

# 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 work with 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 with others	I can give and receive support in order to be successful
I can resolve any disputes within the games appropriately	I can share ideas and responsibilities with others	I can be brave to take on specific challenges

# ActivationBaseConnectionSchool

### NATIONAL CURRICULUM

'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect'  
 'Pupils should enjoy communicating, collaborating and competing with each other'

### 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 appropriately**

## SUGGESTED EQUIPMENT

**Cones/Spots**

**Bibs**

**Balls – variety of sizes**

**Suitable dodgeballs**

**Whiteboards to score**

## ACTIVATION

### **DodgeBib Pairs**

**Children play in pairs.**

**Pairs can work within a set area or can have the freedom to move around the whole space.**

**One of the pair will have a bib which they will attempt to throw and hit their partner with.**

**They could decide their own scoring system or 'lives' but it must be fair for both players in both roles.**

**Allow children to play for a set time in each role or they can decide an appropriate time for swapping.**

## MANAGING DIFFERENCE

### SPACE

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

### TASK

**Children could introduce their own rules of how they move – both hooping / jumping etc**

### EQUIPMENT

**Children could extend challenge by using other suitable objects to throw such as sponge or dodgeballs**

### 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

**King's Cones Mini – Games to be played in groups of around 4 players.**

In a small working area set up 3 – 5 cones with balls on top (size of ball could be chosen by the group) at one end. These are the King's Cones and are guarded by one player. The rest of the group starts at the opposite end of the space. Their aim is to try and move towards and knock the balls off the cones without being tug by the guard. If they are tug they must return to the start line and try again.

## MANAGING DIFFERENCE

### SPACE

Allow teams to adapt the size and space they are playing in.

### TASK

Children can bring in rules such if they are tug they must freeze and must be rescued by a teammate

### EQUIPMENT

The attackers could have an object which they can use to throw at the target balls/cones

### PEOPLE

Swap round the guard role at a suitable time. Could play the game with two guards

## 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

### Dodgeball Points

Set up a selection of pitches for children to play a traditional version of dodgeball. Teams should be 3-5 players with around 3 appropriate dodgeballs. Next to each pitch place a whiteboard for teams to score on.

Within this game if a player is hit with the ball rather than being 'out' they move to the whiteboard and record a point for the opposition then return to the pitch. Play this way to encourage players to be fair with being hit with the ball and to then mark a score for the opponent.

## MANAGING DIFFERENCE

### SPACE

Teams can adjust the size of the space – a smaller pitch may increase the challenge

### TASK

Could children implement other points or rewards during or at the end of the game.

### EQUIPMENT

Teams could select different sizes of ball to use. A smaller ball may be easier to throw but also easier to dodge.

### PEOPLE

Allow teams to rotate around to play against different opposition. This could be a mini league.

# share



move



solve



connect

**I can work with other players effectively to score points**

**I can plan and implement strategies with others**

**I can share ideas and responsibilities with others**

## SUGGESTED EQUIPMENT

**Cones/Spots  
Bibs**

**Balls – variety of sizes  
Suitable dodgeballs  
Whiteboards to score**

## ACTIVATION

### DodgeBib Teams

**Building on their learning in the FAIR sessions children will develop their DodgeBib game into a team event.**

**Zone off 3 or 4 pitches, with two teams of 3 – 5 children on each pitch.**

**To begin with, teams should play with less bibs to throw than number of players to encourage them to pass the bib to others and share responsibility for throwing.**

**Children could keep track of their scores using a whiteboard next to their pitch to mark down when they were hit to emphasise fair play.**

## MANAGING DIFFERENCE

### SPACE

**Pitches could have safe zones in them which children may move into for a short time**

### TASK

**Could adapt to have one team of attackers (throwing the bibs) and one team of defender who have to evade the bibs**

### EQUIPMENT

**Could extend to having all players with a bib to throw**

### PEOPLE

**Allow teams time to rotate around and play against different opponents**

## CONNECT

**How well did your team work together to be successful?  
Can you think of anything you could improve together to be more successful in future games?**

## SCHOOL

**In what other areas of school or other lessons can you show great teamwork skills?**

# share



## BASE

### King's Cones Team

Children are to develop their game from the FAIR learning, however this time joining up with another group to form a team game.

Within this the children could play with one team of attackers and one team of defenders or both teams could have a selection of King's Cones and they can attack and defend simultaneously.

Emphasise how they work as a team is the most important. Can everyone in the group to have some form of success?

## MANAGING DIFFERENCE

### SPACE

Allow teams to adapt the size and space they are playing in.

