

Grade 1
Game Title: Golden Ball
Teaching Games for Understanding Category: Invasion/Territorial

Outcomes:

1.1 Health-related Fitness

- Variation: Have the students wear pedometers to show how much physical activity they are getting (You could make a conversation about how different movements require more movement or physical activity than other).
- Explore movements that require and challenge targeted areas of the body.
- Stop play after each round to check signs of 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.).
- Change the movements to explore those that require and challenge more lower body muscular endurance and muscular strength (Eg. hopping for a distance, balancing on a leg etc.)

1.2 Active Living

- Discussion before and after the activity
 - Q: Do we need to have rules and teams to be active?
 - Q: How does our body benefit from playing the game?
 - Q: How does our body benefit if we choose to stand still and not attempt to get to the safety zone?)
- Before playing the game also talk about how it is important to participate in physical activity for the body, mind and spirit.
- Closure: Express feelings and sensations about participation in movement activities using words, symbols (eg., happy faces, tear drops) and other media.
- Discuss ways that this game can be played at recess, noon, etc. Even talk about what sorts of things can be substituted in order to make this game work when the equipment is not there.

1.3 Locomotor Skills

- Variation: Change the way that students are allowed to travel (hopping, jumping, walking, running, skipping, leaping, and galloping).
- Variation: Change the way that students are moving onto the mat. (jumping with two feet, hopping on one foot, sliding onto the mat)
- Demonstrate understanding of the skill being named and the ability to perform it.
- Talk about and put into action how students can move around the gym space without making contact with other students while moving in a variety of ways.

1.4 Non-Locomotor Skills

- Variation: While the students are in the “safe zone” they must perform a balance.
- Variation: Students who are tagged perform a low level balance (bridge, v-sit).
- Variation: Students must jump over an object to enter into the “safe zone”.
- Variation: Students must demonstrate a variety of ways to twist, turn, stretch, bend and curl while standing on two feet in the “safe zone”

1.5 Manipulative Skills

- Variation: Change the size of the “golden ball” and how far students must throw it.
- Variation: Change how students can throw the “golden ball” (overhand, underhand, through an object)
- Variation: Students could have to kick or roll the “golden ball” rather than throwing it.

1.6 Movement Variables

- Introduce various pathways, levels, and directions for students to use when moving between zones.
- Introduce dodging, fleeing, and chasing skills to enhance level of play.
- Encourage students to be aware of personal space and control of their movements.
- Introduce to students patterns while they are moving (eg. you have to hop then gallop before running the rest of the way)

1.7 Rhythmical Movement

- Variation: Students who are tagged or in the safe zone need to dance to music.
- Variation: Students who are in the safe zone must clap or drum a pattern that is given to them.

1.8 Strategies and Skills

- Brainstorm strategies to travel from one end to the other.
- Scope out safe pathways to travel to the other side before crossing into the opposition’s territory.
- Strategize whether you are going to run to the safe zone or free a teammate.
- Have students think about how they are going to get the golden ball back to their end of the gym.
- Have students think about and talk to their teammates about how to free other teammates while not getting tagged themselves.

1.9 Safety and Cooperation

- How should we travel? (ie. keep your head up, use verbal communication)
- Reinforce the idea that you need all players in your safe zone to win the game so you need to work together to free players who have been tagged.
- Discuss the importance of honesty and the importance of being able to trust your opponents during tag games.

- After: Have students help put away the equipment and talk about how they can share the responsibilities as a class.

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?
- Brainstorm what it looks like and sounds like when people are being respectful and showing consideration for others while participating in the game.
- Talk about how different feelings can enter the game when we are playing with many people (eg. excited, happy, sad, mad, frustrated, fearful)

Grade 2
Game Title: Golden Ball
Teaching Games for Understanding Category: Invasion/Territorial

Outcomes:

2.1 Health-related Fitness

- Explore movements that require and challenge targeted areas of the body (e.g., Explain what the legs felt like after running in the game).
- 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.).
- When students have made it across to the safe area, they have to perform specified muscular endurance/strength and flexibility activities (e.g., upper body muscular strength – push-ups, flexibility- Slowly reach for your toes)
- Students could perform stretches when they have been tagged and are waiting to be freed (So instead of sitting on your knees they could be touching their .

