

Grade: 1
Game Title: Prairie Dog Pickoff
Teaching Games for Understanding Category: Invasion

Outcomes

PE1.1: Health-Related Fitness

- Explore movements that increase heart and respiration rates and challenge different areas of the body (i.e., hopping for a distance).
- After warm-up time and periodically during the game check signs of the body that show demonstrate students are working at moderate to vigorous level of activity (increased heart rate, heavier breathing, colour in the face, perspiration, etc.).

PE1.2: Active Living

- Have a discussion before and after the game (e.g. do we need to have rules and teams to be active?).
- Close the lesson by getting students to express their feelings and sensations about participation in movement activities using words, symbols (e.g., happy faces, tear drops) and other media.

PE1.3: Locomotor Skills

- Vary the ways students can move when they join the person who knocked their dog over (hopping, jumping, walking, running, skipping, leaping, galloping, etc).
- Demonstrate understanding of the movement skill being named and the ability to perform it.

PE1.4: Non-Locomotor Skills

- When students throw the ball at another student's prairie dog they must perform a balance movement.
- Students who knocked over another student's prairie dog perform a low level balance (bridge, v-sit).

PE1.5: Manipulative Skills

- Vary the type of technique used to throw the ball (overhand/underhand).
- Students kick the ball instead of throwing when trying to knock over another student's prairie dog.
- Vary the size and type of object being thrown/kicked.

PE1.6: Movement Variables

- Introduce various pathways, levels, and directions for students to use when moving to join/form a team.
- Students can move (rotate) to a "free" prairie dog.
- Encourage students to be aware of personal space and control of their movements.

PE1.7: Rhythmical movement

- Have music playing whilst the game is occurring.
- Students move in time with the music, to a certain beat, when throwing/kicking the ball.

PE1.8: Strategies and skills

- Brainstorm strategies to retrieve the ball in the most effective way if doesn't end near a student.
- Students take it in turn to set up the equipment (pin, hoop, ball) to support one another in participating in the game.

PE1.9: Safety and Cooperation

- How should we travel? (i.e. keep your head up, use verbal communication).
- Discuss the importance of honesty and the importance of being able to trust your opponents when someone's prairie dog is knocked "out".
- Discuss and understand the best methods/strategies for playing the game (How do you successfully knock down someone else's pin? How do you prevent your pin from being knocked down? How do you work with your team to attack other targets?)

PE1.10: 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?
- Brainstorm what it looks like and sounds like when people are being respectful and showing consideration for others while participating in the game.

Grade: 2
Game Title: Prairie Dog Pickoff
Teaching Games for Understanding Category: Invasion

Outcomes

PE2.1: Health-Related Fitness

- When a player's prairie dog (cone) is knocked over by an opponent, the player will have to choose an activity such as running around the gym once, 5 push ups, or stretching to touch their toes for 10 seconds before joining the opponents team. The teacher will explain that we are working on getting our heart beating fast, our muscles working hard, or becoming more flexible. Students may suggest other movements that allow for this development.
- There can be a discussion before or after the game about the importance of increasing our heart rate, building muscle, and stretching before and after a workout.

PE2.2: Active Living

- The teacher can challenge students to show this game to a sibling at home or to a friend outside of school. Students can be encouraged to use many different types of materials for their prairie dog hole and prairie dog. (chalk circle, stuffed animal, toys, etc).
- Before the game the teacher can engage in a conversation about the importance of being active, this can tie into outcome PE2.1. The students may come up with different ways they can be active on their own time. Then the teacher will introduce the "prairie dog pickoff" to students and show discuss ways they can incorporate this game into many different settings.

PE2.3: Locomotor Skills

- Students can defend their prairie dog only by jumping side to side opposed to stepping.
- Students can run to the opponent who knocked down his/her cone when joining the opponents team.
- Students can jump forward toward the opponent's team who knocked over his/her cone.
- Students can skip around their hula hoop as they are trying to defend their cone.
- Students can be encouraged to slide from side to side as they are defending their cone.
- Once a student's cone is struck the student who struck the cone will do a leap in the air.
- The student who stuck the opponent's cone will hop on one foot until the opponent has joined them.
- Students will do a forward roll before throwing their object at an opponent's cone.
- Students can choose to gallop or skip to their opponent's team when their cone is struck.

