

# Grade 1

## Game Title: Capture the Cone

### Teaching Games for Understanding Category: Target Games

#### Outcomes:

##### 1.1 Health-related Fitness

- Variation: Add pedometers to show students how much physical activity they are getting. Compare the amount of activity between offensive and defensive play.
- Determine the parts of the body that will be involved in play and demonstrate methods of stretching those necessary muscle groups.

##### 1.2 Active Living

- Discussion before and after the activity (Q: Do we need to have rules and teams to be active?)
- Closure: Express feelings and sensations about participation in movement activities using words, symbols (eg., happy faces, tear drops) and other media.

##### 1.3 Locomotor Skills

- Variation: Add variations of how they can move to get to open space (example: hopping, skipping, galloping, running, etc).
- Discuss personal space and awareness of the general space around you. Encourage students to spread-out or avoid following other players.

##### 1.4 Non-Locomotor Skills

- Demonstrate ways of rotating in a still position (as steps are not allowed once the ball is in possession) to create more available passes (ie. Pivot).
- Variation: When a player makes it onto a mat they need to perform a balance prior to throwing the ball at the target (example: standing on one foot).

##### 1.5 Manipulative Skills

- Use a variety of throwing techniques (overhand/underhand) and vary the size and type of object being used.
- Focus on passing to “open” spaces.
- Variation: Increase the distance from the mats to the cones as the students become more skilled at hitting the target.

##### 1.6 Movement Variables

- Discuss personal space and general space. Focus on progressing the ball forward toward the target.
- Discuss the importance of cooperating with your teammates to keep all balls in play.

## **1.7 Rhythmical Movement**

### **1.8 Strategies and Skills**

- Assign pairs/groups of students to set-up and take down equipment on specific days.
- Brainstorm strategies to move the balls closest to the targets before throwing to increase success.
- Discuss keeping the balls away from your team's cones to prevent them from being captured.

### **1.9 Safety and Cooperation**

- Variation: Add a rule that a minimum of 3 players need to touch the ball before it can be thrown at the target.
- Variation: Each player can only capture one cone so they must pass to another teammate before the ball is thrown at the target.

### **1.10 Relationships**

- Have a discussion about "competition". Why is it important to control our temper? Focus on improving individual and team-skills. How can we help each other improve?

## Grade 2

### Game Title: Capture the Cone

#### Teaching Games for Understanding Category: Target Game

##### Outcomes:

##### 2.1 Health-related Fitness

- Stop play after each round to check signs from the body that students are working at a moderate to vigorous level of activity (increased heart rate, heavier breathing, colour in the face, perspiration, etc.).
- Determine the parts of the body that will be involved in play and demonstrate various dynamic stretching for those muscle groups.
- Before the students can take their cone back to their zone they must do a specified muscular strength or endurance activity.

##### 2.2 Active Living

- Closure: Express feelings and sensations about participation in movement activities throughout the use of words, symbols (eg., happy faces, tear drops) and other media.
- During the activity ask students to show what a student would look like playing this game if they:
  - Didn't eat breakfast in the morning
  - If they did not drink enough water.

##### 2.3 Locomotor Skills

- Variation: Add variations of how they can move to get to open space (example: hopping, skipping, galloping, running, etc).
- After a student hits a cone they have to jump over the barrier forwards or sideways.
- When they are returning the cone to their zone the teacher can vary the way they move.

##### 2.4 Non-Locomotor Skills

- Students can practice rotating on the spot, bending, twisting, and stretching to receive a pass.
- Variation: Add a rule that they need to perform a balance (e.g., standing on one foot) or rotate on the sport prior to throwing the ball at the target.

##### 2.5 Manipulative Skills

- Use a variety of sending techniques (e.g., over-hand, under-hand, rolling, kicking, striking) and vary the size and type of object being used.
- Have the student bounce the ball repeatedly prior to throwing at the target.
- Encourage students to focus on passing to "open" spaces.

- Variation: Increase the distance from the mats to the cones as the students become more skilled at hitting the target.

## **2.6 Movement Variables**

- Discuss personal space and general space. Focus on progressing the ball forward toward the target.
- Add variables when sending such as “pass to a team mate who is ‘in front of you’ only. Discuss what ‘in front of you’ means in the context of the game.
- Variation: Place poly spot, or other markers, throughout the playing area to help students understand moving to open space – make a rule that they can only receive the ball if on a poly spot.
- Vary the levels (e.g., roll the ball to a team mate) and/or the effort (e.g. throw softly) that the students can use to pass the object to their team mates.
- Have members of the team guard the cone so that they have to throw the ball over or under the defender to hit the cone.
- Use different types of objects to throw at the cones.

## **2.7 Rhythmical Movement**

- While taking the cone back to their side the students can perform a sequence of rhythmic patterns as previously learned.
- Variation: Play music and have the students move to the rhythm when returning home with a cone.

