



Commission scolaire English-Montréal
English Montreal School Board

The Way I Play

Developing Positive Behaviours for Participation in Physical Activity with Others

A Learning and Evaluation Situation for Competency 2
Elementary Cycle One

Teacher's Guide



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Summary of the Learning and Evaluation Situation
Number of periods: 6 x 45 minutes

Introduction

“Assume nothing, teach everything”

The objective of this Learning and Evaluation Situation is to help Cycle One students acquire the positive behaviours and communication skills that they need to participate in physical activity with others. Through skill based games and activities, each class focuses on the development of knowledge and behaviours outlined in Competency 2 of the Physical Education and Health program at the Cycle One level. As an evaluation task, students will cooperate with a partner to achieve a common goal as well as compete against another pair. Students will apply the knowledge and behaviors about positive interaction that has been reinforced throughout the LES. They will reflect on their successes and challenges.

Tips for Teachers

- Emphasize to students that the focus of this LES is to learn and practice how to play games in a FUN and FAIR way- e.g. how to be a good partner and teammate. Although they will be practicing many different skills, the focus is on how they talk to and interact with partners and opponents during the activities.
- Rotate partners frequently throughout all activities. Students being accustomed and capable of working with many different partners is an important part of a positive Physical Education class.
- Discuss how body language can send a message just the same as using words (e.g. if they make a face and look upset at having to be partners with someone, their partner will feel bad).
- Activities have been described for each class but no specific length of time has been designated to each activity.

See Appendix A for a description of activities in each class.

Progressions of Learning – Competency 2, Cycle 1

Knowledge

Principles of Communication

- a. Names a few ways of being understood by others (e.g. making eye contact, giving a signal, asking a question)
- b. Names a few ways of being receptive to others' messages (e.g. listening without interrupting, looking at the person who is speaking).

Motor Skills

A. Cooperation Movements or actions

Synchronizes his/her movements or actions with a partner

- a. Positions himself/herself, moves or manipulates objects taking into account his/her partner(s) (e.g. creates a human pyramid, juggles with a partner).

B. Opposition Movements or Actions

2. Opposition movements or actions in dueling activities in a common space (e.g. tag and chase games).

- a. get away from an opponent (runs quickly away from an opponent).
- b. Reaches the opponent (e.g. touches the opponent in a game of tag or foam fencing).
- c. Dodges an attack by the opponent.

Behaviour

A. Ethics- Related Aspects

1. Explains in his/her own words the rules of ethics relevant to a situation (e.g. in tag and chase games, refrain from using unfair tactics to win at all costs).
2. Names a few values that can be developed through games and sports (e.g. respect, friendship, honesty).
3. Respects his/her peers (partners and opponents).
 - a. Uses language that shows respect for his/her partner
 - b. Cheers on his/her partner
 - c. Respects the point of view or ideas of others.
4. Observes the Rules
5. Demonstrates Fairness
 - a. Gives everyone a chance to play (e.g. gives others a chance to get the object).
6. Shows appreciation for good plays by peers
 - a. Show appreciation for the plays of his/her partner
7. Demonstrates honesty in his/her behavior
8. Demonstrates dignity and self-control.

Class # 1- Introduction

Introduction of LES.

Inform students that throughout this LES they will be participating in activities that will require them to cooperate and compete against different partners. They will learn about different ways to be a good partner, teammate and opponent when participating in games and activities with others. They will play a lot of different games throughout the next few classes that will give them a chance to practice and “show off” what they know and what they are learning about how to be a FUN and FAIR opponent and teammate.

Pre-activity Discussion: Discuss with students that an important part of being a good partner and teammate is communication. Good communication means that you look at someone when they are talking to you and do not interrupt. This tag game will give students a chance to practice both those things

- What are some ways you can be fun and fair when playing with a partner?
- What does having fun LOOK and SOUND like in a game?
- What does being not fun LOOK like and SOUND like when playing with others?

- Activity 1: Question Tag
- Activity 2: Mirroring Game
- Activity 3: Partner Balances



Reminder: See Appendix A for all activity descriptions

End of Class Discussion:

- What did you SEE and HEAR during the games? What were positive behaviours? What behaviours did you not like? How did these behaviours make you feel?
- Did anyone notice a demonstrating a positive behaviour?

Class #2 – Playing with Others in Cooperative Settings

****Pre-class Poster Preparation:** Print out the illustrations (see teacher resource package) and cut them individually. Replicate the blank ‘FUN’ and ‘NOT FUN’ poster outline.

Introduction: Ask students about the difference between cooperation activities and competitive activities. Show students images of positive behaviors (FUN) seen in cooperative situations and discuss each one. Place the images in the appropriate space on the poster.

