

UNIT PLANNER

UNIT TOPIC: Travelling, chasing, fleeing and dodging

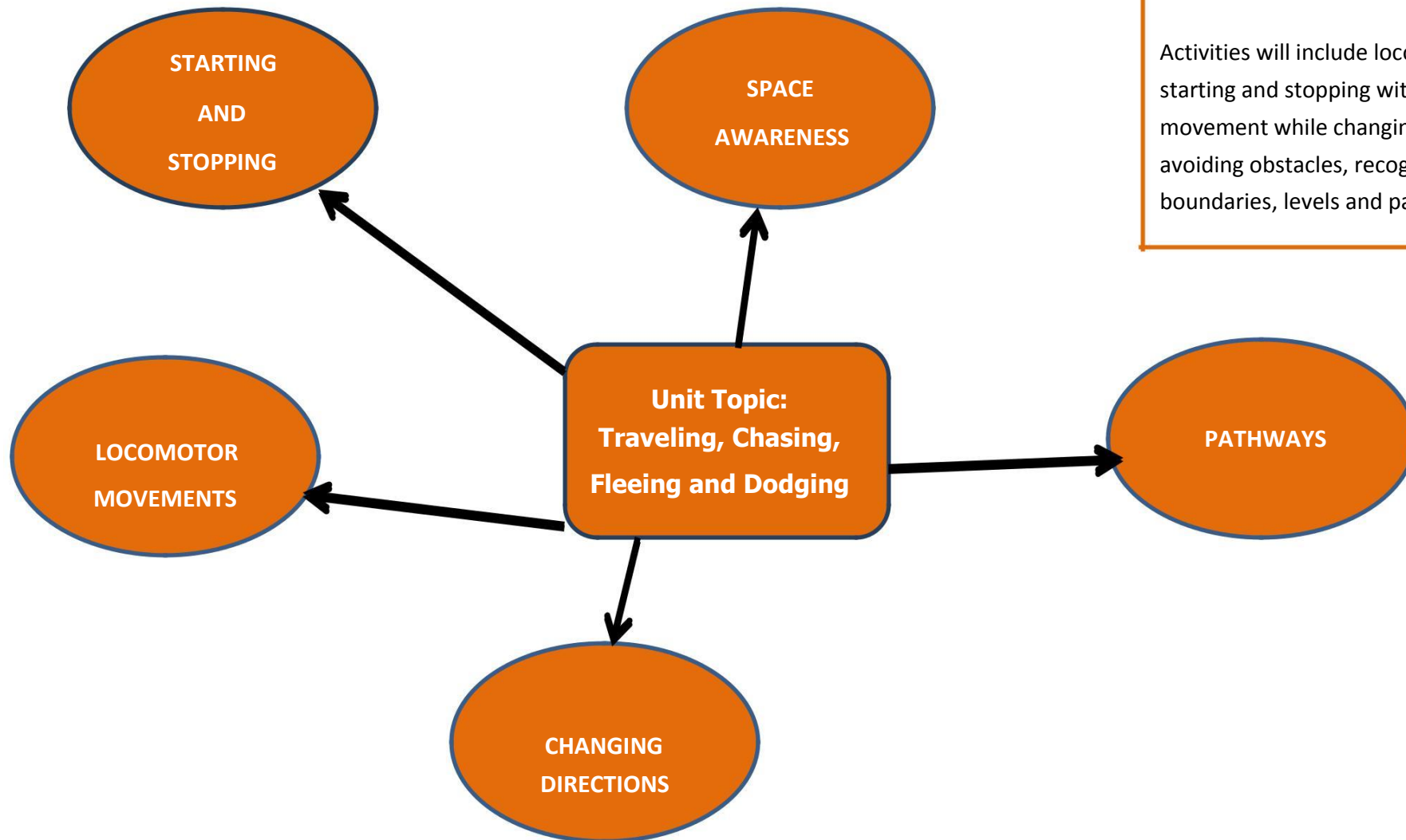
CONCEPTUAL LENS: Control

GRADE: 1-3

Unit Overview

This unit introduces students to traveling, chasing, fleeing and dodging with controlled movements in general space.

