**LESSON PLAN**

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| **Subject**  PE | | **Class**  9G | **Unit**  Minor Games | **Topic**  Cooperative games |
| **Achievement Objective(s)**  Demonstrate willingness to accept challenges in a variety of physical activities | | | | |
| **Learning Outcome(s) and/or Learning Intentions**  *What should the students learn?*   * Demonstrate interpersonal skills in the cooperative games | | | **Assessment and/or Success Criteria**  *How do we know what we have learnt?*   * Observe body language and communication with team mates to solve problems * Ask the students at the end what interpersonal skills they used and why/why not they were successful | |
| **Key Competency Focus**  *How is this key competency developed in this lesson?*  Relating to others – in groups, students will be required to work cooperatively together to be successful in games or solve problems (knot game/milly, molly, moe and joe) | | | | |
| **Time** | **Activities** | | **Questions** | |
| *5min*  *5min*  *10min*  *10min*  *10min*  *5min*  *5min* | Get changed  WARM UP  Milly, Molly, Moe and Joe  (see instructions attached)  Game1: Jail  See instructions attached  Game 2: Hakariki  See instructions attached  Game 3: Knot game  See instructions attached  Debrief + gear away  Get changed | | **What interpersonal skills are you using to achieve success in this game?**   * **Lie down if you hated that, sit/kneel if it was ok and stand up tall if you really enjoyed those games** * **Lie down if you think you were terrible at working as a team today, sit/kneel if you thought you did ok, and stand tall if you think you demonstrated good interpersonal skills (e.g. communication, team strategies etc.)** * **Think of one thing you want to improve on for next time** | |
| **Equipment**  Jail: 4 \* noodles  Hakariki: 2 \* foam balls, cones  **Resources** | | | | |
| **Teacher Evaluation**  *Student achievement – where to next?*  *Teacher practice – what have I learnt?*  *what will I change?* | | | | |

**Milly, Molly, Mo and Jo**

In groups of 4, Name yourselves Milly, Molly, Mo and Jo. Milly, Molly and Mo hold hands or link arms and protect Mo from getting tagged by Jo. When Jo tags Mo, or time is up (teacher says)... change around names so that everyone gets a go at being Mo and Jo.

**Jail**

Aim: To escape from jail by high 5-ing civilians 10 times without them being sent to jail.

Equipment: 4 noodles, cones

To play:Prisoners stand in the middle circle with their arms out in front of them, ready to be high fived on both hands (i.e high 10); cops stand in the next circle out with a noodle each. Civilians start in outer circle

To escape prison, you have to get 10 high 10s (2 handed high 5) from the civilians (you can accumulate these). If a civilian gets hit by a cop when inside the middle circle, they get sent to jail and have to then try to escape. Change around the cops as you wish.

**Hakariki**

3 circles – like jail. Traditionally, one student stands in the middle circle, 3 defend that person, and 4 try to get the ball into the player in the middle. With more people, you could have 2 in the middle, 5 defending them and 7 attackers trying to get the ball into their middle players.

Modifications: Scoring: 1 point for each successful catch by middle people, 2 points if caught after a bounce pass in. Can have 2 games going at once, or one group could be playing this whilst another group is playing the knot game. Get teams to discuss what strategies they are using to communicate/relate with each other to score

**Knot game**

Students stand in a circle and raise their right hand, reach across circle and hold someone’s hand on the opposite side. Raise left hand and do the same thing. Make sure everyone is holding hands, and not with their next door neighbour. Aim: to untangle the knot – good interpersonal game. Can be played as a whole class or in small groups