Activity 1: Rock Paper Scissors (this activity, although competitive in nature, is introduced to students at this point to give them a tool for making decisions together when they do not agree).

Activity 2: Create Your Own Obstacle Course

End of class discussion:

- What made this class fun and fair?
- What made it less fun?
- What positive behaviours did you see?
- What challenges did you have?
- How did you solve them?

FUN and FAIR Self-Assessment: Choose one of the following questions and ask students to answer the question by showing a thumbs up, thumbs down or thumbs neutral.

- Did you listen to your partners ideas?
- Did you share your equipment with your partner?
- Did you share your ideas with your partner?

Class #3 – Playing with Others in Competitive Settings

Introduction: Students will participate in dueling (1 v.1) situations during this class. Explain what the term “duel” means and review the difference between competition and cooperation. Review the FUN, NOT FUN posters. Add the competitive-specific illustrations to the poster.

Ask students to name behaviours they would like to see from their opponent that would ensure the duels are FUN and FAIR. To demonstrate respect for opponents, introduce students to the following protocol:

To signal the start of a duel:

- Opponents fist bump each other, make eye-contact and say “game on”

After the round is over:

- Shake hands and say “good game” to each other.

Activity: Set up 4–6 stations of dueling activities. Organize students so that they rotate through the stations playing with different partners at each one.

End of Class Discussion:

- What did you SEE and HEAR during the duels that was FUN and FAIR?
- What did you SEE and HEAR that was not fun? (remind students to not use other people’s names here).

End of class formative assessment: Hand out FUN, NOT FUN assessment sheet (see teacher resource package). Students complete sheet individually.

Class #4 – Dueling Stations Part II

Introduction: Review FUN, NOT FUN poster. Explain new dueling stations.

- 4 to 6 Dueling stations

FUN and FAIR Self-Assessment: Choose one of the following questions and ask students to answer the question by showing a thumbs up, thumbs down or thumbs neutral.

- Did you play by the rules of the game?
- Did you use respectful language?
- Did you shake hands with your opponent after each game?

Class #5 – Assessment Activity

Introduction: Explain to students that today you will be watching the way they play with other students in a competitive situation. You are looking to observe if they are making right choices to be FUN and FAIR when playing with others. Review observable elements from teacher observation grid with students (see teacher resource package).

Evaluation Situation: Choose 2 v 2 games (Battle Box, Capture the Flag, Balloon Battle, Noodle Knockdown). Students will participate in games while you circulate and evaluate (see teacher observation grid). You may also choose to rotate the class through stations and have one station as an evaluation station.

End of class discussion:

- What are the differences between 1 v 1 and 2 v 2?
- What are some challenges you faced in the games?
- What did you do to make the game more FUN and FAIR?
- Use FUN, NOT FUN poster to reinforce positive behaviors.

Class #6 - Assessment

Introduction: Explain to students that they will be evaluated on the way they play with other students in a cooperative situation. Review observable elements from evaluation sheet with students.

Evaluation Situation:

Activity 1: Hula Hoop Warm-Up

Activity 2: Obstacle Course Creation.

End of class discussion:

- How did you work with your partner?
- What are some things that worked well with your partner?
- What problems did you solve with your partner?

APPENDIX A – Game/Activity Descriptions

Class 1

Question Tag

Equipment & Set-up: Set of themed cards (see teacher resource package), pinnies

Activity: Students will spread out in the gym. 2-3 students will be chosen to be the Saver (wearing pinnies) and holding the deck of themed cards. When a student gets tagged they freeze and wait for a saver to approach them with a deck of cards. The frozen student picks a themed card and hands the card to the saver. The saver asks them a question based on the card that was picked (e.g. what is your favourite fruit?). The student who is frozen must make eye contact with the saver and clearly answer the question.

Variations/Progression(s):

- Vary the number of cards the saver carries with them
- Older students can come up with their own question.

Closing discussions:

- Did you learn anything new from students in your class? Why do you think that getting to know a partner might help you cooperate better?
- Did the frozen student look at you and answer clearly?

Mirroring Game

Equipment & Set-up: Students will be working in pairs in the gym. There should space enough between pairs of students performing the activity.

Activity: Students must determine who will be the leader to start the activity*. The leading student starts in a simple balance position and his/her partner must mirror the balance. The leading student starts to slowly moves his/her body into different shapes and balances and his/her partner must mirror the leading student. Partners will switch roles between being a leader and a mirroring student.

Variations/Progression(s):

- Challenges can be given to the leading student (ex. Can you move with three body parts touching at all times, perform balances that are: small as a ball, wide as a wall, thin like a pin.
- Leading students mimic sports movements in slow motion (ex. Golf swing, basketball shot, swimming, hockey shot.etc.)

