

APPENDIX A: PROGRAM PLANNING TEMPLATES AND EXAMPLES

YEAR PLAN FOR _____

Dates:	September	October	November	December	January
Dimension					
Unit/Activity Choices					
General Outcomes					
Specific Outcomes					
Assessment/ Evaluation/ Communication					
Resources/ Facilities					

YEAR PLAN FOR _____

Dates:	February	March	April	May	June
Dimension					
Unit/Activity Choices					
General Outcomes					
Specific Outcomes					
Assessment/ Evaluation/ Communication					
Resources/ Facilities					

YEAR PLAN FOR Physical Education – Grade 5

Dates:	September	October	November	December	January
Dimension	Games	Games Dance	Dance Alternative Environment	Dance Alternative Environment Games	Types of Gymnastics Alternative Environment
Unit/Activity Choices	Games – cooperative – net/wall – target – invasion	Games – locomotor/ nonlocomotor sequences – Laban’s concepts	Dance – creative/folk – present dance sequences Aquatics	Dance – present movement sequences Aquatics Ice Sports – ice hockey, skating	Types of Gymnastics – safety–balance, weight bearing – landings Cross-country Skiing
General Outcomes	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...For Life!
Specific Outcomes	Games A5-1, A5-2, A5-5, A5-11 B5-2, B5-4 C5-1, C5-3, C5-5 D5-3, D5-6	Games Dance A5-3, A5-4, A5-8 B5-4 C5-6 D5-2, D5-4, D5-6	Dance Alternative Environment – aquatics A5-2, A5-7 B5-2, B5-7, B5-8 C5-1, C5-4 D5-1, D5-5, D5-7, D5-9	Dance Alternative Environment – aquatics, skating, winter festival A5-5, A5-7 B5-2, B5-3, B5-6 C5-1, C5-4, C5-6 D5-3, D5-4, D5-5, D5-8	Types of Gymnastics A5-1, A5-2, A5-3, A5-4, A5-12 B5-4 D5-4, D5-7, D5-9 Alternative Environment –cross-country skiing A5-6 B5-1, B5-2, B5-3, B5-4, B5-6 C5-1 D5-4, D5-5, D5-6, D5-9
Assessment/ Evaluation/ Communication	Rubric Observation Checklists Course outline	Rubric Observation Checklists Individual feedback	Videotape presentations Observation Progress Report	Journal writing Participation lists/records Analytic Rating Scale	Videotape class activities Dialogue/observation Fitness measures
Resources/ Facilities	Gymnasium Fields	Gymnasium	Gymnasium Community Pool	Gymnasium Community Pool and Rink	Gymnasium Field

YEAR PLAN FOR Physical Education – Grade 5

Dates:	February	March	April	May	June
Dimension	Types of Gymnastics Alternative Environment	Dance Individual Activities	Individual Activities	Individual Activities Alternative Environment	Games Individual Activities Alternative Environment
Unit/Activity Choices	Types of Gymnastics – routines – dismount/springs Ice Sports – broomball, skating	Dance – from around the world Badminton (modified) – skills/strategies	Badminton – strategies/mini-games Skipping Track and Field	Track and Field Life Saving	Games (fielding) – T-ball – softball – variations of the above Track and Field Aquatics – fun day
General Outcomes	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...For Life!	C – Cooperation
Specific Outcomes	Types of Gymnastics Alternative Environment (refer to January for details)	Dance Individual Activities – badminton A5–5, A5–6, A5–10 B5–2 C5–2, C5–6 D5–1, D5–6, D5–8, D5–9	Badminton Individual Activities – skipping A5–1, A5–2, A5–6 B5–2, B5–3, B5–6, B5–7 C5–5 D5–3, D5–7, D5–8 Individual Activities – track and field A5–1, A5–6, A5–13 B5–1, B5–6 C5–3 D5–2, D5–4, D5–7, D5–8	Track and Field Life Saving A5–2, A5–5, A5–7 B5–4, B5–6 C5–1, C5–4 D5–2, D5–5, D5–9	Games Track and Field Aquatics C5–4, C5–5, C5–6
Assessment/Evaluation/Communication	Analytic Rating Scale PE Newsletter	Videotape Rubric Checklists Observation Questionnaire	Refer to March Student-led conferences	Rubric Journal writing Observation Individual feedback	Rubric Observation Questionnaire Progress Report
Resources/Facilities	Gymnasium Community Rink	Gymnasium	Gymnasium Fields	Fields	Fields Community Pool

