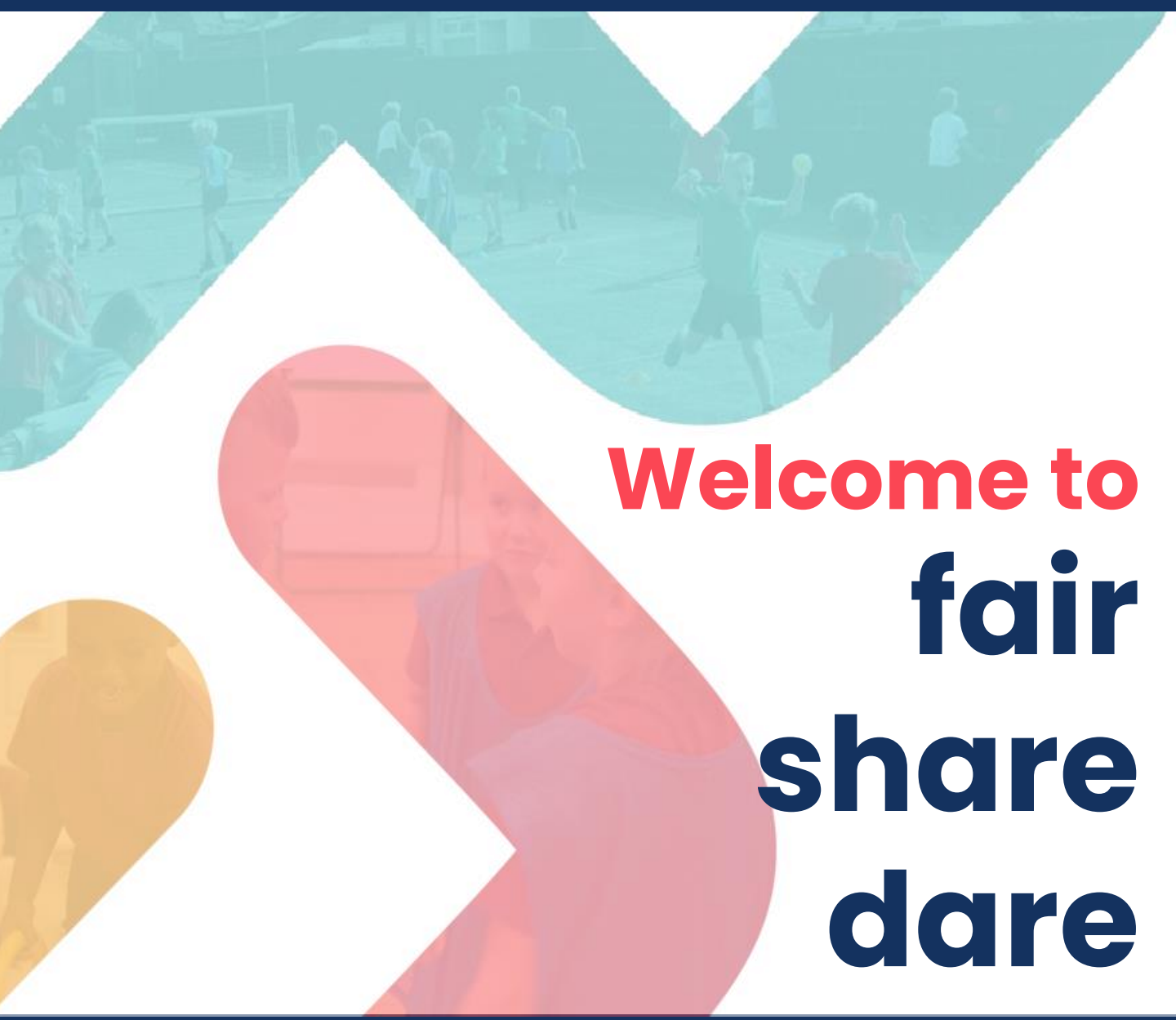




Welcome to fair share dare

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.

The **knowledge** and **skills** the children will learn within this unit are presented across the three domains – **Move, Solve, Connect**. These are explicitly linked to Ofsted's pillars of progression; **Motor competence, rules, strategies and tactics** and **healthy participation**.

Masterful Mover

By the end of Lower KS2, a Masterful Mover will:

- **Know what** the advantages of participating in physical activity are.
- **Know how** to use team games and activities to develop my personal fitness.

