**Grade 3 - Physical Education**

**Unit 1 - Actively Getting to Know Each Other**

September 6th - October 13th

(6 weeks)

**Unit Overview and Rationale**

This unit will take place in the first 6 weeks of the school year and will meet the 30 minutes of physical activity requirement for students in a school day. During these weeks it is very important to get to know the students and for the students to get to know me. It is essential to develop these relationships in order to create a positive, caring and safe class community. The goal of this unit is to create a foundation of positive interactions and build the students’ self-esteem and self-confidence in order to create a strong sense of class community. Interaction with others is an important aspect of most physical activities. Physical education provides a natural learning environment in which to develop cooperation and fair play skills. For example, students have opportunities to assume leadership, develop teamwork skills, officiate and take responsibility for their actions while playing. Physical activity can instill a strong sense of self-worth in students. They can become more confident, assertive and independent. (Alberta Program of Studies, Physical Education 7 - Grade 12)

To promote this goal of creating a classroom community the students will be actively engaged in games and activities throughout this unit that encourage teamwork and relationship building. Students will perform and play lead-up games and demonstrate elements of space awareness, effort and relationship. They will also demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games. A variety of games and activities will be used in the unit to achieve these objectives, some of these include: Name Games, Tag Games, Parachute Games, and Team Building Activities/Challenges.

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| **Learner Outcomes of Focus for the Unit**  **From Alberta Program of Studies**  **General Outcome A**  *Students will* acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.  **Specific Outcomes**   * **Basic Skills—Locomotor  A3-1** respond to a variety of stimuli to create locomotor sequences * **Basic Skills - Nonlocomotor A3-3** respond to a variety of stimuli to create nonlocomotor sequences * **Basic Skills—Manipulative: receiving** **A3-5** demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways * **Application of Basic Skills in Games A3-10** perform and play lead-up games and demonstrate elements of space awareness, effort and relationship   **General Outcome C** *Students will* interact positively with others.  **Specific Outcomes**   * **Communication** **C3-1** describe and demonstrate respectful communication skills appropriate to context * **Fair Play** **C3-3** identify and demonstrate etiquette and fair play * **Leadership** **C3-4** accept responsibility for assigned roles while participating in physical activity * **Teamwork** **C3-5** display a willingness to share ideas, space and equipment when participating cooperatively with others   **General Outcome D** *Students will* assume responsibility to lead an active way of life.  **Specific Outcomes**   * **Effort** **D3-1** express a willingness to participate regularly in physical education class **D3-2** describe factors that encourage movement and a personal feeling about movement * **Safety** **D3-3** demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity **D3-4** demonstrate and participate in safe warm-up and cool-down activities **D3-5** tell about safe movement experiences in various environments; e.g., gymnastic equipment |

**Assessment Tools for Pre-Existing Knowledge**

**Observation and Anecdotal Notes -** Observation will be the main assessment tool used in this unit to understand skills and abilities that the students already possess. Throughout the games and activities in this unit the students will be demonstrating the basic motor/non motor skills, interaction, effort and safety skills. I will make notes on students as they demonstrate participation, effort and safety requirements. Students will be watched for how they interact with each other, how they communicate and demonstrate leadership and team skills.

**Student Demonstrations, Questions and Explanations -** This introductory PE unit uses various games and activities to help students get to know each other, interact and use basic game skills. Before we begin a game the class will sit down and discuss the rules and expectations of the game we a playing. After explaining the rules to the games, students will be asked to explain the steps back to me. This will help me assess if they understand the task they will be engaged in and act a student self-check to whether they understand the game rules. Asking the students questions about the game or the skills they will be working on or to do an example demonstration to the class or me will also allow me to assess what they know.