YEAR PLAN FOR Physical Education – Grade 7

Dates:	September	October	November	December	January
Dimension	Games Individual Activities	Alternative Environment Games	Games Individual Activities	Games Dance	Types of Gymnastics
Unit/Activity Choices	Cooperative Games Soccer Walking/Cycling	Orienteering Volleyball Aquatics – swimming – games	Team Handball Ice Activities – skating – games	Basketball Dance – folk	Gymnastics – rhythmic Choice of Activities
General Outcomes	A – Activity B – Benefits Health D – Do It Daily...For Life!	A – Activity C – Cooperation D – Do It Daily...For Life!	A – Activity C – Cooperation D – Do It Daily...For Life!	A – Activity C – Cooperation D – Do It Daily...For Life!	A – Activity C – Cooperation D – Do It Daily...For Life!
Specific Outcomes	A7-1, A7-2 B7-2, B7-3, B7-4, B7-6, B7-7 D7-1, D7-2, D7-3, D7-4	A7-1, A7-4, A7-5, A7-6, A7-7 C7-3, C7-4 D7-3, D7-8	A7-1, A7-3, A7-10 C7-5 D7-3	A7-8, A7-9 C7-3, C7-6 D7-6, D7-7	A7-12 C7-4, C7-6 D7-3, D7-4
Assessment/ Evaluation/ Communication	Observations – checklists – conferences Learning Logs – journals	Observations – checklists Performance Tasks – demonstrations Newsletter	Observations – checklists Analytic Rating Scale Progress Report	Observations – checklists – conferences Rubric	Performance Tasks – demonstrations
Resources/ Facilities	Gymnasium Field Neighbourhood Trails	Field Gymnasium Community Pool	Gymnasium Community Arena	Gymnasium	Gymnasium

Note: Units vary from 2 to 3 weeks each (6-12 lessons).

YEAR PLAN FOR Physical Education – Grade 7

Dates:	February	March	April	May	June
Dimension	Types of Gymnastics Games	Alternative Environment Individual Activities	Games Dance	Individual Activities	Games
Unit/Activity Choices	Gymnastics Cooperative Games	Snow Activities – games – snowshoeing	Floor Hockey Dance – line, social	Track and Field Combatives – wrestling	Softball Choice of Activities
General Outcomes	C – Cooperation	A – Activity B – Benefits Health D – Do It Daily...For Life!	A – Activity C – Cooperation D – Do It Daily...For Life!	A – Activity C – Cooperation	D – Do It Daily...For Life!
Specific Outcomes	C7-1, C7-3	A7-5, A7-7 B7-1, B7-2, B7-8 D7-2, D7-5	A7-11 C7-3, C7-6 D7-3	A7-6, A7-13 C7-2, C7-3, C7-4, C7-6	D7-1, D7-2, D7-9
Assessment/ Evaluation/ Communication	Performance Tasks – demonstrations Analytic Rating Scale	Observations – checklists Learning Logs – journals Progress Report	Observations – checklists – conferences Rubric Student-led conference	Learning Logs – journals Observations – checklists	Checklists Learning Logs – journals Progress Report
Resources/ Facilities	Gymnasium	Field Gymnasium	Gymnasium	Field Gymnasium	Field Gymnasium