Skilful Solver

By the end of Lower KS2, a Skilful Solver will:

- **Know what** fair play is and when to identify when rules are not being followed.
- **Know how** to implement characteristics of fair play in game situations.

Confident Connector

By the end of Lower KS2, a Confident Connector will:

- **Know what** fair play looks like and model these behaviours.
- **Know how** to respond to setbacks and decisions I may not agree with.

Learning Theme Key Vocabulary

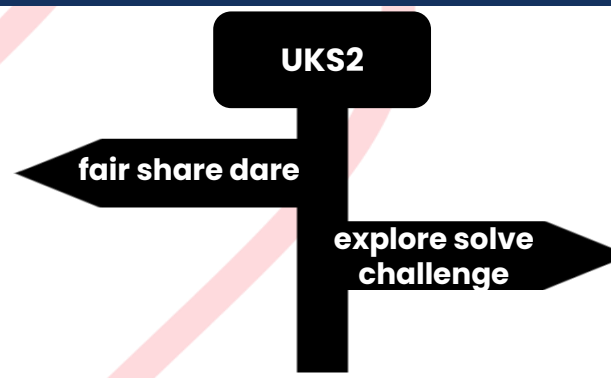
**fair rules respect share strategies teamwork
dare risk brave**



Curriculum links

"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'

Where next?



Our learning themes place a key focus on children developing their fundamental movement skills of object control, locomotion and stability.

We have highlighted on this page some of the key fundamental movement skills this learning theme will focus on.

Object control

Throwing
Catching
Collecting

Locomotion

Running
Walking
Jumping

Stability

Bending
Turning
Twisting

How it helps...

Dodging and
throwing in
dodgeball

Evading a defender
in tag rugby

How I can be successful...



move

I can apply my ability to play fairly in a range of games and activities.



solve

I can decide when it is appropriate to increase my work rate to inspire and motivate others



connect

I can explain what fair play is and why rules are important.

Suggested Equipment

Cones/Spots
Bibs
Balls – variety of sizes
Suitable dodgeballs
Whiteboards to score

Key vocabulary

fair **rules**
respect

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.

Choose a way to adapt the learning activity by using the examples below or create your own.

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?

Base activity

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.

Encourage groups to rotate around the different roles within the game.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

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

Change the distance between the cones. Some may be further away than others.

Task

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

Children may have to move in different ways e.g. jumping, hopping.

Equipment

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

Task

Swap round the guard role at a suitable time.

You could play the game with two guards.

Learning review

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

Revisit

Begin by revisiting learning from your previous lesson through delivering the Activation and Base activities again.

If suitable, children can begin the learning activity at the challenge level they finished at in the previous lesson.

Allow children time to explore the activities and take ownership of them through the STEP model.

Support, stretch and challenge children where required.

Review

Have the children become more confident and competent within the learning activity?

Do they need more time to progress their learning?

Have the children experienced the learning activities in different ways through STEP?

Have the children experienced success within the key success criteria?

Can they explain how they have had success?

Learn something new

Capture the flag

Split the area in half and split the class into 4 equal teams. Two teams play against each other on one half of the area. Each team needs to place a flag (could be any object) somewhere in their territory.

The goal is to grab the enemy team's hidden flag and bring it back to a specific point on their side of the playing area—but if they are tagged in enemy territory, you're off to jail! (A coned zone in the opponent's half)

If a teammate is tagged, players can run over and tag them to "free" them again. The first team to steal the other's flag wins.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Incorporate safe zones where children cannot be tug in opposition territory or have multiple jail spaces to put tagged players into.

Task

The children may have to pass the object to each other for a set number of times when returning it to their territory.

Equipment

Incorporate different objects as the flag – smaller or larger balls. The groups could start to use more than one flag which can be captured.

People

Rotate the teams so they play against each other. Children on teams may be given specific roles or superpowers in the game.

Learning review

How did your team work together to achieve your goal? What strategies did you use?
What role did communication play in your team's success or challenges?

How I can be successful...



I can apply my ability to share in a range of games and activities.



I can decide when it is appropriate to share with the rest of my team.



I can explain why sharing is important and how to make others feel involved.

Suggested Equipment

Cones/Spots
Bibs
Balls – variety of sizes
Suitable dodgeballs
Whiteboards to score

Key vocabulary

share strategies
teamwork

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 the 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.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

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

Task

Set up with one team of attackers (throwing the bibs) and one team of defenders who have to evade the bibs.