Activities will include locomotor skills, starting and stopping with control, movement while changing directions, avoiding obstacles, recognition of boundaries, levels and pathways.



GRADE: 1-3
SUBJECT: Physical Education
Unit: Travelling, chasing, fleeing and dodging
LENS: Control

ENDURING UNDERSTANDINGS	GUIDING QUESTIONS
1. Coordinated sequential movements affect the outcome of individual performance	<ul style="list-style-type: none"> - How can you travel in general space without bumping into others? - How can changing directions help your performance?
2. Movement knowledge enhances skill development and performance in a variety of activities.	<ul style="list-style-type: none"> - How can the ability to perform locomotor movements lead to higher level tasks? - Why is it important to be able to change pathways?
3. Successful coordinated movement can lead to enjoyment in a variety of activities.	<ul style="list-style-type: none"> - Why is participation important during activities?
4. Knowing body responses to physical activity and engaging in a variety of activities promotes health-related fitness.	<ul style="list-style-type: none"> - Why is a strong heart important in tag games? - How can continuous movement benefit the participant?
5. Visual and body awareness promote safety.	<ul style="list-style-type: none"> - How does watching where you are going make you safer than watching where you are coming from? - Why is it important to stop on your feet? - How does respecting/knowing the boundaries of an activity increase safety?
6. Good sportsmanship promotes the enjoyment of an activity, benefits self and others and fosters positive relations.	<ul style="list-style-type: none"> - How can good sportsmanship increase enjoyment of the activity? - How does cooperation improve team work?

CRITICAL CONTENT AND SKILLS

STUDENTS WILL KNOW

STUDENTS WILL BE ABLE TO

1. The cues for hopping (assessed in K)

- Continuous balanced movement / Same foot / Ball of foot / 10 feet / right and left

2. The cues for using proper self-space (assessed in K)

- Eyes forward / Speed check / Move to open spaces / Balanced stops / Avoids contact with people or objects

3. The cues for start/stop (assessed in K)

- Cued starts / Cued stops in a balanced position / In a variety of locomotor movements

4. The cues for galloping (assessed in G1)

- Face forward / One foot leads / Trailing toe replaces front heel or off to side / Right and left foot

5. The cues for skipping (assessed in G1) -

Lift knees / Step-hop-step-hop / Smooth movement

6. The cues for sliding (assessed in G1)

- Side leads / One shoulder lead / Step-close, step-close / No crossover / Both directions

7. A strong healthy heart will allow for continuous activity

8. The importance of sportsmanship

9. Boundaries promote safety

1. Perform locomotor skills

2. Demonstrate proper self-space, start/stop, hop, gallop, skip and slide

3. Make directional changes (e.g., dodging and fleeing)

4. Focus forward while moving

5. Demonstrate appropriate tagging

6. Follow safety guidelines and activity rules

	Scheme of work
Lesson 1	Push-ups Snake tail tag 4 Line cone dodge Octopus
Lesson 2	Snake tail Steal the beanbag 4 Line cone dodge Octopus
Lesson 3	Full-gym dodge / quarter gym dodge Fire and ice tag Middleman dodge Hula hoop tag
Lesson 4	Hula hoop tag Stock exchange Middleman dodge Fire and ice tag
Lesson 5	4 line jump rope Scooter tag Food fat tag
Lesson 6	Sharks and minnows Scooter tag Foot fat tag
Lesson 7	Color helpers Fleet feet Cat and mouse
Lesson 8	Courtesy tag Feet fleet Cat and mouse

