variety of dodging techniques and speed variance to avoid being tagged, and employs similar skills to tag other players. Physical exertion evident throughout this portion of the game  High role transience and actively reminding tagged students of the role change. |
| Participation during deliberation process | Does not contribute to the discussion  Does not demonstrate receptiveness to other students’ ideas  Hinders group consensus through being disruptive or distracting peers; refusing to compromise; and/or being apathetic/disengaged | Voices opinion on matters when asked  Affirms group consensus | Volunteers own opinions, where appropriate  Listens respectfully and offers opinionated responses to other students’ suggestions | Actively encourages all group members to contribute their opinions  Employs active listening techniques  Facilitates collaboration within group |
| Participation during sharing and voting phase | Remaining disruptive while other groups are sharing their proposal and/or not paying attention  (Repeated) abstaining from voting due to apathy/disengagement and/or does not follow rules for proper voting (delay in voting, voting for wrong group) | Listens attentively as other groups are sharing their proposals  Follows rules when voting | N/A | Interested and engaged during sharing of other groups’ proposals |

**SPECIFIC TEACHING CUES**

* ***Modelling***
  + Inviting a volunteer to demonstrate tagging, getting tagged, and running out of bounds
  + Modelling proper deliberation, providing a sample proposal for each group
    - Group 1 – Reduction of play area (ie – halve or quarter the current playing area!)
    - Group 2 – Only light tags permitted; students tagging roughly or engaging in dangerous behaviour must sit out that round
    - Group 3 – players who are IT must crab-walk, players who are not IT must move by bunny-hopping
* ***Facilitating/refereeing***
  + Enforcing out-of-bounds infractions during tag phase of activity
  + Facilitating discussion during deliberation phase by reframing suggestions and reminding groups of their assigned platforms

**EXTENSIONS**

* Within activity
  + ***Governor-general’s veto*** – the instructor plays the role of Governor-General and has the unique ability to veto a proposed change and remove it from play
    - To reflect the real governor-general’s right to veto through withholding ***Royal Assent*** (2 year limitation), the instructor may choose to exercise his/her veto to a particular change at a maximum of one game after the change has been enacted
    - If an enacted change has *not* been vetoed after one game, it becomes ratified and may not be changed barring a proposal
  + ***Role reversal/switch*** – if the players demonstrate familiarity with their groups’ platform and/or desire to change, permit a rotation or direct reassignment of platform(s)
    - Possible option to ***allow groups to decide their own platform***
      * This will cause the game to deviate from the original enactive learning objective of the activity
  + ***Current events*** – prior to deliberation phase, introduce “news flashes” that introduces certain modifications/challenges that must be taken into consideration
    - Ie: *OVERCROWDING* – news reports of Canadian urban major urban centres experiencing heavy traffic jams; any votes for proposals involving *increases to playing area* ***will count as 2 votes***
    - Ie: *AVIAN FLU* – a new flu epidemic has been sweeping through Canada, making all Canadians very fearful of each other and choosing indoor-quiet activities; any votes for proposals involving *high energy movement* ***begin with -3 votes***
* Post-activity
  + ***Journal reflection*** – tie the experience of playing the game to the process of bill proposal, voting, and enactment
    - What kinds of Bills are proposed? What kind of factors affects the chances of a Bill being approved? Whose Bills seem to carry more influence, and why?

**MODIFICATIONS**

* If the students are having difficulties with coming up with proposals, the instructor may provide each group with a list of suggestions to *choose* to propose (one list per group)
* If students are having trouble limiting their deliberations to the 1 minute timeframe, they may be provided with additional time to discuss and collaborate
* If there are issues with the deliberation/suggestion process, physical activity will be prioritized
  + Modifications will then be suggested by the instructor, with the students still taking ownership by voting

**CONTRIBUTIONS TO PHYSICAL/COGNITIVE/AFFECTIVE DEVELOPMENT**

* **Physical**
  + Utilization of different movement techniques for avoidance and pursuit
    - Acceleration and deceleration; changing directions, pivoting; jumping, leaping, lunging, skipping; reaching
  + Changing spatial awareness demands reflective of the environment as well as changing gamescape (from one to many ITs)
* **Cognitive**
  + Multi-management of stimuli: adapting evasion tactics to changing gamescape and available space
    - Wide area vs. small space tactics
    - Ongoing vs. impulse movements and techniques
    - Avoidance vs. pursuit stratagems
  + Meta-game awareness
    - Awareness of factors affecting winning conditions, both for the activity as well as voting process
* **Affective**
  + Citizenship and empathy
    - Activity provides opportunities to be members of both groups without ever feeling excluded
    - Deliberation process designed to practice collaboration and cooperation within group while highlighting group-to-society relations on a smaller scale
  + Collaboration and cooperation
    - Practice switching between assertiveness, cooperation, and listening skills on-the-fly to achieve common goals