PE2.4: Non-Locomotor Skills

- Students will balance on one leg when throwing the ball at opponents' cones.
- Students will jump and land on the spot before throwing their ball at an opponent's cone.
- After throwing their ball students will get into a bent knee position and fall forwards landing on their hands.
- While an opposing teammate is joining a students' team that team/student will spin on the spot until the opponent has joined them.

PE2.5: Manipulative Skills

- Instead of throwing the ball at an opponent's target students will have to kick the ball.
- If a student catches a ball that is thrown toward his/her target that student who threw the ball will then join the ball catchers team.
- When students collect a ball that has gone astray he/she will need to dribble the ball with either his/her hands or feet on the way back to his/her prairie dog hole (hula hoop).
- Students will try to strike the ball with a paddle in order to knock over opposing teammates cones.
- Students will use a paddle or short-handled racquet to defend the thrown balls from knocking over their prairie dog (cone).

PE2.6: Movement Skills

- Students will need to walk backwards or sideways toward the opposing team who knocked over their cone.
- Students will throw their balls toward opposing teams' cones in a crouched position, if they knock over the cone they will jump high into the air as fast as they can.
- When students go to retrieve a ball they will walk in a zig zag pathway there and a curving pathway back.
- Students on the same team will take turns throwing the ball at different targets.
- Students will have to pass the ball to each of his/her teammates before throwing the ball at a target.
- When students throw the ball each teammate will give him/her a high five.

PE2.7: Rhythmical Movement

- When a student is about to throw his/her ball he/she will call out the opponents name and then do a pattern consisting of three moves that can include (jump up, hop, balance on one leg, spin on the spot, forward roll, or sideways log roll), the opponent will have to continue the pattern with the next three moves before the thrower can throw the ball at the opponents cone.
- When a student's cone is knocked over the student will have to do a creative dance toward the opponent's team. It would be beneficial to have music playing while the students are participating to help with rhythmic movement and classroom management.

PE2.8: Strategies and Skills

- When a player's cone is hit, instead of the player going to join another team he/she will simply put his/her cone back up and continue to play. Students will work together as a class to see how many cones they can knock over in total for a specific time period.
- Students can play the game outside where they will use a stack of pinecones/rocks as their prairie dog and a circle drawn in the sand or dirt as the prairie dogs hole.
- Students can play this game in the pool by setting up floating objects to represent their prairie dog. The students will have to work on treading water and different swimming strokes to move and participate in the game.

PE2.9: Safe Behaviours

- Using the adaptations provided above students will come to an agreement about what they would like to include in their game and rules. The students will then make sure they abide by the rules and procedures they decided upon and work together to self-regulate the game. If there is a situation where students cannot come to a conclusion on the rules the teacher will be asked to help solve the issue. Students will be encouraged to act maturely and respectfully toward their teammates throughout any play or discussion of rules.
- When introducing the game and any adaptations to the game the teacher will go over any safety issues (look where you are throwing, personal space, wearing proper gym attire, making sure each student is familiar with how to correctly do each movement, and when to stop and listen). The teacher can ask the students why they think these are important behaviors and if they have any others they would like to add.

PE2.10: Relationships

- When an opponent joins another team, that team will give the opponent a high five as to welcome them.
- If there is a student with a physical disability that uses a wheelchair, all other students could use scooters to sit on as they play the game. Students can move themselves using their arms and legs, but must stay sitting on the scooter.
- Teammates will make sure to take turns throwing the ball so that every member is allowed the same amount of throws.
- When a player's cone is knocked over that player will congratulate the opposing player for accomplishing his/her goal of hitting the target.