YEAR PLAN FOR Physical Education 10 – Semester 1

Dates:	September	October	November	December	January
Dimension	Games	Games Alternative Environment Individual Activities	Games Individual Activities Alternative Environment	Types of Gymnastics Individual Activities Games	Dance Alternative Environment
Unit/Activity Choices	Cooperative Activities Volleyball Soccer/Speedball Rugby	Flag Football Aquatics – strokes, entries, rescues Bowling Team Handball	Basketball Weight Training Ice Activities – skating – broomball Badminton	Gymnastics – floor exercise First Aid – emergency Low Organization Games – net/wall – target	Dance – social, line Snow Activities – snowshoeing – cross-country skiing Choice of Activities
General Outcomes	A – Activity C – Cooperation D – Do It Daily...For Life!	A – Activity C – Cooperation D – Do It Daily...For Life!	A – Activity B – Benefits Health D – Do It Daily...For Life!	A – Activity C – Cooperation D – Do It Daily...For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...For Life!
Specific Outcomes	A10-1, A10-5, A10-10, A10-11 C10-1, C10-3 D10-1, D10-3, D10-4	A10-1, A10-5, A10-7, A10-10 C10-4, C10-6 D10-5, D10-8	A10-1, A10-3, A10-5, A10-6, A10-7, A10-10, A10-13 B10-1, B10-2, B10-3, B10-4, B10-5, B10-6 D10-3	A10-12 C10-5, C10-6 D10-3, D10-5	A10-8, A10-9 B10-7, B10-8 C10-2, C10-3, C10-5 D10-2, D10-6, D10-8, D10-9
Assessment/ Evaluation/ Communication	Observations – checklists – conferences Course outline	Analytic Rating Scale Observations – checklists Learning Logs – journals	Projects – reports Observations – checklists Progress Report	Test – written Performance Tasks – demonstrations Student-led conference	Observations Learning Logs Rubric Progress Report
Resources/ Facilities	Gymnasium Field	Field Community Pool Bowling Lanes Gymnasium	Gymnasium Wrestling Room Community Arena	Gymnasium Wrestling Room	Gymnasium Field

Note:

- 1 unit/week.
- This sample is for a 5-credit course for one semester.

YEAR PLAN FOR Physical Education 10 – Semester 2

Dates:	February	March	April	May	June
Dimension	Games Individual Activities	Individual Activities Alternative Environment Types of Gymnastics	Dance Alternative Environment Games	Games	Individual Activities Games
Unit/Activity Choices	Cooperative Activities Badminton Team Handball Basketball	Ice Activities – skating – broomball Weight Training First Aid – emergency Skiing – downhill Gymnastics	Dance – social, line Aquatics – strokes, entries, rescues Soccer/Speedball Rugby	Flag Football Lacrosse Volleyball Low Organization Games – net/wall – target	Bowling Softball Choice of Activity
General Outcomes	A – Activity C – Cooperation	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...For Life!	A – Activity C – Cooperation D – Do It Daily...For Life!	A – Activity C – Cooperation	B – Benefits Health C – Cooperation D – Do It Daily...For Life!
Specific Outcomes	A10-1, A10-3, A10-5, A10-6, A10-10, A10-11 C10-1, C10-3	A10-12 B10-1, B10-2, B10-3, B10-4, B10-5, B10-6 C10-5, C10-6 D10-3, D10-4, D10-5	A10-1, A10-5, A10-7, A10-8, A10-9, A10-10 C10-3, C10-4, C10-5, C10-6 D10-2, D10-3	A10-1, A10-5, A10-10, A10-13 C10-3, C10-6	B10-7, B10-8 C10-2, C10-4, C10-6 D10-2, D10-6, D10-8
Assessment/ Evaluation/ Communication	Observations – checklists – conferences Performance Tasks – demonstrations Rubric	Projects – report Performance Tasks – demonstrations Test – written	Observations – checklists Learning Logs – journals Fitness Appraisal	Observations – checklists Goal Setting Reflection	Learning Logs Analytic Rating Scale Progress Report
Resources/ Facilities	Gymnasium	Community Arena Wrestling Room Ski Hill Gymnasium	Gymnasium Community Pool Field	Field Gymnasium	Bowling Lanes Field Gymnasium

Note:

- 1 unit/week.
- This sample is for a 5-credit course for one semester.

ACTIVITY CHOICES TO CONSIDER IN PLANNING

Students can achieve the intent of the four general outcomes through a variety of movement experiences. To meet the aim of the program and address all outcomes, programs are to include alternative environment activities, dance activities, games, types of gymnastics and individual activities.

The following are not prescribed nor mandatory activities but include some suggestions that may be taught to address the student learning outcomes. Decisions about activities to be offered will be based on many considerations; e.g., safety and jurisdictional policy, student needs, facilities and equipment, teacher expertise, and time allocation for the program.