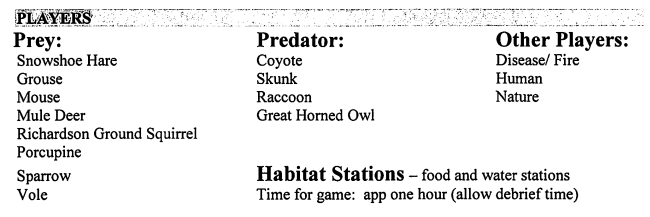
**Lesson Sequence Plan Overview**

**May be Subject to Change**

**Approx. 20 blocks at 30 minutes each**

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| **Lesson #** | **Lesson Outcomes, Key Questions and Lesson Procedures**  **(Main Activities)** | **Assessment,**  **Differentiation and Modifications** | **Materials, Technology and Resources** |
| **1** | **Learning Outcomes:**  A3-5, A3-10, C3-1, C3-5, D3-1, D3-3, D3-4  **Key Questions:**  How do Ireceive, retain and send an object?  Can I share ideas, space and equipment when participating cooperatively with others?  How do I communicate to work well with a team?  **Learning Activities:**   1. SWITCH (warm up) - run from one side of the gym to the other according to your interests 2. Name Ball/What’s in Your Name Fitness Activity - learn names by throwing ball in a circle 3. Dragons Tail - work with a team to throw the ball and hit the dragon’s head | **Assessment:**  Observe students during games and activities to see how they throw and catch the ball.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how the students interact with each other, how they communicate and demonstrate leadership and team skills.  After explaining the rules to the games, ask students to explain the steps back to me.  **Differentiation:**  Instead of throwing the ball, students may roll the ball. Use less or more balls depending on ability.  **Modifications:**  Dragon’s Tail may be played on the playground, using tag format instead of balls.  **Integration:**  The Name Ball activity connects to our social studies unit of community. | **Materials:**  3- 5 soft medium balls  **Technology:**  None  **Resources:**  <http://www.activityvillage.co.uk/catch-the-dragons-tail> |
| **2** | **Learning Outcomes:**  A3-1, A3-10, C3-1, C3-4, C3-5, D3-1, D3-2, D3-3, D3-4, D3-5  **Key Questions:**  How do I communicate to work well with a team?  Can I share ideas, space and equipment when participating cooperatively with others?  Am I able to accept responsibility for assigned roles while participating in physical activity?  **Learning Activities:**   1. Rock Paper Scissors Challenge (warm up) - students run from each corner of the gym and challenge each other to rock, paper, scissors, the winner moves on 2. Human Knot - work together as a team to untangle the knot 3. Minefield - in pairs or small groups, the students have to communicate to lead a blindfolded person through a set of objects | **Assessment:**  Observe students during games and activities to see how the students interact with each other, how they communicate and demonstrate leadership and team skills.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how the  After explaining the rules to the games, ask a couple of student volunteers to demonstrate the challenge rules.  **Differentiation:**  Rock, Paper, Scissors can be done in full body movements or just like normal with hands.  Human Knot/Minefield - can be done in small or large groups depending on ability.  **Modifications:**  Instead of Minefield, students can use objects as an obstacle course. | **Materials:**  Plastic pylons and blindfolds  **Technology:**  None  **Resources:**  <http://www.group-games.com/ice-breakers/human-knot-icebreaker.html> |
| **3, 4, and 5** | **Learning Outcomes:**  A3-1, A3-5, A3-10, C3-3, C3-5, D3-1, D3-3, D3-5  **Key Questions:**  How do I communicate to work well with a team?  Can I share ideas, space and equipment when participating cooperatively with others?  How do I play fair with others?  **Learning Activities:**   1. Everybody’s IT (warm up) - tag game where all students try to tag each other below the knees, when you are out you sit down 2. Link Tag - a pair of students link arms and try to tag the rest of the class, when someone gets tagged they join 3. Wonka Tag/Wonka Ball - when a student gets tagged they sit down, when the person that tagged them gets tagged they can stand up again 4. Cat and Mouse - pairs of students find a spot to lay on their stomachs in the gym, one student is the cat and tries to tag another student who is the mouse, the mouse can lay down beside a pair to switch with that student | **Assessment:**  Observe students during games and activities to see how the students interact with each other, how they communicate and demonstrate leadership and team skills.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how they play with others and note if it is fair etiquette.  After explaining the rules to the games, ask a couple of student volunteers to demonstrate the tag rules.  **Differentiation:**  The tag games can be varied in how they are played. Instead of running to tag each other, students can animal crawl/walk.  **Modifications:**  Each tag game can be played till everyone gets out or continuous, so that when the teacher calls everyone can be back in the game. | **Materials:**  3- 5 soft medium balls  **Technology:**  None  **Resources:**  <http://www.ultimatecampresource.com/site/camp-activities/tag-games.page-1.html>  <http://mrgym.com/TagGames.htm> |