Description	Equipment
Snake tail: Students will partner up. One will have a jump rope and will be the snake. The other will be the hunter. The snake will hold the jump rope behind their back lightly and drag it Ropes behind them. The hunter will then try to catch the snake by stepping on the end of their partner's tail. Once the jump rope	

<p>is stepped on, it should fall out of the hand of the snake. Once that happens, the partners switch roles. Give the snakes a 3 second head start before beginning the chase. Start by having every one walk first. After a few minutes switch up the locomotor movement and have them switch partners.</p> <p><i>2.2 Understands various principles as they apply to physical activities, fitness, and wellness.</i></p> <p><i>2.2.1 Follow rules of lead-up games.</i></p>	
<p>4 Line cone dodge: Students are in 4 lines. 2 cones are placed in their path from one side of the gym to the other. Once they reach the cone they must dodge the cone by changing direction and moving past it. Tell them not to make contact with the cone. First have all students dodge to the right then have them all dodge to the left. Practice planting foot in the ground and making the cut. Instead of cones, hurdles can be used.</p> <p>2.1 Understands the critical elements in a variety of movement patterns.</p> <p>2.1.1 Responds to teacher instruction to improve quality of movement</p>	8 Cones
<p>Octopus: Half of the class will be the octopuses and will be on a polyspot scattered around half of the gym. The other half will be on the opposite side of the gym getting ready to go. The octopuses must keep one foot on the polyspot at all times. The octopuses are trying to tag runners as they try to get to the other side of the gym. If the runners get tagged by an octopus, they now find an open polyspot on the floor and become an octopus as well. If the runner gets to the other side without getting tagged they are safe. Play until 1 runner is left. After the first round, the teacher will throw out additional obstacles to avoid (cones, bibs, etc.) to make it harder.</p> <p>3.1 Regularly participates in moderate to vigorous activities in physical education class.</p> <p>3.1.1. Student is engaged in all activities during class.</p>	Polyspots
<p>Steal the beanbag: Students will remain in the same partner pairs. Each partner pair will have a beanbag to share. They will both be up in a push up position facing one another, with the beanbag on the ground equidistant between them. Students</p>	

<p>will use their right hand only first to try to steal the beanbag. When the teacher blows the whistle, both partners will try to grab the beanbag before the other does. Whoever gets possession of the beanbag gets a point. Students reset and get back into the push up position and hold it until the next whistle is blown. After a few round, students will now use the left hand instead. Then have them choose the hand they want to use.</p> <p>2.1. Understands the critical elements in a variety of movement patterns.</p> <p>2.1.2 Corrects movement errors in response to corrective feedback.</p>	<p>Beanbags or balls</p>
<p>Full gym / quarter gym dodge: Students begin traveling around the inside of the area. While traveling, must keep head up to avoid others moving around them. If at any time there is a collision, they must do 10 jumping jacks where they stand before beginning to move again. When teacher blows the whistle, students will need to change direction while moving. Starts with full area of the gym, and then slims down to half court and eventually quarter court.</p> <p>5.1. Follows class protocols and safety practices.</p> <p>5.1.2 Follows directions given to the class.</p>	
<p>Fire and Ice tag: 3 students start as the “fire people” and are holding a red gator ball. 2 students start as the “ice people” and are holding a blue gator ball. Everyone else is free to run within the boundaries. If an ice person tags a runner with their gator ball, that person is now frozen. It is now the job of the fire people to find the frozen students and defrost them with their fire ball. They do this by handing the frozen person the red gator ball. Now the person that was frozen becomes a “fire person” and the person that was just holding the red gator ball is now a runner. THE BALLS WILL NEVER BE THROWN AT ANY TIME. The ice people stay ice people the whole time. Next round choose 2 new ice people and 3 new fire people to start. The ice balls can also be rolled for students to practice dodging objects and as a culminating activity with middleman dodge.</p> <p>5.1. Follows class protocols and safety practices.</p> <p>5.1.3. Uses equipment safely and properly.</p>	<p>Blue Frisbees /gator balls, Red gator balls</p>