Grade: 3
Game Title: Prairie Dog Pickoff
Teaching Games for Understanding Category: Invasion

Outcomes

PE3.1: Health-Related Fitness

- Have students explain what muscles groups are being used during the activity. The class could engage discussions before and after the activity.
- Students could engage in a warm up activity to loosen their muscles and discuss the significance of preparing their hearts, muscles, and ligaments for physical activity.

PE3.2: Active Living

- To incorporate some arts education, students could trace their partner's body on a whiteboard or large sheet of paper. Next, students could circle or colour the parts of the body being used during the activity, and state the function of that body part. For example: "Using my heart to reduce stress."
- Students could examine the cultural significance of the name *Prairie Dog Pick Off*. Student could also discuss other options of what the game could be named to make it more culturally diverse.

PE3.3: Locomotor Skills

- Students could review utilization level of galloping, skipping, leaping, somersaults, etc. Students could then have the option of using one of these movements when they must join a team in the game. Whichever movement they choose, they must state the steps they taking to perform that movement.
- Once students are at utilization level, they could be asked to take their knowledge a step further and perform the movement differently. For example, students must walk faster to retrieve their ball, or when they are guarding their pins, they must balance on once foot.

PE3.4: Non-Locomotor Skills

- Before students are able to throw their ball at the pin, they must spin around a certain amount of times. They will have to focus on balancing and concentrating on a certain point to regain their balance.
- Have students partner up with someone on their team. Ask students to (state using the proper terms) what movement steps their partner is performing, rather than stating what they are doing. For example: "Timmy is throwing the ball with his left hand."
- When a student throws a ball and an opposing team member catches it, the student who threw the ball must find the closest mat and fall on the mat starting from a knee bent position.

PE3.5: Manipulative Skills

- After reviewing the protocol for using long handled implements, students may use a soft ball and a hockey stick to knock the pins over.
- Students may also utilize scoops and a soft ball (rather than a whiffle ball) to knock the pins over. Review in class the procedures for safely using short handled implements.
- Before students are able throw their ball at the other pin, they must jump and release the ball while they are in mid-air.

PE3.6: Movement Variables

- After a student has knocked over a pin, their team must perform a star jump or tuck jump. Review how to safely and properly perform and land these jumps prior to implementing this adaptation.
- Instead of using bowling pins as the target, use cones. When the cone gets knocked over, the student who threw the ball must walk back to their team while balancing the cone on their head.

PE3.7: Strategies and Skills

- Explain what type of game (invasion) *Prairie Dog Pick Off* is and identify the main intention of the game (to knock over the pins). Suggest how these affect the strategies used in the game.
- When the teacher verbally asks students to perform a particular movement (eg: balancing movement) students must respond by performing that act. This could be used as a pause in the game to settle the students if they are off task.
- Identify and practice (with guidance) what skills and strategies would be used if this game was used in an outdoor environment. Students could discuss how it could be adapted to the time constraints of recess so they could play the game in fifteen minutes.

PE3.8: Positive Interactions

- Have the students devise a cheer for the other team that is positive and supports good sportsmanship.
- When one team knocks over the pin, the person who threw the ball high fives his or her new team members.
- Before students are even introduced to going to the gym at the start of the year, review the protocol and procedures of what is appropriate behaviour.

PE3.9: Safety

- Encourage students to be aware of their classmates and surroundings. If they see a classmate doing something that is unsafe or recognize something in the gym that could be hazardous, they must do what they can help correct the situation.
- Review thoroughly how to properly perform the movements before actually engaging in them. Emphasize that this is for safety and risk prevention.

PE3.10: Relationships

- Ask for suggestions and ideas for activities that could be incorporated into the game and applying these suggestions to establish what worked well, and what needs to be adapted.
- For students who have physical limitations create and invent adaptations to ensure they are fully supported and can participate fully in the game. For example, if a student has a physical disability where they are unable to use their lower body, students could pair up. After they have paired up, they could establish a designated thrower and retriever. Initially, all students would be in pairs to deflect attention away from the student(s) that need extra support.