| **6** | **Learning Outcomes:**  A3-1, A3-10, C3-3, C3-5, D3-1, D3-3, D3-4  **Key Questions:**  Can I share ideas, space and equipment when participating cooperatively with others?  How do I play fair with others? Focused  How can I work with a team to accomplish a common goal?  **Learning Activities:**   1. SWITCH (warm up) - run from one side of the gym to the other 2. Gold Miners - students are split into 4 teams and have to work together to get all of the bean bags into their team’s “mine” while avoiding being tagged by other teams with the same goal | **Assessment:**  Observe students during games and activities to see how the students interact with each other, how they communicate and demonstrate leadership and team skills.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how they play with others and note if it is fair etiquette.  After explaining the rules to the games, ask questions about the rules to students to explain back to check understanding.  **Differentiation:**  Each team can have roles - different roles have different abilities for the team.  Instead running with the beans bags, students could have to pass the bags to each other - additional work on receiving and sending skills.  **Modifications:**  The gold could have the ability to transform into money/points that could be used in other subject areas as incentive. | **Materials:**  Hula Hoops, Plastic pylons, Bean bags  **Technology:**  None  **Resources:**  <http://www.ccirussia.org/sport/games/gold_rush_en.pdf> |
| **7** | **Learning Outcomes:**  A3-1, A3-3, A3-10, C3-1, C3-3, D3-1, D3-3, D3-4  **Key Questions:**  How do I communicate to work well with a team?  Can I share ideas, space and equipment when participating cooperatively with others?  How do Ireceive, retain and send an object?  How do I play fair with others?  **Learning Activities:**   1. Simon Says Stretching (warm up) - teacher or students leads class through warm up stretches using Simon Says format 2. Olly Olly Octopus - students try to get from one side of the gym to the other without getting caught by the “octopus” in the middle | **Assessment:**  Observe students during games and activities to see how they throw the ball and their motor abilities during Simon Says activity.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how the students interact with each other, how they communicate and demonstrate leadership and team skills.  After explaining the rules to the games, ask a couple of student volunteers to demonstrate the rules of the game.  **Differentiation:**  Vary the types of stretches/movements in Simon Says depending on students’ abilities.  **Modifications:**  The octopus can run along the middle line to tag players or they can stand in hula-hoops and throw balls to tag players. | **Materials:**  3 Hula Hoops, 3 to 5 soft medium balls  **Technology:**  None  **Resources:**  <https://physedgames.com/octopus/> |
| **8** | **Learning Outcomes:**  A3-1, A3-10, C3-1, C3-2, C3-3, C3-4, C3-5, D3-1, D3-3, D3-4  **Key Questions:**  How do I communicate to work well with a team?  How can I work with a team to accomplish a common goal?  Can I share ideas, space and equipment when participating cooperatively with others?  How do I play fair with others?  **Learning Activities:**   1. Four Corners (warm up) - split class into 5 teams, each team has to hold hands and make it to a corner, the remaining team is stuck in the middle 2. Hang Ten - form 2 teams, each team makes a line and calls someone from the other team over, that person high fives the other team’s line and chooses a person, that person tries to tag them on their way back to the other team | **Assessment:**  Observe students during games and activities to see how the students interact with each other, how they communicate and demonstrate leadership and team skills.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how they play with others and note if it is fair etiquette.  After explaining the rules to the games, ask questions about the rules to students to explain back to check understanding.  **Differentiation:**  The Hang Ten tag game can be varied in how they are played. Instead of running to tag each other, students can animal crawl/walk.  **Modifications:**  In Four Corners, students can have to dribble a soccer ball or hop on one leg while switching corners. | **Materials:**  5 pylons  **Technology:**  None  **Resources:**  <https://physedgames.com/category/grade-3/> |