<p>Middleman dodge: Students will be in groups of 3 standing on polspots in a line. The person in the middle is the dodger. The outsides are the rollers. The rollers must roll the ball underhand. ON THE GROUND, to the other. The job of the dodger is to avoid the ball and not letting hit them. If the ball touches the dodger at any time or any time the whistle is blown, the students will rotate positions.</p> <p>2.1. Understands the critical elements in a variety of movement patterns.</p> <p>2.1.1 Responds to teacher instruction to improve quality of movement.</p>	<p>Gator balls, polspots</p>
<p>Hula Hoop Tag: There will be 3 taggers to start. Each will have a different color hula hoop that they are holding. Everyone else is free and is running around inside the boundaries. The job of the taggers is to try and roll their hula hoop and try to get it to hit someone that is free. If they get hit, they must freeze and do the fitness activity associated with the color hoop they got hit with.</p> <p>Blue = 5 jumping jacks Red = 5 grasshoppers Green = 5 squat jumps</p> <p>After they finish their movement, they are back in the game.</p> <p>3.1.1 Student is engaged in all activities during class.</p> <p>3.1.2. Attempts all fitness activities to best of their abilities.</p>	<p>Red, green and blue hula hoop</p>
<p>Stock exchange: Each student has a card numbered 2-10. When the teacher blows the whistle; that is the signal for each student to find a partner and show their card. The student that has the greater number wins. The student that loses does 5 grasshoppers while the winner counts. On the next whistle blown, each students need to find a different partner to do the same thing with.</p> <p>2.2. Understands various principles as they apply to physical activities, fitness and wellness.</p> <p>2.2.1 Follow rules of lead-up games.</p>	<p>Cards</p>
<p>Scooter tag: Each student will have a scooter. There will be 4 students who are it and have yellow scooters. Everyone else is free and has a blue scooter. Taggers are riding on their scooter, Indian style pushing themselves with their hands while chasing</p>	<p>Scooters</p>

<p>after the free students who are moving the same way. If you get tagged, you must stand up and spread your legs while holding the scooter above your head. To get unfrozen, someone that is still free must ride through your legs. After a few minutes, change the taggers.</p> <p>5.1 Follow class protocols and safety practices.</p> <p>5.1.3 Uses equipment safely and properly</p>	
<p>Food fat tag: 5 students will start as the taggers. They will wear bibs with pictures of unhealthy foods on them (pizza, brownies, fries, pop tarts, and ice cream). Everyone else will be free and need to have their shirt tucked into their pants. The taggers will try to tag the students that are free. If they get tagged, it is the same as that student eating that food. They now need to go and get a “fat cell” (ball pit ball) and stuff it down their shirt. Helps students visualize what happens when you eat unhealthy food. Play for 2 minutes then choose new fat food taggers and start again.</p> <p>2.2. Understands various principles as they apply to physical activities, fitness and wellness.</p> <p>2.2.1. Follows rules of lead-up games.</p>	<p>Bibs, food pictures, Nerf Frisbees</p>
<p>Sharks and minnows: 3 students will start as the sharks. Sharks must stay in between the foul lines at all times. The rest are minnows and start outside the court. The minnows will try to get to the other end of the gym without getting tagged. If they get tagged, they now become a shark for the next round. Play until there is only one minnow left. Choose new sharks to start out the next game.</p> <p>3.1.1. Student is engaged in all activities during the class.</p> <p>3.1.2 Attempts all fitness activities to best of their abilities.</p>	<p>Bibs and colored balls</p>
<p>Color helpers: 2 students will be the taggers and will have Nerf Frisbees. Everyone else is free and will have different colored beanbags (red, blue, yellow). If tagged, the student freezes right where they are and hold up their beanbag high in the air. The only people that can unfreeze the student is a student of the same beanbag color. Once the student that is still free finds a frozen person with the same colored beanbag, to free them they need to trade beanbags. This frees the frozen student and they are now back in the game.</p>	<p>Nerf Frisbees and beanbags</p>

