**Grade 3 - Physical Education**

**Unit 2 - Fall Ball Sports**

October 17th - December 8th

(8 weeks)

**Unit Overview and Rationale**

This unit will try to incorporate some of the sports and activities that occur around this time of the year. Sports, whether team-based or individual, are a great activity for children that provide a variety of benefits other than physical activity. Participation in sports can help build self-esteem and confidence, can motivate children to excel academically and can help build social skills. Participation also can teach children the benefits of goal setting and practice. 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 working together to achieve a goal the students will be actively engaged in sport 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. Students will work to develop throwing, passing and catching skills/movements through the sport games. A variety of games and activities will be used in the unit to achieve these objectives, some of these include: volleyball, net games, football, handball and dodge ball.

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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 A3-11** 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   **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 PE unit uses various sports, ball games and activities to help students learn to work as a team and develop 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.

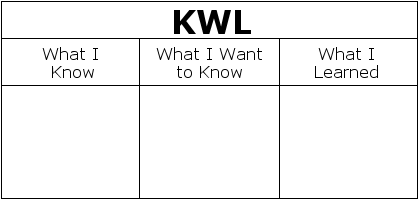
**Lesson Sequence Plan Overview**

**May be Subject to Change**

**Approx. 30 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 and 2** | **Volleyball - Introduction**  **Learning Outcomes:**  A3-5, A3-11, 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. Scrambled Eggs - the purpose of this activity is to help students learn and practice pre-volleyball skills. 2. Students will use balloons to practice bumping and setting. 3. Students will make a KWL chart for volleyball. | **Assessment:**  At the end finish the KWL chart. As students are waiting for their teacher to pick them up ask them to show you with their arms the set and forearm pass  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:**  Students in wheelchairs can still do this activity just have them work with someone who can retrieve any balloons that get away.  **Integration:**  Balloon volleyball in the classroom for a body break, where students stay sitting. | **Materials:**  Balloons, Poster board or chart paper, Marker  **Technology:**  None  **Resources:**  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10577#.V8WyPSMrIy4>  <http://lessonplanspage.com/peballoonvolleyballactivities24-htm/>  <http://www.educationworld.com/a_lesson/dailylp/dailylp/dailylp134.shtml> |
| **3 and 4** | **Volleyball - Working Together on the Court**  **Learning Outcomes:**  A3-1, A3-11, 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. Students will learn about the volleyball court and net rules. 2. Use balloons to have students work in teams to hit the balloons over the net and hit the floor in the court without the other team hitting them back over. 3. Work in teams of 3 to hit the ball on the ground under the net and make it through the back line on the other side of the court. 4. Blanket Ball | **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:**  Beach balls can be used instead of volleyballs.  **Modifications:**  More time can be spent on an activity if students need the extra practice on the skill. | **Materials:**  Balloons, volleyballs, Net  **Technology:**  None  **Resources:**  <http://www.educationworld.com/a_lesson/dailylp/dailylp/dailylp134.shtml> |
| **5, 6 and 7** | Volleyball - Bumping Skills  **Learning Outcomes:**  A3-1, A3-5, A3-11, 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. Big Bumps Little Bumps - Teach children how to control the height of their volleyball bumps with this simple drill. 2. Wall Bumping/Wall Ball -Practice passing with the wall. In partners play pass with wall. 3. Passing Relay- Form a line and bump back and forth, going to the back of the line after each pass. | **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:**  Beach balls can be used instead of volleyballs.  **Modifications:**  More time can be spent on an activity if students need the extra practice on the skill. | **Materials:**  Beach balls, volleyballs  **Technology:**  None  **Resources:**  <http://www.livestrong.com/article/148230-volleyball-drills-for-children/> |
| **8, 9 and 10** | **Volleyball - Setting Skills**  **Learning Outcomes:**  A3-1, A3-11, 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?  How can I work with a team to accomplish a common goal?  **Learning Activities:**   1. Play seal passing in pairs to learn the positioning of the ball to the body in setting. 2. Have students learn the Setting Jingle and use it to practice setting. 3. BUMP Setting - Students will play bump with the basketball hoops, except instead of shooting the ball students will set the ball into the hoop. | **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:**  Beach balls can be used instead of volleyballs.  **Modifications:**  More time can be spent on an activity if students need the extra practice on the skill. | **Materials:**  Hula Hoops, Plastic pylons, Bean bags  **Technology:**  None  **Resources:**  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5286#.V8W3CCMrIy4> |
| **11 and 12** | **Volleyball - Passing Skills**  **Learning Outcomes:**  A3-1, A3-3, A3-11, 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. Cooperative Countdown - the students will practice passing in a circle with a team to reach a goal. 2. Passing Relay - Students will form two lines on either side of the net and practice passing over. After each student passed they will run under the net and join the other line. | **Assessment:**  Observe students during games and activities to see how they pass the ball and their form in passing.  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:**  The net can be lowered, or students can pass without a net. | **Materials:**  Beach balls, volleyballs, net  **Technology:**  None  **Resources:**  <http://www.sparkpe.org/wp-content/uploads/2009/11/36_VB_Coop_Count.pdf> |