| **9** | **Learning Outcomes:**  A3-1, A3-5, A3-10, C3-1, C3-5, D3-1, D3-3, D3-4  **Key Questions:**  How do Ireceive, retain and send an object?  How can I work with a team to accomplish a common goal?  Can I share ideas, space and equipment when participating cooperatively with others?  **Learning Activities:**   1. Pass the Chicken (warm up) - nobody wants to hold the rubber chicken, students sit in a circle and pass the chicken to each other, while one student has to answer a fact 2. Chuck the Chicken - students are split into 2 teams and have to each complete a coordination task before throwing the chicken to the other team | **Assessment:**  Observe students during games and activities to see how the students interact with each other, how they communicate and demonstrate leadership and team skills.  Watch for their movement and coordination abilities.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how they play with others and their ability to work with a team.  After explaining the rules to the games, have students do a whole class practice demonstration before beginning.  **Differentiation:**  Question statements can be modified for student knowledge; coordination tasks can be made more difficult or easier based on students’ abilities.  **Modifications:**  Statements might relate to the classroom curriculum or they might be "general information" topics.  **Integration:**  Pass the Chicken questions can be connected to math or social studies facts that we are learning. | **Materials:**  A rubber chicken, Chicken questions  **Technology:**  None  **Resources:**  <http://dragon.sleepdeprived.ca/games/chicken_games/chicken_3.htm>  <http://www.educationworld.com/a_lesson/friday/friday016.shtml> |
| **10 and 11** | **Learning Outcomes:**  A3-1, A3-5, A3-10, C3-1, C3-2, C3-4, C3-5, D3-1, D3-2, D3-3, D3-4  **Key Questions:**  How do Ireceive, retain and send an object?  How can I work with a team to accomplish a common goal?  Can I share ideas, space and equipment when participating cooperatively with others?  Am I able to accept responsibility for assigned roles while participating in physical activity?  **Learning Activities:**  Playground Games   1. Touch (warm up) - like eye spy, students will find a colour that the teacher calls out, but they have to touch that colour somewhere on the playground 2. Hula Hoop Pass (warm up) - in a circle try to pass 2 hula hoops around without breaking hands 3. Eagle Eye - one student picks a stationary spot on the playground and the other students have to try to tag them without being spotted 4. Kings and Queens 5. Capture the Flag (optional) | **Assessment:**  Observe students during games and activities to see how the students interact with each other, how they communicate and demonstrate leadership and team skills.  Watch for their movement and coordination abilities.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how they play with others and their ability to work with a team.  After explaining the rules to the games, have students explain the rules back to me before we play.  **Differentiation:**  Instead of finding colours, in the Touch warm-up game, students can search for shapes or specific items.  **Modifications:**  Outdoor playground games can be altered for the gymnasium depending on the weather. | **Materials:**  Bean bags  **Technology:**  None  **Resources:**  <http://www.activityvillage.co.uk/capture-the-flag>  <http://www.sheknows.com/sheknows-cares/articles/827891/7-creative-playground-games-for-kids> |
| **12** | **Learning Outcomes:**  A3-1, A3-5, A3-10, C3-1, C3-2, C3-4, C3-5, D3-1, D3-2, D3-3, D3-4  **Key Questions:**  Can I share ideas, space and equipment when participating cooperatively with others?  How do I play fair with others?  **Learning Activities:**   1. Body Part Freeze Tag (warm-up) - body part freeze tag is just like regular freeze tag except once tagged, you are NOT completely frozen. 2. Red Light Green Light - One student stands against a wall and the other students try to tag them without them seeing, when they yell green the students can move and red means they have to freeze 3. What Time is it Mr. Wolf? - One student stands against a wall and the other students try to tag them without them seeing, they can move as many steps as the time the wolf says | **Assessment:**  Observe students during games and activities to see how the students interact with each other.  Watch for their movement and coordination abilities.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how they play with others and note if it is fair etiquette.  After explaining the rules to the games, ask a couple of student volunteers to demonstrate the tag rules.  **Differentiation:**  The tag games can be varied in how they are played. Instead of running to tag each other, students can animal crawl/walk.  **Modifications:**  Depending on students abilities, the space that they have to move can be extended or the directions can be simplified without saying colours or numbers | **Materials:**  None  **Technology:**  None  **Resources:**  <http://www.gameskidsplay.net/games/sensing_games/rl_gl.htm> |