Equipment

Could extend to having all players with a bib to throw. How can they still promote sharing of equipment?

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?

Base activity

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.

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

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

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

Introduce some safe zones where children can't be tagged. They can only stay here for 3 seconds.

Task

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

Some balls may be worth more points if stolen.

Equipment

Allow children the opportunity to use different balls that are different shapes and sizes.

Children may have to move the balls in different ways when stolen e.g. bounce.

People

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

Learning review

How did the new team system change how you approached the game?

Revisit

Begin by revisiting learning from your previous lesson through delivering the Activation and Base activities again.

If suitable, children can begin the learning activity at the challenge level they finished at in the previous lesson.

Allow children time to explore the activities and take ownership of them through the STEP model.

Support, stretch and challenge children where required.

Review

Have the children become more confident and competent within the learning activity?

Do they need more time to progress their learning?

Have the children experienced the learning activities in different ways through STEP?

Have the children experienced success within the key success criteria?

Can they explain how they have had success?

Learn something new

Tactical Takeover Capture the Flag

Building on from the game previously played in FAIR your team now has to delegate specific roles within your team. Your team consists of attackers, defenders and scouts.

Attackers - try to sneak away or outrun the defenders, looking for the flag. They may often go to jail while searching. These players cannot tag the opposition attackers.

Defenders - patrol the centre line and the rest of your area, ready to tag anyone who crosses or tries to find your flag. These players cannot capture the flag.

Scouts - these players can switch between attack and defence, depending on the team's needs.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Set up a neutral zone across the middle of the pitch where no one can be tagged.

Task

Incorporate tags for children to wear instead of being tagged.

Different team roles may have to move in different ways?

Equipment

Incorporate different objects as the flag - smaller or larger balls.

The groups could start to use more than one flag which can be captured.

People

Encourage teams to share responsibility and allow children to experience the different roles within games.

Learning review

How did each role (attacker, defender, scout) contribute to your team's overall strategy?

What challenges did your team face in managing different roles, and how did you overcome them?

How I can be successful...



I can apply my ability to take risks in a range of games and activities.



I can decide when to take risks in a game to help my team be successful.



I can explain how I should react to set backs and why this is important when taking risks in a game.

Suggested Equipment

Cones/Spots
Hoops
Small objects – beanbags, quoits, tied bibs etc
Bibs
Balls – variety of sizes
Suitable dodgeballs
Whiteboards to score

Key vocabulary

**dare risk
brave**

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.

Choose a way to adapt the learning activity by using the examples below or create your own.

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?

Base activity

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.

Also, continue to reinforce the learning of playing fair and sharing responsibility with others.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

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

You may add safety zones for the players where they cannot be tug. They can only stay here for 3 seconds.

Task

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

Task

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?

Learning review

What support did you get from others to push yourself to take risks within the game? Did your confidence levels rise the more you played?

Revisit

Begin by revisiting learning from your previous lesson through delivering the Activation and Base activities again.

If suitable, children can begin the learning activity at the challenge level they finished at in the previous lesson.

Allow children time to explore the activities and take ownership of them through the STEP model.

Support, stretch and challenge children where required.

Review

Have the children become more confident and competent within the learning activity?

Do they need more time to progress their learning?

Have the children experienced the learning activities in different ways through STEP?

Have the children experienced success within the key success criteria?

Can they explain how they have had success?

Learn something new

Flag Quest: Double or Nothing!

Building on from previous learning in FAIR & SHARE, you may now want to take a risk. Within your teams you now have two flags to hide within your territory, one however must be further away from the enemy and worth double the points of the flag that is closer.

Will your team take the risk to capture the flag furthest away?

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

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

Task

The person who collects the flag/object can only take a certain number of steps when in possession before having to hand over to a teammate.

Equipment

Incorporate different object as the flag - smaller or larger balls. Tags could be used by attackers which must be taken by the defender.

People

The game can be played with multiple teams competing in the same game so there are more flags to capture but also more opponents to defend.

Learning review

How did your team decide whether to go for the flag that was further away?
What factors did you consider in making that decision?

fair

	 Evolve	 Embed	 Excel
 move I can apply my ability to play fairly in a range of games and activities.			
 solve I can decide when it is appropriate to increase my work rate to inspire and motivate others			
 connect I can explain what fair play is and why rules are important.			
			

share

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dare

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