

## EDPE 3100 Physical and Health Education Lesson Plan – Marking Rubric

Lesson Title: Quidditch at Home!. Lesson #: 1. Date: Oct 10, 2020.

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### Rationale:

While engaging their imaginations and exciting students to play the game they have come to know in movies, books, and pop-culture, this lesson combines the learning and practicing of essential skills for students such as teamwork, hand-eye coordination, and agility. The game is designed to get them excited enough about physical education that they don't even realize they are 'working out'.

### Core Competencies:

Communication	Thinking	Personal & Social
(3) Communicate clearly using forms and strategies I have practiced.	I consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can assess my own efforts and experiences and identify new goals. I give, receive, and act on constructive feedback.	I can take action toward meeting my own wants and needs and finding joy and satisfaction, and work toward a goal or solving a problem. I make decisions about my activities and take some responsibility for my physical and emotional well-being.

### Big Ideas:

Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.

### Learning Standards:

Curricular Competencies (DO)	Content (KNOW)
<ul style="list-style-type: none"> <li>• Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community.</li> <li>• Develop and demonstrate safety, fair play, and leadership in physical activities.</li> <li>• Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.</li> <li>• How to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games.</li> <li>• Movement concepts and strategies.</li> </ul>

**Instructional Objectives & Assessment (determine 2-4)**

Instructional Objectives [Students Will Be Able To (SWBAT)]	Assessment
<ul style="list-style-type: none"> <li>• Be able to listen to explicit instructions and follow them</li> <li>• Be assigned to a role with a specific objective</li> <li>• Collaborate with teammates in order to score and block goals</li> <li>• Be able to play by the rules set in place</li> <li>• Be able to play in a safe way without roughhousing</li> <li>• Pass the ball(s) back and fourth as designated by the game</li> </ul>	<p style="text-align: center;"><b>Assessment <i>for</i> learning</b></p> <ul style="list-style-type: none"> <li>• Track which students are playing by the rules of the game; gently penalize those who break the rules</li> <li>• Cycle through ‘roles’/‘spots’ on each team to observe how students do in different areas of play</li> <li>• Students will be expected to speak and play kindly, reward those who do</li> <li>• Monitor the inclusion within the classroom and adapt roles where needed</li> </ul>

**Prerequisite Concepts and Skills:**

<ul style="list-style-type: none"> <li>• Students need to be able to engage as active listeners and learners for the duration of the rule reading.</li> <li>• They need to have an understanding of basic gym etiquette and know how to operate in play safely and without detriment to their fellow classmates.</li> <li>• Students understand movement concepts such as pathways (straight, curved, zigzag), directions (up/down, forward/backward, right/left), and time (fast, slow).</li> </ul>
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**Indigenous Connections/First Peoples Principles of Learning (FPPL):**

(Identify one principle that applies to your lesson AND explain how it applies)

<p><u>Learning is embedded in memory, history and story:</u> though obviously not an Aboriginal story, by connecting the lesson to the world of <i>Harry Potter</i>, we’re using story, narrative and metaphor in all subject areas within our education. It engages oral storytelling (enacted through our rules) and imagination (throughout play).</p>
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**Universal Design and Learning (UDL) & Differentiate Instruction (DI):**

<p>To make sure every student gets equal value out of the lesson the teacher will adapt their teaching styles to best suit individual needs.</p> <ul style="list-style-type: none"> <li>• Those who cannot run as easily or at all will be given the chance to play as the ‘Keeper’ role in Quidditch, who remains in place in front of the goal. They will also be permitted to play as a ‘referee’ or as the Quidditch announcer responsible for keeping track of goals and calling fouls.</li> <li>• Should hockey sticks (brooms) be in use and prove to impair motor-function for any students, they can be removed from play in favour of just running (which is the game’s default any way).</li> <li>• Ample rest time can also be provided to those students who may need it</li> <li>• Goals/nets can be altered to suit needs (making lower/larger)</li> </ul>
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## Materials & Resources

