

3 Part Lesson Plan

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December, 2017

Unit/Conceptual Focus: Territory Games (Shooting to score, defending a goal, spatial awareness while responding to external stimuli)

Lesson #: 5

Focus: Quidditch

Big ideas:

Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities (e.g., components associated with territory games), in order to enhance student ability to participate successfully

Overall and Specific Curriculum Expectations:

Living Skills:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.
- 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living
- 1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living

Active Living

- A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;
- A1.3 demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities

Movement Competence

- B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B1.2 perform locomotor and manipulative skills in combination in a variety of physical activities while responding to external stimuli
- B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.
- B2.2 apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities

Learning Goals:

1. Students will enhance their understanding of the rules, skills, and strategies of Quidditch, in relation to territory games.
2. Students will improve their communication skills by collaboratively working with their peers
3. Students will familiarize themselves with a non-traditional territory game from the book and movie, *Harry Potter*.

Guiding Questions:

1. What strategies are used to maintain possession and score points in Quidditch?
2. How do the bludgers affect game play?
3. How would you modify this game for someone who has an injury?
4. How does teamwork and communication affect success in Quidditch?

Time:
10-15
min

Before: Minds On

1. Review assigned homework from yesterday (<https://www.youtube.com/watch?v=BKSoi96X6fA>)
 - Based off of the video, why would Quidditch be classified as a territory game?
 - Review Harry Potter and Quidditch terms
2. Divide class into 4 teams (e.g., Gryffindor - red pinnies, Ravenclaw - blue pinnies, Hufflepuff - yellow pinnies, and Slytherin - green pinnies). Students will be in these teams for the remainder of the class.
3. **Warm-up: Snitch Tag**
 - **Focus:**
 - Students will use a variety of fundamental movement skills while incorporating a new piece of equipment (“broom stick”), in a variation of “all-for-one” tag
 - Introduce Harry Potter related terms and equipment that will be used for the remainder of class (see Appendix A and B)
 - **Objective:**
 - Obtain as many snitches (flags) as you can in 5-10 minutes, while avoiding bludgers
 - **Set-Up:**
 - Students will start by wearing a belt with 2 flags (the flags will mimic the idea of a snitch) and using the entire gym space, they will move around on their “brooms” (pool noodles/broomball sticks) trying to collect as many snitches (flags) as possible
 - After a few minutes, incorporate the bludgers aspect of Quidditch
 - 5 bludgers (dodgeballs) will be released and a combination of “all-for-one” tag and “all-for-one” dodgeball will be played at the same time
 - **Rules:**
 - When a student gets hit by a bludger (dodgeball) they must go to their designated house corner (e.g., gryffindors go to the southwest corner of the gym) and complete a designated fitness activity chosen by the class before the start of the game (e.g., 10 push-ups)
 - Once students complete their physical fitness activity, they can

Materials

- Red, blue, yellow, and green pinnies (6 of each)
- 24 pool noodles/broomball sticks
- belts and flags
- 5 dodgeballs

	return to the game and continue to try and obtain as many snitches as they can	
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Question #1 (walk-and- talk in pairs): Discuss the fundamental movement skills involved in this game that helped with your success of obtaining the snitches and avoiding the bludgers.

<p>Time: 10 min</p>	<p>During: Action!</p> <p>1. <u>Capture the Quaffle</u></p> <ul style="list-style-type: none"> • Focus: -Attacking space, defending a goal, and maintaining possession • Objective: In teams, obtain as many quaffles as you can and return them back to your home base • Set-Up: -1 hula-hoop will be placed at each corner of the gym (4 in total) with 3 quaffles (volleyballs) in each to start • Rules: -Each team will be assigned a hoop as their home base and will begin by gathering in their corner of the gym -On the whistle, students will mount their brooms and run to different hoops to obtain quaffles -Students can take up to 3 steps with the quaffle and must pass it amongst their teammates in order to bring it back to their designated hoop -If students drop the quaffle, they must return it to the hoop they got it from, and if another team intercepts a quaffle, they can continue playing from the point of interception <p>*After 3 minutes of game-play allow teams to re-group and discuss offensive and defensive strategies. Continue playing for 3 more minutes (TEACHING CUE: promote living skills - specifically communication and collaboration amongst peers)</p>	<p>Materials</p> <ul style="list-style-type: none"> -4 hula-hoops -12 volleyballs -24 pool noodles/broomball sticks
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Question #2 (in teams): What strategies were used in maintaining possession and attacking space? How does this relate to other games played this week?