Grade: 4
Game Title: Prairie Dog Pickoff
Teaching Games for Understanding Category: Invasion

Outcomes

PE4.1: Health-Related Fitness

- Ask students if they think this activity meets the recommended level of activity required in order to achieve and maintain personal fitness, or would they need to take part in other activities.
- After a student has formed a team with the player who knocked their pin down, that student can perform a muscular endurance activity. For example, they could do a set of curl ups or push-ups before joining the game again.

PE4.2: Body Systems

- Because the movement is originally restricted to pivoting, ask students if this game has a positive or negative impact on their joints.
- Have the class brainstorm other ideas that could be used instead of pivoting. An example of this could be a muscular strength activity such as lunging.

PE4.3: Locomotor Skills

- Students must do a backward roll on a provided mat after their pin has been knocked down. After they have safely completed the backward roll, they may join their new teammate. Review and practice how to safely perform this movement.

PE4.5: Complex Non-Locomotor Skills

- After a student's pin has been knocked over, they must lean forward and fall on their hands from a standing position and then stand back up. After they have completed this movement, they can move to join their new teammate.
- Once a team has formed, the team must take turns throwing the foam ball. The team (at least two students) can perform a partner balance, which they will hold for five seconds before their teammate can throw the ball. The student can either:
 - Create and perform their own balance and support, in which each partner is partially supporting the weight of the other person
 - The teacher can assign the balance (E.g: statue or yoga—down dog, sun salutation)
 - Students must perform two balances, holding positions in time to a rhythmical pattern

PE4.6: Manipulative Skills

- Students can try to knock over the pins using a soft ball and a short handled implement. They could potentially use racquets and paddles.
- Instead of pivoting, students can hand dribble the foam ball four times, then strike at another person's pin.

PE4.7: Complex Manipulative Skills

- Using scoops as an extension tool and small soft balls, students can throw and try to hit the stationary pin. The student defending their pin can try and catch the small soft ball with their scoop.
- In order to improve both the skill performance and the strategic play, the class can propose changes to how the throws are performed. This does not have to include the whole class, but can also be done a team, individually, etc.

PE4.8: Movement Refinement

- Use additional objects for students to avoid, such as pylons, which also vary the amount of space available for students to occupy with their hoops.
- To support skilful performance, students can say performance cues out loud as they throw their foam ball.

PE4.9: Skilful Play

- The class can distinguish between appropriate offensive and defensive tactics. Some of these offensive tactics could include placing the pylons and pins farthest away from opponents or devising the quickest and most effective way to throw the ball as team. Defensive tactics could include spreading the team out to cover more distance or anticipating which pin the opponent will strike next.

PE4.10: Tactics, Strategies, and Rules

- As a class, discuss why games have boundaries, time rules, and other restrictions. Discuss how the game may change by varying one or more of these restrictions.
- Students can suggest changes to game tactics, strategies/and or rules in response to the teacher's question posed to the class. A potential question could be, "How can we make this game more challenging?"

PE4.11: Safety and First Aid

- As a class discuss potential play hazards, and what changes could be made to minimize risk.
- Discuss how the game could be played outside safely. Ask students if there are any adaptations that would have to be made.

PE4.12: Relationships

- Once a team has formed, have the students quickly create a team name and/or cheer they will shout whenever they gain an opponent's pin.
- Ask the students to observe the play of another student, specifically watching for one positive feedback comment that can be given to that student at the end of class.

PE4.13: Culture and History

- Ask students to research invasion games to determine their origin, and then bring the rules and strategies from their research to create different versions of *Prairie Dog Pick Off*.

Grade: 5
Game Title: Prairie Dog Pickoff
Teaching Games for Understanding Category: Invasion

Outcome

PE5.1: Health-Related Fitness

- Students could examine their heart rate before, during, and after engaging a cardiovascular activity. In addition, students could compare their heart rate to an athlete's. Students could also calculate their own heart rate and devise a fitness plan to improve it throughout the year.
- Students could set goals that are not only cardiovascular related, but they could work toward improving their flexibility, balance, etc.
- Discuss the importance of setting goals that are achievable and attainable, and how we are able to measure if they can be accomplished in a certain amount of time.