### TASK

Children can bring in rules such if they are tug they must freeze and must be rescued by a teammate

### EQUIPMENT

Teams could have an object to share which they can use to throw at the target balls/cones

### PEOPLE

Allow players in the team to take on specific roles or responsibilities within the game

## CONNECT

How did the new team system change how you approached the game? How were you able to include ideas from different people?

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

## BASE BUILDER

Three Lives Dodgeball - Building on from previous learning in FAIR, set up a selection of pitches for children to play a traditional version of dodgeball. In this game each child must wear 3 tags / bib tag – these will be their 'lives' during the game.

Anytime they are hit with the ball they must take off / out a tag and place it at the side of the court. If a player loses all their tags, the game is over. However, children may share tags with others so a more confident player may pass a 'life' to a player who only has one left.

## MANAGING DIFFERENCE

### SPACE

Teams can adjust the size of the space – a smaller pitch may increase the challenge

### TASK

Children could create a version in which lives could be won back.

### EQUIPMENT

Teams could select different sizes of ball to use. A smaller ball may be easier to throw but also easier to dodge.

### PEOPLE

Allow teams to rotate around to play against different opposition. This could be a mini league.



**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**

**Hoops**

**Small objects – beanbags, quoits, tied bibs etc**

**Bibs**

**Balls – variety of sizes**

**Suitable dodgeballs**

**Whiteboards to score**

### ACTIVATION

#### DodgeBib Power Ball

**Children to set up in pairs or threes in bases around the outside the working area. Each pair/three needs 4-8 pieces of small equipment such as beanbags / quoits / tied bibs.**

**In the centre of the area place one hoop with 4 other hoops around it 1-2 metres away. Select 4-5 children who will be the guards of these hoops. Children take it in turns to take a piece of equipment from their base and try move towards and drop it into one of the hoops without being tug by a guard. The central hoop can be worth 10 points and the outer hoops 5 points. If they miss they score 0 points for that go.**

### MANAGING DIFFERENCE

#### SPACE

**More scoring zones could be added in or the size of the zones can be adapted.**

#### TASK

**The game could be extended so if they are tug they must give up the piece of equipment and score 0**

#### EQUIPMENT

**Allow the guards like in previous weeks to throw a bib to tag people**

#### PEOPLE

**Children could play as one big class group or break into smaller pitches with individuals rather than pair teams.**

### CONNECT

**Did you are your partner discuss which hoops you would aim for to have the most success?**

**Did you risk going for the more difficult hoop?**

### SCHOOL

**How can we support each other to achieve in other areas of school when things might seem risky or challenging?**



### BASE

#### King's Cones Build Up

This can initially be played back in smaller groups or children can play in teams like during the SHARE learning.

Continuing to develop the King's Cones game – this time each player will wear a bib tag tucked in at their waist. If they enter the end zone to knock over a King's Cone, they risk being tug (bib taken). If they are tug, they must then join that team either as the guard or on the oppositions team. Emphasise Risk vs Reward.

### MANAGING DIFFERENCE SPACE

Allow teams to adapt the size of the end zone where players can be tug.

#### TASK

Teams can set their own rules around point scoring. Some of the King's Cones could be worth more than others

#### EQUIPMENT

Teams could have an object to share which they can use to throw at the target balls/cones

#### PEOPLE

If playing in teams, players may constantly be switching sides. Can they do this but still play fairly?

### CONNECT

What support did you get from others to push yourself to take risks within the game?

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

### BASE BUILDER

Dodgeball Risk Reward - Building on from previous learning in FAIR & SHARE, set up a selection of pitches for children to play a traditional version of dodgeball.

Within this game make at least one of the balls different to the others so it is easily recognisable as a 'special' ball. If a child throws the 'special' ball and hits an opponent they score two points rather than one. However, if an opponent catches it, they gain three points. Record scores on whiteboards next to the pitch like in FAIR.

### MANAGING DIFFERENCE SPACE

Teams can adjust the size of the space – a smaller pitch may increase the challenge

#### TASK

All children chance to manipulate their own scoring rules which emphasis risk vs reward

#### EQUIPMENT

Teams could add in a second 'special' ball which has the same risk/reward or something different

#### PEOPLE

Specific people could have roles within their team such as the only player who can throw/catch the 'special' ball.



# THEME ASSESSMENT

## fair share dare



- ✓ I can play games following the given rules
- ✓ I can work with 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 with others
- ✓ I can give and receive support in order to be successful

Evolve

Embed

Excel



- ✓ I can resolve any disputes within the games appropriately
- ✓ I can share ideas and responsibilities with others
- ✓ 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