| **13, 14 and 15** | **Volleyball - Serving Skills**  **Learning Outcomes:**  A3-1, A3-11, 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. Students will line up on one end of the gym and practice the skill of underhand serving with beach balls. 2. Get Hit - Students practice underhand serving over the net and try to hit the students that are lying on the floor as targets. 3. Battleships - apply principles of practice to enhance performance and accuracy. 4. Serving Up Baskets - This activity is to help the students get height on an underhand serve, as well as, to develop accuracy when they are serving. Groups of 2 will be at the basketball goals with each group having volleyball and 20 beanbags on the floor behind the foul line. | **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.  You can use this game to assess an individual's serving technique and accuracy.  **Differentiation:**  You could create closer serving lines for less skilled children to utilize.  Adaptations for Students with  Children with disabilities can be moved to a closer location to serve or can use an underhand toss.  **Modifications:**  Keep the teams small so each student has lots of practice. | **Materials:**  Beach balls, volleyballs, net, hula hoops  **Technology:**  None  **Resources:**  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12206#.V8WxdSMrIy4>  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9903#.V8W2aiMrIy4> |
| **16, 17 and 18** | **Volleyball Games**  **Learning Outcomes:**  A3-1, A3-5, A3-11, 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. Volleyball Frenzy - Using a deck of cards, students will play a volleyball game. They draw cards and each card is related to a skill 2. Circulation Volleyball - Has four students rotating around the court and practicing the rules and skills of volleyball in a modified way. | **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:**  Take out face cards and aces to eliminate the cards without numbers and the higher values. You could focus on only one skill to do each round. Whatever card they pull, they are only looking at the number.  **Modifications:**  Can do this without a net for younger students. Could also use the net only for serving and have open space for the other skills.  Can use balloons, beach balls, trainer volleyballs or any other larger soft ball | **Materials:**  Beach ball, volleyball, net, deck of cards  **Technology:**  None  **Resources:**  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12661#.V8WxBSMrIy4>  <http://www.vcdm.org/global/images/misc/Circulation%20anglais%20modifi%C3%A9%20pdf(1).pdf> |
| **19, 20 and 21** | **Football Games and Skills**  **Learning Outcomes:**  A3-1, A3-5, A3-11, 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:**   1. Invade and Conquer- Students’ have the opportunity to practice the skills and strategies used in football in a fun way. 2. Air it Out - One student will be the Quarterback and the other will be the Receiver and practice throwing the ball. | **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:**  The area that the students throw and pass in can be made larger or smaller  **Modifications:**  Nerf balls can be used instead of footballs. | **Materials:**  Hula hoops, footballs, cones  **Technology:**  None  **Resources:**  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11117#.V8XFDSMrIy4>  <http://www.sparkpe.org/wp-content/uploads/2009/11/36_FB_Air_Out.pdf> |
| **21 - 25** | **Handball Skills and Games**  **Learning Outcomes:**  A3-1, A3-5, A3-11, 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?  How do I play fair with others?  **Learning Activities:**   1. Students will demonstrate how to tag fairly in introduction tag games. 2. A piggy in the middle like game will help students practice throwing and catching skills. 3. Students will work in partners to practice different types of passing. 4. Using a jump rope as a crease, students will practice passing and then throwing to score. 5. A foose ball game will be used, where students have to stand and pass to each other to get the ball down the court. | **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:**  Make sure students understand what the learning targets are.  Use a wide range of teaching strategies  Teach using a varied groupings of students  Ask probing and clarifying questions.  Describe and demonstrate what quality looks like, give clear criteria.  Establish criteria for classroom routines that are clear and support student success. | **Materials:**  3-5 Nerf balls, Jump rope  **Technology:**  None  **Resources:**  <http://www.gameskidsplay.net/games/sensing_games/rl_gl.htm>  <http://schoolsites.schoolworld.com/schools/Lampasas/files/filesystem/Handball2-3.pdf>  <http://pazz.tripod.com/hand.html> |
| **26 - 30** | **Dodge ball Games**  **Learning Outcomes:**  A3-1, A3-5, A3-11, 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:**   1. Students will learn the rules to different variations of dodge ball games. 2. Students will work together with a team to accomplish the goal of the game. 3. Students will use the throwing and catching skills they have been practicing to accomplish their goal. | **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:**  Instead of throwing the ball, some of the games can be modified so that students can roll the ball.  The area of play can be made smaller or larger depending on the abilities.  **Modifications:**  The games can be played more than once. | **Materials:**  10-15 Nerf balls, Pinnies  **Technology:**  None  **Resources:**  <http://www.brighthubeducation.com/elementary-school-activities/96985-four-versions-of-dodgeball-for-elementary-pe/>  <http://summercamppro.com/my-favorite-18-dodgeball-variations/> |

**Unit Handouts**

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**KWL Chart**

**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, pass and catch items to meet ability  Attempts to learn basic skills and puts in the effort to practice the skills  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.pecentral.org/lessonideas/ViewLesson.asp?ID=808#.V8WwsCMrIy4> Practice Volleyball Skills
* <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12661#.V8WxBSMrIy4> Practice Bumping, Serving and Setting Skills
* <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12206#.V8WxdSMrIy4> Practice Underhand Serving
* <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9903#.V8W2aiMrIy4> Practice Underhand Serving
* <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5286#.V8W3CCMrIy4> Setting Skills
* <http://www.roarsports.org/wp-content/uploads/2012/05/Beginners-Volleyball-drills.pdf>
* <http://www.pegames.org/> Warm up Games
* <http://www.vcdm.org/global/images/misc/Circulation%20anglais%20modifi%C3%A9%20pdf(1).pdf>