| **13** | **Learning Outcomes:**  A3-1, A3-10, C3-1, C3-2, C3-5, D3-1, D3-3, D3-4  **Key Questions:**  Can I share ideas, space and equipment when participating cooperatively with others?  How do I play fair with others?  How can I work with a team to accomplish a common goal?  Am I able to accept responsibility for assigned roles while participating in physical activity?  **Learning Activities:**   1. Wall of China (warm up) - one student stands on the center line, while the other students try to run from one side of the gym to the other 2. Predator vs. Prey (inside/outside) - before the game, review what a predator and a prey are and where they fall on the food chain, then give each student receives a card with an animal on it (either a predator or a prey), they begin to play tag and once a student gets tagged they show each other what they are and the lower on the food chain loses a point | **Assessment:**  Observe students during games and activities to see how the students interact with each other, how they communicate and demonstrate leadership and team skills.  Make notes on students as they demonstrate participation, effort and safety requirements.  After explaining the rules to the games, ask student volunteers to demonstrate the game rules.  **Differentiation:**  Instead of running and tagging each other, students can have to act/move like the animal on their card.  **Modifications:**  Students can have unlimited lives, to make the game last longer.  The game can be made more complicated by explaining to the predators that they need to catch certain number and types of prey.  Predator vs. Prey can be played indoor or outdoor depending on the weather.  **Integration:**  The Predator vs. Prey can be integrated with science outcomes. | **Materials:**  Prey and Predator cards, Marker  **Technology:**  None  **Resources:**  <http://www.nanniesoncall.com/blog/2014-02/animal-game-predator-and-prey/>  <http://www.spsd.sk.ca/Schools/brightwater/programs/middleyearsprogram/games/Documents/Predator%20Prey%20Game.pdf> |
| **14, 15 and 16** | **Learning Outcomes:**  A3-1, A3-5, A3-10, C3-1, C3-2, C3-4, C3-5, D3-1, D3-2, D3-3, D3-4, D3-5  **Key Questions:**  Can I share ideas, space and equipment when participating cooperatively with others?  How can I work with a team to accomplish a common goal?  Am I able to accept responsibility for assigned roles while participating in physical activity?  **Learning Activities:**  Parachute Games   1. Introduce students to the parachute. Explain how to use it properly. 2. Mushroom - to introduce the parachute, students gather in a circle around chute, raise it in the air at the same time and fill it with air 3. Play a variety of parachute games with the students. Explain each game before we play. Games include: Waves, Treasure Under the Sea, Circus Tent Story, Thunderstorm, Parachute Tag, One Hand Run, Number Switch, Shake Hands, Cat and Mouse, Shark Attack | **Assessment:**  Observe students during games and activities to assess motor function and coordination.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how the students interact with each other, how they communicate and demonstrate leadership and team skills.  After explaining the rules to the games, ask students to explain the steps back to me.  **Differentiation:**  The parachute games we play can be kept simpler or made more difficult depending the student ability to use the parachute appropriately.  **Modifications:**  More time can be spent on games that work well with the student group. | **Materials:**  Parachute  **Technology:**  None  **Resources:**  <http://www.pelinks4u.org/teaching/para.htm>  <http://www.playparachutes.com/pagaac.html>  <http://www.kidactivities.net/category/games-parachute.aspx> |