1 Soccer Ball (Quaffle)  
 4 Soft skin Balls (Bludger)  
 1 Bouncy ball or Z ball (Snitch)  
 4-6 Goal Nets  
 2 different colored pinnies for each team (blue for Ravenclaw, Red for Gryffindor, etc)  
 1 different colored pinnie for the seeker on each team (they should stand out from their teammates)  
 1 whistle (for teacher)  
 Paper/chalkboard to keep track of points/goals won  
 Bench for students to wait on while they cycle out of teams

## Lesson Activities:

Teacher Activities	Student Activities	Time
<p><b>Introduction (anticipatory set – “HOOK”):</b>  <b><u>Quidditch at Home!</u></b></p> <ul style="list-style-type: none"> <li>- Introduce the game by asking students to show by hands how many of them have read/ seen <i>Harry Potter</i>.</li> <li>- Reassure the students that haven't that they don't need to know to enjoy the game.</li> <li>- Ask students how many of them know the game of Quidditch, explain that the game is split among two teams, and whoever has the most points in the end is the winning team!</li> <li>- Begin to sort the students into two teams (based on Houses in <i>Harry Potter</i> ie. Ravenclaw, Slytherin, etc.)</li> </ul>	<p>Students are raising their hands to participate in learning.</p> <p>Students are sharing their excitement for a book/film and their memories.</p>	3 mins
<p><b>Body:</b>  <b><u>Introduce the Rules</u></b></p> <ul style="list-style-type: none"> <li>- Each team has nine players: 4 Chasers, 3 Beaters, 1 Keeper, and 1 Seeker.</li> <li>- The Chaser handles the Quaffle (soccer ball). When the Chasers have the ball they must <u>stop</u> and throw the ball to another player or into the net. They are <u>not</u> permitted to run with the ball. If the ball drops or is intercepted by another enemy Chaser, other team gets to pick it up.</li> <li>- The Beaters must use their Bludgers (soft skin balls) to hit the Chaser who is <u>holding the ball</u> to tag them like in dodgeball. The Bludgers must be <u>thrown</u> and may only hit <u>below the waist</u>. If a Chaser is tagged with a Bludger, other team gets the Quaffle. The Beaters almost must look out for the Seekers.</li> </ul>	<p>Students are using their pre-existing knowledge or imaginations to engage with the class and teacher.</p> <p>Students are engaging full-body listening so they can hear all the rules.</p> <p>Students will be expected to play safely with the soft-skinned balls.</p>	5 mins