PE5.2: Muscular Fitness

- Have students engage in a dynamic stretch before they engage in physical activity. At the end of the physical education period, have students engage in a cool-down activity to allow their muscles to stretch. Discuss the differences between a dynamic stretch and a cool down stretch with the students.
- In groups, students could develop their own dynamic and cool down stretching routines. They could present these to the class, and their classmates will engage in their routine for that physical education period.

PE5.3: Complex Skills

- Students could play *Prairie Dog Pick Off* to the beat of the music. At a certain point in the song (whether it is a certain word or beat) they must throw their ball at a pin.
- Instead of students being able to run freely, they can only take a certain amount of steps before they must release the ball.

PE5.4: Express and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities.

- When a team is trying to knock over an opposing players pin, one teammate must set the ball (soft beach ball or volleyball) to another teammate, who will then volley (bump) the ball toward the opposing players pin.
- Players can be introduced to plastic bats, where they must throw up and strike a foam ball toward the target (an opposing players pin), in order to knock it over.
- Students will practice punting a ball toward their desired target (opposing players pin).

PE5.5: Complex Manipulative Skills

- When a player goes to join another team that player will take on a defensive role. The defensive player will guard the throwing player, trying to decrease his/her chances of throwing the ball to a desired target (pin).
- Players will use Frisbees instead of balls as the medium used for knocking over an opponent's pin. The teacher will go over different throwing techniques such as backhand and forehand (flick) before introducing the Frisbees to the game.
- Players will use a badminton racquet to strike birdies using and adjusting performance cues to practice various introductory strokes including short serve, long serve, forehand overhead clear, and underhand drop shot.

PE5.6: Performance Refinement

- As a class discuss the different skills that are being practiced during the game (defense, offence, throwing/kicking to a target, teamwork, etc). Have the class brainstorm different sports that these skills are used in (defending a goal or basket such as hockey, soccer, and basketball).
- Develop, in cooperation with others, a list of required criteria to use in order to perform certain movements [e.g., throwing – uses opposite foot of throwing arm to begin throw, looks at the target that he/she is throwing to, turns body). Have teammates give feedback to each player about their performance and ability to use the decided upon criteria in a positive way.
- Communicate using the vocabulary of tactics, movement variables, and performance cues both when practicing the performance skills and when supporting the performance of others (e.g. have players learn how to fake a throw as to maximize their success in knocking over an opposing players pin).

PE5.7: Skilful Play

- As a class, distinguish between effective and ineffective offensive and defensive tactics in individual and small group activities. Some examples include: Faking where you want to throw the ball or changing directions.
- To practice orientation skills and identifying cardinal directions (North, South, East, and West), students will verbalize which directions they must walk/run to in order to reach their new teammates.

PE5.8: Rules

- Discuss as a class questions such as, “Who is responsible for ensuring that the rules of play are followed? Why might it be an official?”
- Students can observe peers for proper game play. It is important to discuss as a class how to react in a positive manner when a classmate does not follow a rule, instead of displaying negative reactions towards others.

PE5.9: Safety and First Aid

- In small groups, students can make representations of first-aid kits to show that they have considered and identified the appropriate supplies. They can do this in the form of a diagram, list, or provide an actual kit.
- As a class, discuss the 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. An example of a prevention tactic could be how to pivot properly to avoid damaging the knee.

PE5.10: Social Skills

- Regularly self-assess the level of social skills used by responding to prompts (E.g: “Today in physical education I showed cooperation by...”). Students will write their responses in their physical education journal.
- In groups, students can create and demonstrate what certain behaviours look like on each of the five levels of the social skill continuum.

PE5.11: Culture and History

- Communicate the origins of *Prairie Dog Pick Off* and how this game is historically Canadian. Share stories about this game and activities associated with it.
- Students could identify famous Canadians that have found success in movement activities that incorporate the invasion tactics they are performing in *Prairie Dog Pick Off*.