| **17** | **Learning Outcomes:**  A3-1, A3-5, A3-10, C3-1, C3-2, C3-4, C3-5, D3-1, D3-2, D3-3, D3-4  **Key Questions:**  Can I share ideas, space and equipment when participating cooperatively with others?  How do I play fair with others?  **Learning Activities:**  Fitness Mania   1. Fitness Mania - form small to large groups and the players will perform a variety of fitness activities in order to improve their own levels of physical fitness. (Muscular strength, muscular endurance, body composition, flexibility and cardio respiratory endurance). | **Assessment:**  Observe students during games and activities to assess motor function and coordination.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how the students interact with each other, how they communicate and demonstrate leadership and team skills.  After explaining the rules to the games, ask students to explain the steps back to me.  **Differentiation:**  The fitness activities can be modified to more difficult or easier activities depending on students’ ability.  **Modifications:**  Extension of time into next PE block if necessary. | **Materials:**  Playing cards, Fitness list  **Technology:**  None  **Resources:**  <http://www.kidactivities.net/post/gym-games-for-school-age-kids!.aspx> |
| **18** | **Learning Outcomes:**  A3-1, A3-10, C3-1, C3-4, C3-5, D3-1, D3-2, D3-4  **Key Questions:**  Can I share ideas, space and equipment when participating cooperatively with others?  How do I communicate to work well with a team?  How can I work with a team to accomplish a common goal?  How do Ireceive, retain and send an object?  **Learning Activities:**   1. GARBAGE (optional warm up) - Have two equal teams with a centerline. Each team starts with the same amount of items. At the signal each team throws whatever it can get their hands on—from their side of the line to the other side, the winning team is the side with the least amount of garbage on its side 2. Relay Race/Obstacle Course (indoor or outdoor) - students will work in teams to race around equipment to finish first | **Assessment:**  Observe students during games and activities to assess motor function and coordination.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how the students interact with each other, how they communicate and demonstrate leadership and team skills.  After explaining the rules to the games, ask a couple of student volunteers to demonstrate the game rules.  **Differentiation:**  Instead of throwing the balls back and forth, they can be rolled from side to side.  The relay activities can be modified to more difficult or easier activities depending on students’ ability.  **Modifications:**  Relay/obstacle race can be indoor or outdoor depending on the weather and the equipment availability. | **Materials:**  Hula hoops, Balls, Other Gym equipment  **Technology:**  None  **Resources:**  <http://www.kidactivities.net/category/games-school-age-gym.aspx> |
| **19 and 20** | **Learning Outcomes:**  A3-1, A3-5, A3-10, C3-1, C3-2, C3-4, C3-5, D3-1, D3-2, D3-3, D3-4, D3-5  **Key Questions:**  Can I share ideas, space and equipment when participating cooperatively with others?  How do I play fair with others?  How do I communicate to work well with a team?  How can I work with a team to accomplish a common goal?  How do Ireceive, retain and send an object?  Am I able to accept responsibility for assigned roles while participating in physical activity?  **Learning Activities:**  Kids Choice   1. We will discuss and review the games and skills we have played in the past month. Ask: What were your favorite games? What have you learned about playing games with others? 2. Students will complete a self-assessment checklist of the basic skills we have covered throughout the various games and activities we have covered in the unit. 3. Together, the class will vote on a game that we have previously played to play again. | **Assessment:**  Observe students during games and activities to see how the students interact with each other, how they communicate and demonstrate leadership and team skills.  Watch for their movement and coordination abilities.  Make notes on students as they demonstrate participation, effort and safety requirements.  Watch for how they play with others and their ability to work with a team.  After explaining the rules to the games, have students explain the rules back to me before we play.  **Differentiation:**  If students have not completed self-assessment checklist prior (or discussed the criteria items on the checklist, such as personal boundaries etc. previously), spend time discussing/ reviewing what each criteria needs.  **Modifications:**  Extension of time into next PE block if necessary, or use extra block to make up for missed lessons | **Materials:**  Gym equipment,  Self-assessment checklists  **Technology:**  None  **Resources:**  <http://www.kidactivities.net/post/gym-games-for-school-age-kids!.aspx>  <http://www.activityvillage.co.uk/capture-the-flag>  <http://www.sheknows.com/sheknows-cares/articles/827891/7-creative-playground-games-for-kids>  <http://dragon.sleepdeprived.ca/games/chicken_games/chicken_3.htm>  <http://www.educationworld.com/a_lesson/friday/friday016.shtml>  <http://www.activityvillage.co.uk/catch-the-dragons-tail> |