Kindergarten to Grade 6

Alternative Environment	Dance	Games	Types of Gymnastics	Individual Activities
<p>Aquatics</p> <ul style="list-style-type: none"> - water adjustment - survival techniques - stroke development - water games - water safety <p>Water-based</p> <ul style="list-style-type: none"> - canoeing - rowing <p>Outdoor Pursuits</p> <ul style="list-style-type: none"> - hiking - backpacking - camping - orienteering - snowshoeing - skiing - snowboarding - skating—ice and inline - horseback riding - walking - cycling - tobogganing - wall climbing <p>Creative Playgrounds</p> <ul style="list-style-type: none"> - safety - movement - balance - travel 	<p>Rhythmic/Creative</p> <ul style="list-style-type: none"> - singing and clapping games - aerobic dance - interpretive dance - modern dance - tinkling <p>Multicultural</p> <ul style="list-style-type: none"> - folk dance - square dance - creative folk dance <p>Contemporary</p> <ul style="list-style-type: none"> - line dance - jive - partner dance - country and western dance - percussive dance <p>Aboriginal</p> <ul style="list-style-type: none"> - Métis jigging - First Nations round dance - Métis reel 	<p>Innovative</p> <ul style="list-style-type: none"> - creative or novel games - initiative tasks - cooperative games - challenge games - parachute activities - multicultural games - skipping games - ball activities - beanbag activities - hoop activities - scooter games - tag games - schoolyard games - tarmac games - snow games - tetherball - environmental games - plastic disc games <p>Goal-oriented</p> <ul style="list-style-type: none"> - soccer-type games - basketball-type games - football-type games - hockey-type games—field, floor, ice - ringette - team handball - lacrosse-type games - broomball-type games - softball-type games - scoopball <p>Net and Wall</p> <ul style="list-style-type: none"> - volleyball-type games - paddle-type games - badminton-type games - pickleball - table tennis - wall handball - netball <p>Target</p> <ul style="list-style-type: none"> - bocce - bowling - curling-type games - golf-type games - croquet 	<p>Educational</p> <p>Floor and Equipment</p> <ul style="list-style-type: none"> - safety - balances - travels - shapes - suspensions - flight—takeoff and landing - rotations - sequence development <p>Rhythmic</p> <ul style="list-style-type: none"> - hoop - ball - ribbon - scarf - rope - lummi sticks - gymnastic balls - sequence development <p>Acrobatic</p> <ul style="list-style-type: none"> - tumbling - balances/pyramids 	<p>Track and Field</p> <ul style="list-style-type: none"> - running events - jumping events - throwing events <p>Individual Manipulative</p> <ul style="list-style-type: none"> - juggling—hand, foot - skipping <p>Training Programs</p> <ul style="list-style-type: none"> - circuits - stations - running activities - rope jumping - triathlon-type activities <p>Movement Arts</p> <ul style="list-style-type: none"> - tai chi <p>Combatives</p> <ul style="list-style-type: none"> - tug-of-war

ACTIVITY CHOICES TO CONSIDER IN PLANNING

Students can achieve the intent of the four general outcomes through a variety of movement experiences. To meet the aim of the program and address all outcomes, programs are to include alternative environment activities, dance activities, games, types of gymnastics and individual activities.

The following are not prescribed nor mandatory activities but include some suggestions that may be taught to address the student learning outcomes. Decisions about activities to be offered will be based on many considerations; e.g., safety and jurisdictional policy, student needs, facilities and equipment, teacher expertise, and time allocation for the program.

