

EDPE 3100 Physical and Health Education.
Lesson Plan Rubric. Time 22-25 minutes

Lesson Title: Capture the Flag Lesson #: 1. Date: November 14th, 2024

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Remember to include a Brain Break at a time you think will fit well in the classroom lesson.

(2) Rationale:

The main goal of this lesson is for students to move their bodies, encourage their classmates and collaborate. In this activity students are encouraged to communicate a plan of action., This will allow for children to connect with each other, communicate different roles (offense, defense) and cheer each other on.

(6) Core Competencies: (found at <https://curriculum.gov.bc.ca/competencies>)

Communication	Thinking	Personal & Social
<ul style="list-style-type: none">- Students will respectfully collaborate with their team, communicating plans and adapting as needed.- Students are working together for a common goal, developing their communication strategies.	<ul style="list-style-type: none">- Students think about a plan of action. Who will be in offence and who will be in defense? How can we include our entire team?- Students also learn to analyze the other teams' strategies and what strategies they can implement.	<ul style="list-style-type: none">- Students reflect on their surroundings developing spatial and social awareness.- This activity allows them to work individually (focusing on their own actions) and collaboratively (observing how their own actions affect those around them).

(4) Big Ideas: (found at https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en_phe_k-10_big_ideas.pdf)

Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.
Physical literacy and fitness contribute to our success in and enjoyment of physical activity.

(4) Learning Standards (found under each grade)

Curricular Competencies (DO)	Content (KNOW)
CC2 - Develop and apply a variety of movement concepts and strategies in different physical activities. CC4 - Develop and demonstrate safety, fair play, and leadership in physical activities.	C1 - Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills. C4 - How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.

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

Instructional Objectives (Students Will Be Able To SWBAT)	Assessment
<ul style="list-style-type: none">- Students will be able to respectfully collaborate and communicate an effective strategy for capture the flag and adapt it as needed- The students will make sure everyone is included (defense, offence and cheering each other on)	<p>Students will be assessed on their participation in the game and their willingness to try different positions.</p> <p>They will also be assessed on if and how they encourage their teammates.</p>

(2) Prerequisite Concepts and Skills:

Students will have to be pre-exposed to teamwork as this will develop this skill. Students must understand how tag games work and be willing to listen and follow rules and expectations. In addition, they must be willing to participate and try in some format. It is wise for the students to have some knowledge of classic capture the flag as this will include quadrants rather than the classic variation.

(4) Indigenous Connections/First Peoples Principles of Learning (FPPL):

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

<https://firstpeoplesprinciplesoflearning.wordpress.com>

Learning involves patience and time

Teamwork can be difficult at times and students must have patience. We do not need to be best friends with everyone but we must be patient and give each other grace.

(4) Universal Design and Learning (UDL) & Differentiate Instruction (DI):

UDI- Before the students play the teacher will demonstrate how to play, going over the rules verbally and visually. The teacher will give time for questions to allow for clarity. If the teacher has access to technology, they can play a video with closed captions to support those with auditory struggles.

DI: If there are students with mobility issues they are allowed to walk instead of run, cheer each other on or have the option to help the teacher. This student could also play the role of team captain, cheering on their team and giving encouragement and/or strategy tips. This could also work for those who feel discouraged about group sports. It is important to remind everyone that this is about moving our bodies and having fun.

(3) Materials & Resources

- **Bean bags or stuffed animals to act as flags (having multiple adds for longer playing time).**
- **Whistle**
- **Access to a gymnasium or field.**

- cones (act as boundary markers)
 - hula hoops act as jail and safe zone with flags (bean bags)
- Pinnies or arm bands for differentiating teams

(8) Lesson Activities:

Teacher Activities	Student Activities	Time
<p>(Introduction-Explain & Demonstrate)</p> <p>-Play follow the leader (teacher), copying the leaders moves</p> <p>The teacher ends the warmup in a circle demonstrating activating stretches, describing how the game will work</p> <p>Describe how the game will work and show a demonstration</p> <p>-This is a variation of the classic capture the flag</p> <p>-There will be 4 teams (quadrants)</p> <p>-The boundaries will be set up with cones. The players all start on their designated side</p> <p>-Each quadrant will have 5-10 beanbags or stuffed animals each to act as the “flags”</p> <p>-The goal of the game is to have all the bean bags in your hoop. If you get tagged you go to jail</p> <p>-you get out of jail if a member from your team rescues you by coming to you.</p> <p>- Demonstrate safely tagging other students, where to go when you get tagged.</p> <p>-Ask each student to come grab a band out of their bag without looking into it.</p> <p>-Once they’ve chosen their color they will stand off to the side. Once groups are randomly</p>	<p>-Students follow the teachers movements warming up their bodies prior to stretching</p> <p>-Students follow the teacher while listening to the expectations</p> <p>-Once the students are warmed up, they will watch the demonstration and ask any last questions they have</p> <p>-Students partake in the demonstration showing how to respectfully tag one another.</p> <p>-They demonstrate what puppy guarding looks like and how to respectfully guard your zone.</p> <p>-Students will be randomly sorted into groups by picking a colored band out of the bag.</p> <p>- It is important for the team members to</p>	<p>3-5 minutes</p> <p>5-10 minutes</p>

<p>assigned, they can begin to make a team strategy.</p> <p>Practice and Application</p> <ul style="list-style-type: none"> -Teacher checks in to make sure the teams are ready to play ensuring they are organized with a plan ready to encourage their teammates -The objective is for the students to bring all the beanbags to their hoop or at least ending with the most beanbags, making sure no one steals theirs <p>Once many people are in jail the teacher can call jail break freeing students back to their teams.</p> <p>The four quadrants allow for the game to take a while as one team must secure all “flags” for a new round to begin.</p> <p>If the “flags” were captured relatively quick, the teacher can switch up teams or allow the students to play multiple rounds.</p> <p>Closure and Warm Down:</p> <p>Once the time has come to an end The teacher gathers the students in a circle and cool down stretching after moving their bodies.</p> <p>The teacher uses this time to go around the circle and have each</p>	<p>strategize and make sure they have people in both offense (running to get bean bags) and defense (guarding their side)</p> <ul style="list-style-type: none"> -Students make sure they have communicated an effective plan and are ready to play -students begin to play working as a team to make sure some people are defending their “flags” while others are collecting the other teams “flags.” <p>The students test out their strategies adapting as they see fit</p> <p>Students follow the teachers stretches colling their bodies down.</p>	
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<p>student share one thing they enjoyed from the game</p> <p>The teacher reminds the students that we can be kind to our bodies and move in fun and unique ways. It is important to thank your body for moving.</p>	<p>-Students share what they enjoyed from the activity, thanking their bodies for movement.</p>	
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(2) Cross Curricular:

You could have teams come up with country names and make the correlating flag. This could incorporate both social studies and art. You could also incorporate math through keeping score of the bean bags and seeing how many you started with and ended with.

(2) Organizational Strategies:

We will first start by having students follow the leader ending in a circle ready to go over instructions.

The expectation is that students will raise their hands if they have a question.

If the students begin calling out questions without raising hands the teacher will use an **attention grabber strategy: Clapping strategy or using whistle**

There will also be water breaks after each round.

(2) Proactive, Positive Classroom Learning Environment Strategies:


- The students will be constantly encouraged to cheer each other on
- They are encouraged to work as a team and collaborate positively

(3) Extensions:

- This game is currently an extension on classic capture the flag which uses two teams. Another class extension could include adding more or less “flags”
- This activity could be extended to other subjects by having students create their own country, flag and anthem.
- This allows for cross curricular incorporation and creativity.
- You could also ask students to come up with their own rules in groups.
- The teacher could then create a class rule sheet from those rules, allowing the students to vote on which rules they keep.

Rubric:

Effort /5 (Effort ☺)	Teamwork /5 (shared responsibility)	Organization /5 (order of information made sense)	Thoroughness /5 (addressed all sections with understanding)	Positivity /5 (respectful & encouraging)
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Proficiency Scale¹				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.