<p>Fleet feet (Gottcha): Half of the students will be on one side of the volleyball court and the other half will be on the other side. There will be beanbags scattered on either side of the middle line. On the signal, the students will attempt to retrieve a beanbag and then slide it on the floor attempting to hit the feet of the players on the opposite team. If at any time, a beanbag hits a player's foot, they must exit the game and walk around the playing area and join the other team. Teams will play for 2 minutes and will see which team has the most players at the end. BEANBAGS MAY ONLY BE SLID ON THE FLOOR. IF ANY BECOME AIRBOURNE, THE PERSON WHO THREW THEM IS AUTOMATICALLY GOING TO A TIMEOUT ON THE BLUE MAT.</p> <p>2.1 Understands the critical elements in a variety of movement patterns.</p> <p>2.1.2 Corrects movement errors in response to constructive feedback.</p>	<p>Beanbags</p>
<p>Cat and mouse: Parachute will be spread out in the middle of the gym. All students will be sitting around the parachute holding a handle. Teacher will select one student to start as the cat (chaser) and one student to be the mouse. The cat starts on top of the parachute and the mouse starts underneath the parachute. The cat has to try to catch the mouse, but while the chase is on, the students on the outside must be shaking the parachute, making it very difficult for the cat to find the mouse. Once the cat catches the mouse, have 2 new students come on in and try.</p> <p>5.1. Follows class protocols and safely practices.</p> <p>5.1.3. Uses equipment safely and properly.</p>	<p>Parachute</p>
<p>Courtesy tag: Each student has 1 flag start places in their back pocket or hanging out the back of their pants. Each student is trying to steal the others' flags. Once a student has no more flags left, they need to knee on the ground and are frozen there. The maximum number of flags that any student can have is 3 (one hanging out the back of their pants, one in their left hand, and one in their right hand). Once they have 3 they are "full" and now must get rid of at least one to be able to steal more again. They are looking for a student that is</p>	<p>Flags</p>

kneeling on the ground to give a flag to. Once a student on the knee gets the flag handed to them, they place it in their pants and are now allowed to begin moving again.

5.2. Exhibits positive social interaction with others.

5.2.1. Works in a group setting cooperatively during activities.

Unit length:3 weeks

Class size:36 students (G1); 40 students (G2); 21 students (G3)

Time per class: 45 minutes

Materials:Cones, bibs, dishes, soft balls.

Standards:

Standard 2 – Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

S2.E1 - Movement Concepts (Space). **G1/G2/G3-** Recognizes the concept of open spaces in a movement context.

S2E5 – Movement Concepts (Strategies & tactics). **G1/G2/G3-** Applies simple strategies & tactics in chasing activities. Applies simple strategies in fleeing activities.

Standard 3 – Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3.E2 – Engages in physical activity. **G1-** Actively engages in physical education class. **G2-** Actively engages in physical education class in response to instruction and practice. **G3-** Engages in the activities of physical education class without teacher prompting.

Standard 4 – Exhibits responsible personal and social behaviour that respects self and others.

S4. E1 – Personal responsibility. **G1** – Accepts personal responsibility by using equipment and space appropriately. **G2** – Practices skills with minimal teacher prompting. **G3** – Exhibits personal responsibility in teacher-directed activities.

S4. E5 – Rules & etiquette. **G1** – Exhibits the established protocols for class activities. **G2** – Recognizes the role of rules and etiquette in teacher-designed physical activities. **G3** – Recognizes the rules and etiquette in physical activity with peers.

SCALE:

1 – Cannot demonstrate any of the cues.

2 – Demonstrates 1 cue all the time with no mistakes.

3 – Demonstrates 2 cues all the time with no mistakes.

4 – Demonstrates 3 cues all the time with no mistakes.