Grade 7 to Grade 12

Alternative Environment	Dance	Games	Types of Gymnastics	Individual Activities
Aquatics – water adjustment – survival techniques – stroke development – snorkelling – scuba diving – water games – diving – synchronized swimming – water safety Water-based – canoeing – rowing – kayaking – sailing – sailboarding – water skiing Outdoor Pursuits – hiking – backpacking – climbing—rock, wall – camping—winter, summer – orienteering – snowshoeing – skiing – snowboarding – skating—ice, inline – horseback riding – walking – cycling – tobogganing – luge	Rhythmic/Creative – aerobic dance – interpretive dance – modern dance – stomp Multicultural – folk dance – square dance Contemporary/Social – line dance – jive – partner dance – country and western dance – swing Jazz – traditional – hip-hop – funk Ballroom/Social – waltz – fox trot – tango – Latin style – two-step – polka Aboriginal – Métis jigging – First Nations round dance – Métis reel	Innovative – creative or novel games – initiative tasks – cooperative games – challenge games – multicultural games Goal-oriented – softball – cricket or rounders – soccer – basketball – touch football – hockey-type games—field, floor, ice – team handball – lacrosse (field) – rugby – broomball – ringette – plastic disc games Net and Wall – volleyball – tennis – badminton – pickleball – table tennis – handball – netball – racquetball – squash – Asian foot volleyball – lacrosse – tchouk ball Target – archery – bocce – bowling – curling – golf – trapshooting – croquet – horseshoes	Rhythmic – hoop – ball – ribbon – scarf – rope – lummi sticks – gymnastic balls Artistic – floor exercises – uneven bars – parallel bars – high bar – vault box – pommel horse – rings – balance beam Acrobatic – tumbling – balances/pyramids Educational Floor and Equipment – balances – travels – shapes – suspensions – flight – rotations – sequence development	Athletics—Track and Field – running events – jumping events – throwing events Combatives – fencing – wrestling – self-defense – martial arts Individual Manipulatives – juggling—hand, foot – skipping Training Programs – aerobics – rope jumping – walking – jogging – lap swimming – cycling/mountain biking – use of exercise equipment – weight training – inline skating – circuit – plyometrics – triathlon Movement Arts – tai chi – yoga

UNIT PLAN

Grade: _____

Resources: _____

Dimension/Unit: _____

Dates: _____

Equipment: _____

Lesson	General Outcomes	Specific Outcomes	Learning Activities/Teaching Strategies	Assessment/ Evaluation/ Communication	Safety Considerations

UNIT PLAN

Grade: 10
Dimension/Unit: Games/Team Handball
Dates: October 23–30 (Semester 1), March 6–13 (Semester 2)

Resources: *Survival Kit for the Introduction of Team Handball* See LRDC
Equipment: 15–30 Team Handballs, 3 sets of pinnies, 10–12 pylons, goals





Lesson (64 min.)	General Outcomes	Specific Outcomes	Learning Activities/Teaching Strategies	Assessment/Evaluation	Safety Considerations
1	A – Activity C – Cooperation D – Do It Daily...For Life!	A10–5 C10–4 D10–1 D10–4	<ul style="list-style-type: none"> determine student knowledge/expertise outline unit outcomes outline history of Team Handball (THB) introduce ball handling introduce passing mini cross court games 	Observation—conference regarding leadership in THB	<ul style="list-style-type: none"> activity readiness ball to be shot below waist use of goal crease
2	A C D	A10–1 A10–3 A10–5 C10–3 D10–3	<ul style="list-style-type: none"> brief verbal review of lesson 1 review ball handling, passing, receiving introduce footwork introduce general shooting introduce defensive play (2-on-2) mini cross court games 	Peer Observation—checklist of basic skills	<ul style="list-style-type: none"> ball to be shot below waist no contact on defence
3	A C D	A10–1 A10–3 A10–5 C10–6 D10–2 D10–3	<ul style="list-style-type: none"> brief verbal review of lesson 2 review skills from lessons 1 and 2 introduce specific shots combine passing, shooting, defence (3-on-3) explain/demonstrate full team/court set up full court games 	Observation—conference regarding basic skills and teamwork	<ul style="list-style-type: none"> explain/demonstrate how to set up goals do not limit shot, but stress use of hands/arms on defence call “dangerous shot” (local modification—no shots at goal from outside of 9 metre line)
4	A C	A10–10 C10–3 C10–6	<ul style="list-style-type: none"> brief review of lesson 3 review shooting review combination of passing, shooting, defence (3-on-3) explain/demonstrate player positions and responsibilities explain/demonstrate offensive/defensive strategies full court games 	Observation—conference regarding basic skills and teamwork	<ul style="list-style-type: none"> explain/demonstrate acceptable limited contact (offence/defence) call “dangerous shot”
5	A C D	A10–5 C10–6 D10–3	<ul style="list-style-type: none"> brief review of lesson 4 introduce free throw introduce penalty shot pre-tournament preparation <ul style="list-style-type: none"> establish teams/positions team skill/strategy practice full court games 	Rubric—basic Team Handball skills/strategies	<ul style="list-style-type: none"> include 2 referees—each team to identify potential referees referees to call game closely to prevent accidents
6	A C D	A10–5 C10–3 D10–8 D10–9	<ul style="list-style-type: none"> brief verbal review of lesson 5 discuss school/community Team Handball opportunities pre-tournament practice tournament play 	Rubric—basic Team Handball skills/strategies	<ul style="list-style-type: none"> include 2 referees—each team to identify potential referees referees to call game closely to prevent accidents

Note:

- Warm-ups and cool-downs are a part of each lesson.
- Rules are introduced on a needs basis, as part of the learning activities and the game situation.

