

# LEARNING THEME

## fair share dare



### PURPOSE

The 'fair share dare' unit aims to develop the social skills of cooperation and collaboration along with the bravery and curiosity to try new things. These are important aspects of whole-child development in PE.

The unit aims to develop a strong team ethic within the class and set firm expectations around how children work together in PE. This strong collaborative foundation is needed in order to successfully explore challenge and competition in PE.

### KEY SUCCESS CRITERIA

#### Fair

#### Share

#### Dare



I can play games following the given rules	I can use other players effectively to score points	I can take individual and team risks within games
I can support others to play fairly	I can plan and implement strategies around point scoring	I can give and receive support in order to be successful
I can resolve any disputes within the games appropriate	I can successfully include others with the game	I can be brave to take on specific challenges

## ActivationBaseConnectionSchool

### CURRICULUM LINKS

#### Games

'Progress from developing individual skills and partner activities and games to suitable small-sided, adapted and mini-games through both co-operative and then competitive play.'

'Develop personal qualities such as taking responsibility, fairness, working with others and leadership.'

### BEYOND THE PHYSICAL

Keep in mind which Beyond the Physical characteristics make you successful in the activities and more importantly why?

# Beyond the Physical Characteristics in P.E.

**Be Passionate**

**Be Courageous**

**Be Thoughtful**

**Be Collaborative**

**Be Explorative**

**Be Cooperative**

**Be Ambitious**

**Be Resilient**

**Be Motivated**

**Be Connected**

**Be Curious**

**Be Inspirational**

**Be Creative**

**Be Respectful**

**Be Adventurous**

**Which of these Beyond the Physical Characteristics are you using, or have you used in your lesson today?**

# fair



move



solve



connect

**I can play games following the given rules**

**I can support others to play fairly**

**I can resolve any disputes within the games appropriate**

## SUGGESTED EQUIPMENT

Cones/Spots

Bibs

Balls which bounce

Objects to throw and catch – beanbags, quoits, balls  
Additional dribbling equipment  
Whiteboards to score

## ACTIVATION

### Spiderman Tag

Children play in pairs, one with a ball and one with a bib.

The player with the ball bounces it and tries to keep it away from the player with the bib.

The player with the bib is

Spiderman and must spin a web (the bib) so it hits the ball.

Emphasise to players that they are their own officials in the game and they must decide whether a point has been scored by the Spiderman player. Allow children to play for a set time in each role.

## MANAGING DIFFERENCE

### SPACE

Pairs could set themselves a space they must work within or to work around

### TASK

If needing more support, the Spiderman player could also be allowed to throw their bib

### EQUIPMENT

Children could use a smaller or larger target ball to dribble

### PEOPLE

Allow pairs to swap and collaborate with different peers within the class

## CONNECT

How were you able to play the game fairly without conflicts between each other? Did you create a fair way to score the game?

## SCHOOL

What are some of your best ideas for resolving disputes. How can we use these in the playground at play or lunch time?

# fair



## BASE

**Tag End Zone – Games to be played on court approx. 1/3 of a Netball court. Children to be in teams of around 5 players. The aim of the game is to run or pass the ball into their opponents End Zone without being tug. This could be a touch tag or a removal of a tag/bib. The ball can be passed anywhere to any team member but can be intercepted by the opposition. When a tag is made the player must stop and hand the ball over to the opposition. Play for a set time and allow teams to rotate.**

## MANAGING DIFFERENCE

### SPACE

Could change the size of the scoring zone or add in multiple areas to score

### TASK

Children can bring in rules such as – allow 3 tags before ball is handed over

### EQUIPMENT

Could change what object is used to throw and catch. Could add in multiple objects into the game

### PEOPLE

Allow groups to swap and manage teams. Maybe they can play with mixed numbers 6 v 4?

## CONNECT

**Think-pair-share: Did you feel like you wanted to break the rules of the game?**

**Do your children need a Base Builder to master their learning?**

## BASE BUILDER

**Invisi-ball – Children can play with the same pitch and team set up as End Zone. However, within this game there is no ball. One child starts with one hand placed on their head – this symbolises possession. To 'pass' the invisiball the player in possession must point to a teammate and say their name clearly out loud. That player then places their hand on their hand to show they are in possession. The same tag and scoring rules apply as in End Zone.**

## MANAGING DIFFERENCE

### SPACE

Could change the size of the scoring zone or add in multiple areas to score

### TASK

Children can bring in rules such as – allow 3 tags before ball is handed over

### EQUIPMENT

Players could include bib tags or tag belts and tags which they must take in order to gain possession

### PEOPLE

Certain players could have specific roles, positions or superpowers within the game

# share



**I can use other players effectively to score points**



**I can plan and implement strategies around point scoring**



**I can successfully include others with the game**

## SUGGESTED EQUIPMENT

**Cones/Spots**

**Bibs**

**Balls which bounce**

**Objects to throw and catch – beanbags, quoits, balls**

**Additional dribbling equipment**

**Whiteboards to score**

## ACTIVATION

### Spiderman Tag Extended

**Continue to develop the Spiderman Tag game.**

**This time add in some squares in the corners of the working area. The player with the ball must try to visit as many squares as possible (they get one point each square they visit) while still trying to avoid the Spiderman.**

**Allow time for children to have a go at both roles. They can decide how they may score their own game.**

## MANAGING DIFFERENCE

### SPACE

**More scoring zones could be added in or the zones could be worth specific points**

### TASK

**Children could change the way they are moving with the ball – using feet or equipment to dribble**

### EQUIPMENT

**Allow children to vary the size of ball they are using to adapt the challenge**

### PEOPLE

**Spidermen could work together in a large collaborative group trying to hit anybody's ball**

## CONNECT

**How were you able to implement a fair scoring system which rewarded both players when they were successful?**

## SCHOOL

**Do we always need to be rewarded in the same way when we are successful? How are you rewarded in other lessons?**

# share



## BASE

### Tag End Zone Extended

Develop the End Zone game using the following scoring system:

Each goal that is scored is worth the number of passes there are in the build-up to the goal, multiplied by three if everyone on the team has been involved in the build-up.