**Unit Handouts**

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**Predator vs. Prey Roles**

**Technology Strategies**

**Website Resources**

The focus of the physical education program is to get students engaged in an active lifestyle and for them to learn the habits/skills to continue to be active. The games and activities within this unit are designed to encourage students to learn these skills and learn more about each other and how to interact with one another. The use of technology is limited in this unit, as students will be involved in hands-on games and activities. Most of the games and activities were taken or altered from physical education/early childhood teacher website resource pages.

**Assessment and Evaluation  
Unit Evaluation Criteria and Procedures**

**Observations and Anecdotal Notes -** Observation will be the main assessment tool used in this unit to understand skills and abilities that the students already possess. Throughout the games and activities in this unit the students will be demonstrating the basic motor/non motor skills, interaction, effort and safety skills. I will make notes on students as they demonstrate participation, effort and safety requirements. Students will be watched for how they interact with each other, how they communicate and demonstrate leadership and team skills. The combination of the observations and notes will be used to formatively assess the students’ abilities.

**Unit Checklist -** The checklist posted below will be used to summatively assess the students for this unit. The criterion on the checklist reflects a student friendly wording of the learning outcomes of focus for the unit. The goal of phrasing the outcomes in this way is for the students to understand these basic skills, which will be built upon in the following PE units. Students will use the same checklist and complete a self-assessment at the end of the unit on how they believe they met the objectives of the unit’s activities. I will complete a checklist for each student based off of observations and notes that I have made throughout the six weeks.

**Unit Checklist Assessment**

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| **Yes ☺** | **Not Yet ☹** | **Criteria** |
| \_  \_  \_  \_  \_  \_  \_  \_ | \_  \_  \_  \_  \_  \_  \_  \_ | Respects others’ personal space and boundaries  Plays fairly  Listens to others and can work as a team  Encourages others, and accepts skill levels of others  Can comfortably throw and catch items  Accepts help in a positive manner  Responds to instruction and follows rules of the games  Remains on task and plays safely |

**Website Resources**

* Physical Education Program of Studies Social Studies Kindergarten to Grade 12. (2000). In *Alberta Education*. Retrieved July 22, 2016, from

<http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=328056#273707>

* <http://www.kidactivities.net/post/gym-games-for-school-age-kids!.aspx>
* <http://www.activityvillage.co.uk/capture-the-flag>
* <http://www.sheknows.com/sheknows-cares/articles/827891/7-creative-playground-games-for-kids>
* <http://dragon.sleepdeprived.ca/games/chicken_games/chicken_3.htm>
* <http://www.educationworld.com/a_lesson/friday/friday016.shtml>
* <http://www.activityvillage.co.uk/catch-the-dragons-tail>
* <http://www.pelinks4u.org/teaching/para.htm>
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