## **2.8 Strategies and Skills**

- Brainstorm strategies to move the balls closest to the targets before throwing to increase success.
- Discuss keeping the balls away from your teams’ cones to prevent them from being captured.
- Ask students how they will throw the ball so that the receiver has a better chance of successfully catching the object.
- Variation: Establish partnerships within teams. Partners can pass to each other only. Have partners discuss manipulative skills they will use.
- Add new rules as the game progresses (e.g., new boundaries) to see how students adjust to variation.

## **2.9 Safe Behaviours**

- Discuss risk factors in the game and the plans to stay safe.
  - How should we travel? Keep your head up; Use verbal communication;
  - What does being in control of your body look like?
- Group students and have groups plan for and complete clean-up of the playing area.

### **2.10 Relationships**

- Discuss the importance of following the rules and being honest (e.g., drop the ball) during the game.
- Brainstorm possible conflicts that could arise and suggest ideas that will help resolve the conflict.
- Variation: Each player can only capture one cone so they must pass to another team mate before the ball is thrown at the target.

# Grade 3

## Game Title: Capture the Cone

### Teaching Games for Understanding Category: Target Games

#### **Outcomes:**

##### **3.1 Health-related Fitness**

- The students can wear a pedometer during the game and periodic checks can be taken to determine the level of intensity of the game.
- Students can perform a designated exercise prior to returning with a cone.
- Students can suggest variations of the game to increase the activity level from moderate to vigorous.
- Ask students if this type of game is one that motivates them to be physically active.
- Upon completion of the game ask students to explain how we can tell if our bodies were working harder (e.g., red cheeks, sweat, heavier breathing).

##### **3.2 Active Living**

- Upon completion of the game ask students what skills are being developed. How does being fully engaged benefit you in this game?

##### **3.3 Locomotor Skills**

- Students are asked to move with a specific locomotion during activity. Teachers can assess using movement skills checklists.

##### **3.4 Non-locomotor Skills**

- Prior to collecting the cone students can perform various rotations on the spot (e.g., squatting with arms above head).

##### **3.5 Manipulative Skills**

- Students can dribble an object with hands to opponents' cone zone.
- Students can dribble an object with feet to opponents' cone zone.
- Students can pass and move an object with teammates (no movement with object).
- Vary the type of sending motion towards the cone (e.g., rolling, underhand throw, overhand throw).
- Have students move the object to the cone zone using a long handled implement such as a polo stick.

##### **3.6 Movement Variables**

- Scatter mats or objects such as pool noodles throughout playing area for students to move around or over.
- To enter either cone zone students must jump over the end line and land on two feet/one foot.
- Students must move along the lines of the gym floor to arrive at the cone zone.
- Students move to the tempo of the music being played during the activity.

##### **3.7 Strategies and Skills**

- Immediately following the game ask students what roles they can play. What strategies are used to help achieve success?
- Variation – Students are not allowed to speak during play. When asking for pass students must move to open space, make eye contact and show a target.

### **3.8 Positive Interactions**

- Students can be asked to observe the play of others, specifically watching for one positive feedback comment that t to a classmate.
- Students can be asked to create a team cheer that they share just before they begin play.

### **3.9 Safety**

- Ask students to analyze the play area and to suggest any potential play hazards and what changes can be made to minimize risk.

### **3.10 Relationships**

- Variation – All students begin with 5 hair elastics. Each time a student throws at a cone he/she must leave elastic in a hula hoop. Once a student is out of elastics, the student can no longer throw at cones. This will increase participation/collaboration among teammates.

# Grade 4

## Game Title: Capture the Cone

### Teaching Games for Understanding Category: Target

#### **Outcomes:**

##### **4.1 Health-related Fitness**

- The students can wear a pedometer during the game and periodic checks can be taken to determine the level of intensity of the game.
- Students can suggest variations of the game to increase the activity level from moderate to vigorous.
- Ask students if this type of game is one that motivates them to be physically active.

##### **4.2 Body Systems**

- Immediately after playing this game, ask students if/how playing this game could influence their level of cardiovascular endurance, their muscular endurance, and their muscular strength.
- Ask students if this type of game will have a positive or negative impact on their joints.

##### **4.3 Complex Locomotor Skills**

- During this game, the students will be avoiding and dodging classmates as they progress up the floor.
- Pylons can be placed throughout the playing area to provide more objects to students to avoid and dodge while trying to get to the opponents end of the playing area.

##### **4.4 Locomotor Skills**

##### **4.5 Complex Non-locomotor Skills**

- Have students do a partner balance with a teammate before they can throw at a target

##### **4.6 Manipulative Skills**

- Variation: Students can dribble the ball while they remain in place looking for a teammate to pass to.
- Variation: The object sent can vary (e.g., large ball, small ball, nerf football).
- Variation: The target can change in various ways to serve a different purpose for skills development (e.g. from a larger cone to a smaller cone, to bowling pins, to poly dots on the floor, to baskets, to an 'x' on the end wall).