<p>Time: 15-20 min</p>	<p>2. <u>Spread the Quaffle (with progressions)</u></p> <ul style="list-style-type: none"> • Focus: -Maintaining possession and shooting to • Objective: -Teams will obtain possession of the quaffle by passing it to each member. Once each member of a team has touched the quaffle at least once, the quaffle can be thrown into the rings to attempt to score a point • Set-Up: -2 teams will be playing against each other on one-half of the gym and the other 2 teams will be playing on the other half • Rules: -Games will begin with a rock-paper-scissors match, and winning team will start with the quaffle 	<p>Materials</p> <ul style="list-style-type: none"> -2 sets of Quidditch rings (1 set = 3 hula hoops taped together, and suspended to basketball net) -2 volleyballs -24 pool noodles/broomball sticks
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	<p>-Team with the quaffle must pass to every member before attempting to score a point</p> <p>-If the quaffle is dropped, possession is switched and if defending team intercepts the ball then they can begin to maintain possession in order to score a point</p> <p>Progression 1: No brooms, students cannot move with the quaffle</p> <p>Progression 2: Brooms, students cannot move with the quaffle</p> <p>Progression 3: Brooms, students can take 3 steps with the quaffle</p> <p>Progression 4: Brooms, students can take unlimited steps with the quaffle</p>	
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Question #3 (whole class discussion): How did the progressions of the game affect success in scoring a point? What was the difference between “Spread the Quaffle” and “Capture the Quaffle”?

<p>Time: 25-30 min</p>	<p>3. <u>Modified Quidditch (with progressions)</u></p> <ul style="list-style-type: none"> • Focus: <ul style="list-style-type: none"> -Maintaining possession, shooting to score, defending a goal, responding to external stimuli • Objective: <ul style="list-style-type: none"> -Score as many points on opposing team in allotted time by shooting quaffles through the rings • Set-Up: <ul style="list-style-type: none"> -2 teams will be playing while the other two teams will be observing/coaching their peers from the sideline. Quaffle and bludgers will be lined up in the middle of the gym, and teams will be lined up on opposing baselines. On the whistle players will mount their brooms and retrieve the balls to begin the game • Rules: <ul style="list-style-type: none"> -Each team will have 3 chasers (these players manipulate the quaffle and can score points), 2 beaters (these players manipulate the bludgers and can temporarily eliminate other players from game-play) , and a goalie (this player defends the chasers from trying to score points with the quaffle) <p>(TEACHING CUE: emphasize the chasers’ role as attacking players and the beaters’ role as defending players. Encourage students to consider this when strategizing)</p> <ul style="list-style-type: none"> -All players must have their broom between their legs and one hand on the broom at all times -Points are earned when quaffle is scored through the rings - all three rings are worth 10 points. -For teams with an extra player - substitutions will be made “on the fly” during gameplay by tagging in your teammate on the sidelines. -Beaters can use bludgers to hit any opponent, except the keeper, with or without the ball. -A player is knocked out if that player is struck by a live bludger (dodgeball) anywhere on the player’s body (below the head) and broom, including fingers holding a ball. -Every opposing player struck by a live bludger (below the head) is 	<p>Materials</p> <ul style="list-style-type: none"> -2 sets of Quidditch rings (1 set = 3 hula hoops taped together, and suspended to basketball net) -1 volleyball -3 dodgeballs -24 pool noodles/broomball sticks -small agility ball -rules and terms on chart paper. See Appendix B
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	<p>subject to the knockout effect and must return and touch their team hoops.</p> <p>-After being struck by a bludger a player must complete the following procedure, in order, before becoming eligible to participate in the game:</p> <ul style="list-style-type: none"> ○ Immediately give up possession of any ball by dropping it. i. The player must not pass, toss, roll, or the ball, unless completing a natural motion already begun ○ Dismount from their broom. ○ Retreat back to their own hoops and touch part of any hoop ○ Remount their broom immediately, before leaving the vicinity of the hoops <p>*The snitch component of this game was eliminated, due to safety concerns related to space. This game can be played on a field as well, therefore if space is permitted, then the snitch can be included.</p> <ul style="list-style-type: none"> • The snitch is a yellow agility ball and is thrown into the game with one minute left • During this time, one player is chosen to be a seeker on each team, and their goal is obtain the snitch • While the game is being played, players on both teams will be kicking the snitch around the gym/field until a seeker catches it • Once it has been caught, 20 points will be awarded to that team • Traditionally, once a snitch has been caught, the game is over, however the snitch will continue to be released into the game until the last minute is up <p>Progression 1: Only play with chasers and goalies (no beaters or bludgers). Students can take up to three steps with the quaffle.</p> <p>Progression 2: Incorporate beaters and bludgers. Students can take up to 3 steps with the quaffle.</p> <p>Progression 3: Students can take unlimited steps with quaffle.</p> <p>Progression 4: Incorporate the snitch!</p>	
	<p>Question #4 (walk-and-talk in pairs): How did the bludgers affect the game-play?</p>	
<p>Time: 5 minutes</p>	<p>After: Consolidation & Connection</p> <ol style="list-style-type: none"> 1. What are 3 rules, skills, and strategies used to play Quidditch? 2. How would you modify this game for someone who has an injury? 3. Hand-out: Territory Games Reflection (see Appendix C) 	<p>Materials</p> <p>-N/A</p>