Closing discussions:

- Are you moving slowly enough for your partner to follow you?
- How can you tell if your partner is following you?
- What did you like about each role? (e.g. being the leader or the follower)
- How did you decide who started as the leader?

***Note:** The process of deciding who gets to go first may be a challenging step for many students. Take time to discuss this step if needed and brainstorm different ways students can decide who goes first (e.g. Rock Paper Scissors). Talk about how being FAIR means taking turns.

Partner Balances

Equipment & Set-up: 1 gymnastic mat for 2 students, balance cards (see appendix), there should be enough space between pairs of students performing the activity.

Activity: Students will be working in pairs on a gymnastic mat. The object of the game is for the students to pick a partner balance from the balance poster. Students have to work together to perform the partner balance and hold the position for at least 5 seconds. Students will take turns picking cards from the bin.

Variations/Progressions:

- Students may be given the opportunity to create their own balance with their partner.

Closing discussion:

- Did you feel your partner listened to your comments or ideas? What did they say or do to make you feel understood?
- How did you choose your balance?

Class 2

Rock, Paper, Scissors

Equipment & Set-up: Students will spread out in the gym facing a partner.

Activity: Show students how to make a rock, paper & scissors with their hand. Explain that rock beats scissors, scissors beats paper and paper beats rock. Students should play the game with 3 different partners.

Variations/Progression(s):

- **Rock, paper, scissors "Evolution":** Students spread out in the gym as small eggs. The game begins with students bouncing around looking for a partner. Once a student finds a partner they play one round of RPS. The winner becomes a chicken and the loser remains an egg. The winner must move around the gym as a chicken looking for another chicken to challenge. If the chicken wins their next round of RPS they become a gorilla and the losing chicken goes back to being an egg. If a gorilla wins their next round of RPS they become a human. Students can only challenge the same species of animal during the activity. After every RPS battle students always move up a species or down a species.

Discussion:

How can you use the Rock, Paper, Scissors game when you are having trouble agreeing on a decision with a partner?

Obstacle Course Creation

Equipment & Set-up: Students will be given an assortment of equipment they can use to create their own obstacle course (ex. Hoops, cones, hurdles, skipping ropes, mats etc.)

Activity: Students will be working in pairs to create their own obstacle course from the selected equipment. Emphasize students working together to decide a pathway for moving through the course (e.g. over, under, through different equipment, one foot/two foot jumps etc.).

Variations/Progression(s):

- The teacher will ask for specific objectives in the obstacle course such as: moving under, over, through and around different obstacles.
- A group can demonstrate to another group how to move through their obstacle course.
- Add a third student to the group.

Closing discussions:

- What were the challenges in deciding what equipment to use?
- How did you decide to place your equipment?
- Was your partner listening to you?

Class 3 – Duelling Stations

Game of Towers

Equipment: hoops, bean bags, bowling pins

Activity: Students face their partner and each player begins the game with a bean bag inside a hoop. Each student also places a pair of pins next to their hoop. When the match begins, they take turns trying to knock their partner's pins down first. They can only throw the bean bag from inside their hoop.

Variations/Progressions:

- Students do not have to take turns throwing the bean bag but must throw it from inside the hoop.
- Each student begins with three pins.

Capture the Flag

Equipment: Pinnies or flags

Activity: Each student attaches a flag or pinnie on both of their hips. When the match begins, students try to grab their partner's flag.

Variations/Progressions:

- 2 versus 2 or 3 versus 3
- Players start with just one flag instead of two

Roll a Goal

Equipment: cones or poly spots, hoops, balls

Activity: The roller stands inside a hoop with a ball. The goalie stands on a line between two cones. To score a goal, the roller must roll the ball past the goal line from inside the hoop. The goalie can move laterally but must keep both feet on the goal line. After 3 tries, players switch roles.

Variations/Progressions:

- Increase space between goal posts to make the game more difficult for the goalie.
- Move hoop back to make the game more difficult for the roller.

Balloon Battle

Equipment: balloons

Activity: Students face their partner in their own space. One of the partners starts the game by hitting a balloon in the air. Their opponent must then hit the balloon again before it touches the ground. Players can only hit the balloon upward or parallel to the ground. A point is scored when the balloon touches the ground.

Variations/Progressions:

- Add boundaries to the playing area so that students have to keep the balloon in bounds.
- 2 vs. 2

Bounce Ball

Equipment: tennis balls, tape

Activity: Both players start inside a large square marked by tape on the floor. The server starts by bouncing the ball with an underhand motion. The receiver must catch the ball before it bounces a second time. The ball must bounce inside the square or else it is out of bounds. The server scores a point when the receiver does not catch the ball after the first bounce. If a player touches the ball and it lands out of bounds, his/her opponent receives a point.