##### **4.7 Complex Manipulative Skills**

- Variation: The skill used to hit the target can change (e.g., overhand throw at 'x', 'shoot' into basket', pick up floor hockey stick and 'shoot' at cone, kick the ball at the target, roll the ball underhand at a pin).
- Variation: Students can send the ball by throwing it with an extension such as a scoop or a lacrosse stick.
- Variation: Some opponents can play defense or goalies.



#### **4.8 Movement Refinement**

- The teacher can challenge the students to vary how they send the object. The teacher can watch for appropriate use of sending performance cues.
- The teacher can vary how much open space there is available for students to move through by adding in additional objects to avoid such as pylons.
- Students can propose changes to how the sends are performed in order to improve both the skill performance and the strategic play. This can be done as a whole group, in small group, as a team, etc.
- Students can say performance cues out loud every time they send the object.

#### **4.9 Skillful Play**

- During variations of this game, the students can propose and distinguish appropriate offensive strategies (e.g., moving to the open spaces to receive a pass) and defensive strategies if this becomes a part of the game.
- The teacher can divide the class into three teams. One of the teams can view the play of the other two teams and then provide feedback based on a class or team set of strategic game play criteria.
- The teacher can change the skills and/or rules of play during the game and then give teams a challenge of planning a strategy to use in response to the change in skills and/or rules.

#### **4.10 Tactics, Strategies, and Rules**

- The teacher can propose strategic problems and students can problem-solve with classmates.
- Students can suggest changes to game tactics, strategies, and/or rules in response to teacher questions such as “How can we make this game more cardiovascular challenging?”

#### **4.11 Safety and First Aid**

- Ask students to analyze the play area and to suggest any potential play hazards and what changes can be made to minimize risk.

#### **4.12 Relationships**

- Students can be asked to observe the play of other, specifically watching for one positive feedback comment that is given to a classmate.
- Students can be asked to create a team name and team cheer that they share just before they try to ‘capture the cones’.

#### **4.13 Culture and History**

- Students can be asked to research target games to determine their origin, then bring the means of striking into the versions of ‘capture the cone’ that they play (e.g., bowling, curling, bocce ball).

# Grade 5

## Game Title: Capture the Cone

### Teaching Games for Understanding: Target

#### **Outcomes:**

##### **5.1 Health-Related Fitness**

- Using a timer, identify who can maintain a high level of activity throughout the game across nine minutes.
- Determine the intrinsic and extrinsic factors that motivate participation for fitness development.
- Demonstrate and practise ways to find pulse and to determine heart rate before, during, and after exercise.
- Is this a good activity for Cardiovascular Endurance? How could we change this game to increase our cardiovascular fitness?

##### **5.2 Muscular Fitness**

- Students must perform an exercise before retrieving cone (push-ups, lunges).
- Explain the importance of flexibility and muscular endurance in movement activities.

##### **5.3 Complex Skills**

- Incorporate sport specific movement sequences (triple jump, volleyball spike approach).
- Vary mode of travel (bunny hop, skipping).

##### **5.4 Manipulative Skills**

- Kick ball to hit the target rather than throwing the ball.
- Students must kick/punt the ball to their teammates instead of throw.

##### **5.5 Complex Manipulative Skills**

- Throw/strike a ball or object demonstrating both accuracy and distance.
- Use a nerf Frisbee instead of a ball to pass to teammates, and throw to knock over a cone.
- Change length of time that students have to pass or throw the ball (three seconds, five seconds).
- Vary intensity of defense (soft, medium).

##### **5.6 Performance Refinement**

- Recognize the transfer of general movement skills that can be applied to specific skills or activities (sliding to defensive movement in basketball).
- Journal entry or exit slip: explain how this game relates to other games you have covered throughout your time in Physical Education.

##### **5.7 Skillful Play**

- Create effective offensive and defensive strategies.
- Suggest modifications to the game to increase or decrease difficulty.
- Identify effective and ineffective individual and team tactics and strategies.
- Ask what makes one successful in this game: for example, body fakes, speed use, change of direction, keeping the body low while moving.
- How do the skills that I am using in this activity help me in other games?

### **5.8 Rules**

- Allow students to officiate and score keep.
- Discuss and suggest rule adaptations as a class.
- Lead students in a discussion where they indicate how they would like to be treated if they were officiating.

### **5.9 Safety & First Aid**

- Discuss possible injuries that could occur during this game. Choose one and discuss safety guidelines to help prevent the injury and how to treat the injury.

### **5.10 Social Skills**

- Students complete an exit slip which indicates what they thought their behaviour was like during the class on the five levels of the social skills continuum.

### **5.11 Culture & History**

- Evaluate the impact that a diverse variety of Canadians have on the options for participation in movement activities in Canada.
- Research how accuracy has played a vital role in the success of Canadian Major League Baseball players such as Ferguson Jenkins, John Axford, Ryan Dempster, Eric Gagne, etc.