<ul style="list-style-type: none"> <li>- The Keeper guards the goal nets. They can use any means to keep the Quaffle out of their 2-3 nets. Only the Keeper may guard the nets.</li> <li>- The Seekers have one job: They wait for the teacher to <u>announce the throwing of the Snitch</u> (bouncy ball). If the ball stops rolling before the Seekers catch it, it returns to the teacher. If the Seekers catch the Snitch, their team gets twenty points, double the count of a Quaffle. Seekers must also <u>avoid</u> Bludgers. If they are hit they return to the bench to wait for next Snitch throw.</li> <li>- Ask students to raise their hand to repeat back to you what each position does. (Check for understanding.)</li> </ul>	<p>Students are asked to raise their hands quietly and repeat back the rules, showing engaged listening.</p>	
<p><b><u>Play the Game</u></b></p> <ul style="list-style-type: none"> <li>- The teacher will start the game by throwing all balls into play.</li> <li>- Watching for safety and rule-following, they will monitor the game.</li> <li>- Teacher will throw the snitch at different intervals.</li> <li>- Teacher will keep track of goals scored/points earned.</li> <li>- Students found playing unsafe will be called upon.</li> <li>- Students found playing the game well will be praised.</li> <li>- Teacher will call out to support teamwork.</li> </ul>	<p>Students are asked to engage their critical thinking skills to determine what is the best course of action within the game.</p> <p>Students are asked to play safely and fairly.</p> <p>Students are rewarded for good play and teamwork.</p> <p>Students are free to run and yell and laugh and get out their energy.</p>	<p><b>20-25 mins</b></p>
<p><b><u>Closure: Sharing &amp; Review</u></b></p> <ul style="list-style-type: none"> <li>- Once time is up for the lesson, signal to the students that the game is over and it is time for a warm-down. Bring them into a circle and do simple stretches and windmill arms.</li> <li>- Give time to clean up.</li> <li>- Once clean up is done, have the students sit in a semi-circle.</li> <li>- Ask with a show of hands, if anyone would like to tell share what they <i>liked</i> about the game.</li> <li>- Ask with a show of hands, if anyone would like to tell share what they <i>disliked</i> about the game.</li> <li>- Ask students if there's anything they think could be <i>changed</i> within the game.</li> <li>- Offer the take-away message: that exercise can be fun and creative at the same time, no one is immune to having fun at play!</li> <li>- Have students line up by gym doors.</li> <li>- Lead class back to classroom/release them for break or lunch.</li> </ul>	<p>Students will be expected to stop play and follow the teacher in a few warm-down exercises.</p> <p>Students will be held responsible for cleaning up after themselves.</p> <p>Students will be given the chance to offer up their opinions on the class: did they enjoy it? Would they like to play it again? Was it more fun than regular sports?</p> <p>Students will be offered the chance to add to the game for next time, expanding their creative and cognitive thought processes.</p>	<p><b>5 mins</b></p>

### **Organizational Strategies:**

- The teacher may invoke listening strategies such as “eyes on me” and “show me your listening ears”
- They may also carry a whistle for calling out goals/fouls/safety concerns
- Students will be arranged in teams at the teacher’s discretion and given coloured pinnies to tell each other apart
- Students will fairly rotate through roles on a team at the teacher’s discretion/sound of the whistle
- Students will not rejoin the teacher until all pinnies and sports equipment are put away

### **Proactive, Positive Classroom Learning Environment Strategies:**

- The teacher will not tell a student they’re wrong if they give an incorrect answer to a rule, only help them correct themselves with a more earth-friendly alternative
- The teacher will not shout over students and instead wait patiently for attention after using the “let me see your listening ears” tactic/whistle blow
- Instructions are made clear—wait for students to repeat them back to teacher
- Make behaviour expectations clear—active listening, silent while reading
- Assign teams without room for complaint
- Any ‘fouls’ will be met with gentle punishments such as a switch in role or a two-minute bench time

### **Extensions:**

This lesson could be extended into a full unit on either soccer or tag-based physical activity. Should the students be interested, more games can be drawn from *Harry Potter* or other popular medias such as a House Cup tournament or a four-corners based game where each student belongs to a *Harry Potter* house. The point of these extensions is to make students excited about the physical activities they are about to do by engaging them with things they know and love and their imaginations. This would be a great unit to be featured in the fall time around Halloween.

### **Reflections: (Give examples of what you think your reflections could be)**

#### ***Lesson not actually taught—assumed reflections***

- I realize for most games a simple ‘explain the rules of the game to students’ would’ve been acceptable, but because I came up with the rules of this game myself, I felt compelled to include them
- The expectation that students will have the coordination to play this game while also following the rules may be too high of an expectation (must be tested)
- Students appreciated being ‘sorted’ into houses (teams)
- Might require a longer lesson if played for the first time, but I loved the idea too much to pass up
- If the game is played again, students will have a better grasp on the rules—perhaps the rules are too complicated for this age-range (must be tested)
- Do not rush explanation of the game and rules
- Hockey sticks may be added as ‘brooms’ but may also pose a safety risk
- Give ample time for clean up

I hope students would find this game really fun! As a kid who grew up wanting to read books more than play soccer, I would’ve loved to bring both of those things together. This game should have something for all kinds of students.