**Class:** PE, Gr.3 **Instructor:** Miss Kobbert

**Date:** Wednesday, September 7th 2016

**Time:** 30 Minutes

**Topic: Actively Getting to Know Each Other**

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| **Objective:**   * **Students will listen and play with others to appreciate and learn more about the people within their classroom community.**   **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?** |
| **General and Specific Learning Outcomes:**  Students will:  **General Outcome A**   * **Specific Outcome** **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 * **Specific Outcome** **A3-10:** perform and play lead-up games and demonstrate elements of space awareness, effort and relationship   **General Outcome C**   * **Specific Outcome C3-1**: describe and demonstrate respectful communication skills appropriate to context * **Specific Outcome C3**-4: accept responsibility for assigned roles while participating in physical activity * **Specific Outcome C3-5**: display a willingness to share ideas, space and equipment when participating cooperatively with others   **General Outcome D**   * **Specific Outcome D3-1**: express a willingness to participate regularly in physical education class * **Specific Outcome D3-3:** demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity * **Specific Outcome D3-4:**demonstrate and participate in safe warm-up and cool-down activities * **Specific Outcome D3-5:** tell about safe movement experiences in various environments; e.g., gymnastic equipment |

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| **Differentiation/Modifications:** | **Materials/Technology Needed:** |
| * 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. * Instead of Minefield, students can use objects as an obstacle course. | * Plastic pylons * Blindfolds |

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| **Time** | **Content/Description** | **Assessment Strategy** |
| 10 mins. | **Introduction**   * Take students to the gymnasium or outdoors if weather permits. * Gather students in a circle and explain to them that to warm up for gym class, we have a Rock, Paper, Scissors challenge. * Divide the students evenly into four corners of the gym. One student will run from each corner of the gym to the next corner and challenge each other to rock, paper, scissors, the winner moves of the challenge runs to the next corner and challenges someone. The goal is to move around the gym to each corner. | After explaining the rules to the games, ask a couple of student volunteers to demonstrate the challenge rules. |
| 20 mins. | **Procedures/Activities:** Minefield   * **Minefield** - Set up the “minefield” by placing “mines” (pylons) in many places all over the space. * Once the minefield is set up, divide players into pairs.  Create pairs carefully.  In each pair, one person will be blindfolded and will be not allowed to see or talk.  The other person is allowed to see and talk, but is not allowed to touch the other person or enter the minefield.  Have each pair decide which role they want to play and distribute blindfolds. * Emphasis the importance of trust and safety. * The goal is for each blindfolded person to get from one side of the field to the other.  He or she must safely avoid touching the “mines,” by carefully listening to the verbal guidance of their partners. * Give each pair a few minutes of planning and preparation for their communication strategy.  Then, have all three pairs go to one end of the minefield.  Once blindfolds are worn and everyone is ready, say “Go!” and the activity begins.  The blindfolded person cannot talk; he or she just listens and walks.  The guider can’t touch his or her partner, but he or she can speak to his partner and use whatever verbal strategy he or she wishes. * After a pair successfully reaches the other side of the minefield, swap roles and repeat the process. | Observe students during games and activities to see how the students interact with each other, how they communicate and demonstrate leadership and team skills. |
| 10 mins. | **Closure**   * **Human Knot** - Students will work together as a team to untangle the knot. Form groups of about 10 people each. Have each group standing, facing towards each other, in a circle. Each person should be standing shoulder to shoulder. First, instruct everyone to lift his or her left hand and reach across to take the hand of someone standing across the circle. Next, have everyone lift his or her right and reach across to take the hand of another person standing across the circle. Make sure that no one is holding hands with someone standing directly beside the person. * Ask students to repeat the PE expectations. * Challenge to try and see if anyone in the class can remember everyone’s names. * Head back to classroom, students can line up by their birthday order. | Make notes on students as they demonstrate participation, effort and safety requirements. |

**Lesson Reflection/Notes:**