Variations/Progressions:

- 2 versus 2 or 3 versus 3

Class 4 – Duelling Stations Part 2

Choose new stations or repeat some of the same stations used last class.

Class 5 – 2 vs. 2 Stations & Assessment

2 v. 2 Battle Box

Equipment: milk cart (or similar box), polyspots, tennis balls. A pinnie can be placed on the bottom of the milk cart to absorb the bouncing tennis balls.

Activity: Team of 2 Players stand on polyspot facing each other, with box in the middle. Each pair has their own tennis ball to start the game and decides who is the thrower and who is the retriever. Together, players say “Battle Box” to start the game. The thrower on each team then continuously bounces the ball on the floor and get it in the box to get a point. Each time the ball lands in the box, the retriever runs to the box, retrieves the ball and gives it back to their partner. The first pair to 3 points, wins the match. Pairs then switch roles for the next round. Players must stand on their polyspot and only use their own tennis ball during the game. Players lost a point if they interfere when their opponent is bouncing the ball. Players shake hands at the end of the game.

Balloon Battle - 2 vs. 2

Equipment: Balloons

Activity: Two players from each team stands inside the square or playing area. One player starts the game by hitting a balloon in the air. The opponents must then hit the balloon again before it touches the ground. After hitting the balloon, that player must tag their partner and exit the square. A player is not allowed to return to the square until his/her partner completes their turn. Players can only hit the balloon upward or parallel to the ground. A point is scored when the balloon touches the ground.

2 v 2 Noodle Knock Down

Equipment & Set-up: One hula hoop & noodle per team of two, 1 gator balls per team of 2.

Pair up teams of two to compete against each other. Have each group of four set up their two hula hoops across from each other with at least 30 yards in between, with their noodle standing up straight in the middle. Use a line on the gym floor or a polyspot to indicate where players can throw the ball from.

Activity: Students will use RPS battle to decide roles during the game. One player will be on offence and the other on defense. The role of the defensive player is to protect the noodle from being knocked down. The role of the offensive is knock down other teams noodles by throwing from specific poly spot or designated line on the gym floor. A pair (team) scores a point each time they knock their opponents’ noodle down.

Variations/Progression(s):

- Students will decide when to switch roles from defense to offence.
- Students will be placed into groups of 3. Students will decide their roles in the game.

Closing discussions:

- How did you decide who was going to play which role?
- How did you decide when to switch roles? Was this fair?

2 v. 2 Capture the Flag

Equipment: Pinnies or flags

Activity: Each student attaches a flag or pinnie on both of their hips. In pairs, teams match-up against another pair. When the match begins, students try to grab their opponents’ flags.

Variations/Progressions:

- Players start with just one flag instead of two

Class # 6 - Cooperative Activity & Assessment

Activity 1 – Hula Hoop Warm-Up

In pairs, each student with their own hula hoop. Students take turns being “the leader” and demonstrating different ways to use a hula hoop (on, over, through). Students decide for themselves when to change leaders.

Activity 2 – Obstacle Course Creation (repeat of activity from Class 2)

Equipment & Set-up: Students will be given an assortment of gym equipment they can use to create their own obstacle course (ex. Hoops, cones, hurdles, skipping ropes, mats etc.)

Activity: Students will be working in pairs to create their own obstacle course from the selected equipment.

Variations/Progression(s):

- The teacher will ask for specific objectives in the obstacle course such as: moving under, over, through and around different obstacles.
- A group can demonstrate to another group how to move through their obstacle course.
- Add a third student to the group.

Closing discussions:

- What were the challenges in deciding what equipment to use?
- How did you decide where to place your equipment?
- Did you listen to each other’s ideas? How did you work well together, or what could you do to work better together?

Additional Games/Activities

Noodle Knock Down

Equipment & Set-up: One hula hoop & noodle per team of two, 8-10 gator balls in total. Teams spread out in the gym with their equipment. The hula hoop is placed on the gym floor with the noodle standing upright in the middle

Activity: Students will use RPS battle to decide roles during the game. One player will be on offence and the other on defense. The role of the defensive player is to protect the noodle from being knocked down. The role of the offensive is knock down other teams noodles by throwing from specific poly spots placed around the gym. Once a team’s noodle is knocked down they find a new location in the gym and reset their hoop and noodle.

Variations/Progression(s):

- Students will decide when to switch roles from defense to offence.
- Students will be placed into groups of 3. Students will decide their roles in the game.

Closing discussions:

- How did you decide who was going to play which role?
- How did you decide when to switch roles? Was this fair?

Telephone Game

Equipment & Set-up: The teacher divides the class into equal teams. The teams line up at one end of the gym in a straight line. The teacher chooses different types of equipment and places them at the opposite end of the gym, in a hula hoop.

Activity: The team Captain looks at what has been placed in their respective hoop and then goes back to the team.