Use this to encourage everyone to be involved in the build up play.

Use mini-whiteboards - the player who scores must run over and add their score. Play for a set time and allow teams to check scores and discuss ongoing tactics.

## MANAGING DIFFERENCE SPACE

Could change the size of the scoring zone or add in multiple areas to score

### TASK

Children could change the way they move the object – rolling, passing / dribbling with feet or equipment

### EQUIPMENT

Could change what object is used to throw and catch. Could add in multiple objects into the game

### PEOPLE

Allow groups to swap and manage teams. Maybe they can play with mixed numbers 6 v 4?

## CONNECT

How did the new scoring system change how you approached the game? Did you try to include more people more often.

Do your children need a Base Builder to master their learning?

## BASE BUILDER

### Invisi-ball 3 2 1

Continue playing Invisi-ball using the same rules as the previous sessions.

The only change made is with the scoring system. This time everyone starts with the value of 3 so if they score for their team they earn 3 points. However, once they have scored their worth then drops to 2 points and then if they score again, 1 point (Which it remains at for the rest of the game).

## MANAGING DIFFERENCE

### SPACE

Could change the size of the scoring zone or add in multiple areas to score

### TASK

Children can bring in rules such as – allow 3 tags before ball is handed over

### EQUIPMENT

Players could include bib tags or tag belts and tags which they must take in order to gain possession

### PEOPLE

Certain players could have specific roles, positions or superpowers within the game



move



solve



connect

**I can take individual and team risks within games**

**I can give and receive support in order to be successful**

**I can be brave to take on specific challenges**

### SUGGESTED EQUIPMENT

**Cones/Spots**

**Bibs**

**Balls which bounce**

**Objects to throw and catch**

**– beanbags, quoits, balls**

**Additional dribbling**

**equipment**

**Whiteboards to score**

### ACTIVATION

#### Spiderman Tag 2 v 2

The Spiderman Tag game can be developed to make it a 2v2 game, with two players on each team instead of one.

One team has a ball between them, and the other has two Spidermen.

Challenge the players to see if they can make combinations of passes with the ball before getting to one of the squares for a point.

How many passes do they dare to make before scoring in one of the zones?

### MANAGING DIFFERENCE

#### SPACE

More scoring zones could be added in or the zones could be worth specific points

#### TASK

Children could change the way they are moving with the ball – using feet or equipment to dribble

#### EQUIPMENT

Allow children to vary the size of ball they are using to adapt the challenge

#### PEOPLE

Spidermen could work together in a large collaborative group trying to hit anybody's ball

### CONNECT

Which was the hardest role – Being the Spiderman who was catching people or being the person dribbling the ball away from the Spiderman?

### SCHOOL

Children are relying on others to support them to achieve. How can they support each other to achieve in other areas of school?



## BASE

**Tag End Zone Challenges**  
Children are to continue developing a version of Tag End Zone.

This time we now introduce different rules, roles or challenges which will effect individuals within the game. For example, each team much nominate one player who:

1. Must do all the keeping score for their team
2. Must do all the talking (everyone else must keep quiet)
3. Cannot use their hands

## MANAGING DIFFERENCE SPACE

Children could set individual challenges about where each player can be on the pitch

### TASK

Children can begin to introduce their own challenges for each other and their team. Could reward more difficult challenges with more points

### EQUIPMENT

Additional objects could be brought into the game. How do teams adapt with 2 objects in play

### PEOPLE

Allow groups to swap and manage teams roles

## CONNECT

What support did you get from others to assist in any challenges?

Do your children need a Base Builder to master their learning?

## BASE BUILDER

**Invisi-ball Change the Goal**  
Children are to continue developing a version of Invisi-ball.

Within this game teams will now adapt the goal space.

Teams could split their end zone area into three different coloured zones each worth different points. Alternatively, they could reduce the size of the end zone after every point is scored, encouraging them to take risks in getting closer to the end zone to score points.

## MANAGING DIFFERENCE SPACE

Groups could change the shape of the pitch they are playing on. Can they play within a circle with a central end zone circle

### TASK

Children can bring in rules such as  
- allow 3 tags before ball is handed over

### EQUIPMENT

Players could include bib tags or tag belts and tags which they must take in order to gain possession

### PEOPLE

Certain players could have specific roles, positions or superpowers within the game



# THEME ASSESSMENT

## fair share dare



- ✓ I can play games following the given rules
- ✓ I can use other players effectively to score points
- ✓ I can take individual and team risks within games

 Evolve

 Embed

 Excel



- ✓ I can support others to play fairly
- ✓ I can plan and implement strategies around point scoring
- ✓ I can give and receive support in order to be successful

 Evolve

 Embed

 Excel



- ✓ I can resolve any disputes within the games appropriate
- ✓ I can successfully include others with the game
- ✓ I can be brave to take on specific challenges

 Evolve

 Embed

 Excel



- ✓ What is important to you as a school?
- ✓ E.g. Teamwork / Resilience / Attendance at after school / Respect for each other