Physical Education Lesson Plan

Grade: _____ Lesson/Unit: _____ Date: _____

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
Specific Outcomes													

Introduction/Warm-up

Assessment/Evaluation

Learning Activities/Teaching Strategies

Closure/Cool-down

Equipment	Safety Considerations





Physical Education Lesson Plan

Grade: 3

Lesson: Sponges Galore

Date: _____

Unit: Low Organization Activities

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily... For Life!			
	✓		✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓		✓			✓	✓		✓	✓	✓		

SPONGES GALORE

Introduction/Warm-up

- mention the outcomes we are addressing today
- indicate that this lesson serves as a lead-up to other lessons involving locomotor and manipulative skills
- as a warm-up:
 - use a tag game
 - stretch upper and lower body
- have each student obtain a sponge (common variety) and sit down and wait for further instructions

Learning Activities/Teaching Strategies

- take students through the following sequence of activities:
 - squeeze sponge, flip from fingers and catch; try other hand
 - hold sponge between two hands at eye level, elbows to side; drop sponge; and catch it before it hits the floor
 - repeat; add a clap before catching the sponge
 - repeat; add several claps
 - drop sponge again, roll both hands forward around each other before catching
 - repeat; roll hands backward
 - repeat; roll hands forward and backward before catching
 - drop sponge, spin body around before catching
 - drop sponge, clap, spin body, catch
- now, try some of these activities where a student drops a sponge for a partner
 - repeat with two sponges
 - repeat; but partner starts with back to you, and on a count of three, turns to catch sponge

Closure/Cool-down

- add partner challenges
 - sponges mark standing long jump
 - drop-kick sponges over a line
 - drop-kick sponges into hula hoop
- do a cool-down stretch

Assessment/Evaluation

- self/peer checklist, including each activity, so that students can check each activity they can perform successfully
- may use observation to determine if partners work together cooperatively

Equipment

- 1 sponge/person
- possibly 1 hula hoop per 2 or 4 people

Safety Considerations





- have students space themselves around gymnasium to avoid interfering with others
- when drop-kicking, have students kick from one side of gymnasium to other (one direction)

Physical Education Lesson Plan

Grade: 9

Unit: Soccer/Speedball

Date: _____

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓		✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
	✓	✓	✓			✓	✓		✓	✓	✓	✓	

SPEEDBALL

Introduction/Warm-up

- mention the outcomes we are addressing today
- refer to the connections/applications this activity/game has with basketball and soccer
- as a warm-up:
 - use relays (pairs) for cardiovascular activities
 - stretch upper and lower body
- have two teams each with two lines (as in hockey) of 6 or 7 players
 - each line plays 3 to 5 minutes at a time (lines not playing stand on opposite sidelines)

Learning Activities/Teaching Strategies

- the game begins with a basketball centre jump
- if the ball is in the air (air ball) it must be passed as in basketball (no running with it)
- if a pass is missed or it falls to the floor (ground ball) it must be kicked as in soccer and may only be picked up with hands by a player on the sidelines (this converts it to an air ball)
- only the goalies are allowed in the crease, and they may use hands or feet
- after 3 to 5 minutes, change lines
- to score:
 - 1 point for throwing or kicking ball into the net
 - 2 points for sinking a basket (into basketball hoop)

Closure/Cool-down

- discuss strategies that could be used by a team to become more successful (offensive and defensive)
- do a cool-down stretch

Assessment/Evaluation

- use of rubric regarding offensive and defensive strategies
- use of observation to determine fair play and teamwork

Equipment

- basketball court
- floor hockey nets
- 1 utility ball or indoor soccer ball
- pinnies

Safety Considerations

- consider the use of an indoor soccer or foam-covered ball as it stings less if hit in the face
- ask students to avoid intentional contact
- caution students on the sidelines to stay off the court