Assessment Opportunities

Observation: (Assessment for/as Learning):

- Peer-mediated: the team on the side lines would coach a team playing and provide feedback after their game
- Teacher-mediated: On-going anecdotal notes

Conversation: (Assessment for/as Learning):

- In between game conversation in pairs, in teams, and with the class about strategy.
- Thumbs-up, thumbs-down in relation to understanding of rules

Product: Territory Games Reflection Assignment (Assessment of Learning):

- Students must answer the following three questions on a separate sheet of paper:
 - What game/sport played in class was the most helpful in your understanding of territory games?
 - What are two offensive strategies and two defensive strategies that you learned in this unit?
 - Pick a game that we played this week. How would you change the game to make it more inclusive?

Next Steps

- This is the final lesson of the territory games unit - next unit will be Net/Wall games
- Collect Reflection Assignment in one week

Appendix A: Quidditch Terms

Equipment	Quidditch Term	Description
Volleyball	Quaffle	Used to score points – 1 per game
Dodgeball	Bludger	Used to tag opponents in order to send them back to hoops – 3 per game
Pool Noodle/Broomball Stick	Broomstick	Used to “fly” around pitch – must keep one hand on broom at all times
Hula-hoops	Hoops	Used as nets to score points on – 10 points each
Agility Ball	Snitch	Released with a minute left in the game – counts as 15 points if caught
Position	Quidditch Term	Description
Defensive Players	Beaters	Players that handle the bludgers – 2 per team
Offensive Players	Chasers	Players that handle the quaffle and can score points – 3 per team
Goalie	Keeper	Players that defend the hoops – 1 per team
Designated Attacking Player	Seeker	One designated player on the pitch who can capture the snitch

Appendix B: Quidditch Rules, Terms, and Assessment Questions

Quidditch Rules:

- ① Must keep 1 hand on broom at all times (and broom b/w legs)
- ② Beaters use bludgers to hit opponents.
- ③ A player struck by a bludger must return and touch their team's rings before they are back in play (unless the chaser catches the bludger the knockout effect does NOT occur!)
 - * When retreating back to own hoops DISMOUNT broom
 - * REMOUNT broom immediately after touching hoops to return to play
- ④ Points are earned when the quaffle passes through a ring
 - * Each is worth 10 points
- ⑤ Substitutions made on the fly for teams w/ extra players via a tag

Quidditch Terms:

- Quaffle → volleyball
↳ used to score points
- Bludgers → dodgeballs
↳ sends opponents back to hoops
- Chasers → carry/pass quaffle
↳ score points
- Beaters → throw bludgers
↳ attack opponents
- Keeper → goalie
↳ one per team
- Hoops → "nets"
↳ 10 points each

Questions:

Activity 1

- ① As a team, discuss the skills + strategies used to retrieve the quaffles.

Activity 2

- ② What are some strategies you used to successfully score points?

Activity 3

- ③ How do the bludgers affect game play?
- ④ How would you modify this game for someone who has a leg injury?
- ⑤ What rule could you change to increase physical fitness?
- ⑥ What transferable skills are evident in Quidditch?

Appendix C: Territory Games Reflection

1. What game/sport played in class was the most helpful in your understanding of territory games? [5]

2. What are two offensive strategies and two defensive strategies that you learned in this unit? [5]

3. Pick a game that we played this week. How would you change the game to make it more inclusive? [5]

<p><u>Mark:</u></p> <p>/15</p>