2.2 Active Living

- Discussion before and after the activity
 - Q: Do we need to have rules and teams to be active?
 - Q: How does our body benefit from playing the game?
 - Q: How does our body benefit if we choose to stand still and not attempt to get to the safety zone?)
- Closure: Express feelings and sensations about participation in movement activities throughout the use of words, symbols (e.g., happy faces, sad faces, thumbs up, thumbs down) and other media.
- Discuss ways that this game can be played outdoors at recess and noon. 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: Change the way that students are allowed to travel (hopping, jumping, walking, running, skipping, leaping, and galloping).
- Demonstrate understanding of the locomotor skill being named and the ability to perform it.
- Watch for students who are demonstrating “control” level while travelling from one side to the other. If the skills are not being performed properly due to speed, we will have a discussion on how fast the game will be moving at for each level.
- Variation: Establish partnerships within a team and add the rule that partners must remain attached (e.g., hold hands) and must move in unison using planned locomotor skills.

2.4 Non-Locomotor Skills

- Variation: While the students are in the “safe zone” they must perform a balance.
- Variation: Students who are tagged can perform a low level balance (e.g., front support, bridge, v-sit). If applicable, teammate could go under, over, or around the balance to free them.
- Variation: Students must land on their hands from their knees after they have entered the “safe zone” or after they are tagged (Only from knees after being tagged, as there will be no mat for safety).

2.5 Manipulative Skills

- Variation: When students reach the safe zone, they can take an object (e.g., bean bag, foam ball) from bucket and perform a manipulative skill (e.g., throw/strike upwards and catch 5 times), and replace in bucket before they can go free a teammate.

2.6 Movement Variables

- Introduce various pathways, levels, and directions for students to use when moving between zones.
- Variation: Students who are tagged can perform a low level balance (e.g., front support, bridge, v-sit). If applicable, teammate could go under, over or around the balance to free them.
- Introduce dodging, fleeing, and chasing skills to enhance level of play.
- Encourage students to be aware of personal space and in control of their movements.
- Variation: Add obstacles (e.g., pylons, mats) for students to avoid while moving through space.

2.7 Rhythmical Movement

- Variation: Students who are tagged or in the safe zone need to vary body shapes and level of movement, with smooth transitions from one movement to the next. (Create a sequence and keep repeating until free)
- Variation: Play music and have students move to a rhythm while in the safe zone or while waiting to be freed

2.8 Strategies and Skills

- Brainstorm strategies to travel from one end to the other.
- Scope out safe pathways to travel to the other side before crossing into the opposition’s territory.
- Discuss roles when avoiding (offense) and chasing (defense).
- Discuss strategies as to when it makes sense for an individual to run to the safe zone or free a teammate.
- Discuss strategies as to how team mates can work together to stop the other team from

getting to the safe zone.

- Reinforce the idea that you need all players in your safe zone to win the game so you need to work together to free players who have been tagged.
- Organization: Divide the class into three teams and get the third team to observe successful strategies of the other teams, sharing what they see.

2.9 Safe Behaviours

- Discuss risk factors in the game and the plans to stay safe.
- If adding equipment such as pylons and bean bags, discuss care and use.
- Discuss safety related to traveling amongst others and obstacles, including conversation about communication skills used during play.

2.10 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.
- Brainstorm possible conflicts that could arise and suggest ideas that will help resolve the conflict.
- Discuss the importance of honesty and the importance of being able to trust your opponents during tag games.

Grade 3
Game Title: Golden Ball
Teaching Games for Understanding Category: Invasion/Territorial

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 muscular endurance activity (e.g., curl ups, push ups) while waiting to be ‘freed’ by a teammate.
- Students can perform flexibility stretches while waiting to be ‘freed’ by a teammate.
- 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.

3.2 Active Living

- Immediately after playing this game, ask students if/how playing this game could influence their problem solving abilities.
 - ask students if being physically active support us in being a better community member?”
 - “What do we need in order to be physically active?”

3.3 Locomotor Skills

- Ask students to move with a specific locomotion during activity. Teachers can assess using movement skills checklists.
 - Leaping and sliding over the centre line
 - galloping and skipping

3.4 Non-locomotor Skills

- Prior to taking a knee if tagged, students can perform various rotations on the spot (e.g., squatting with arms above head).
- Upon taking a knee, students will perform landings on hands from kneeling position.
- Incorporate landings on hands into sequences of movements when entering the safe-zone mats.

3.5 Manipulative Skills

- Variation: Once a student makes it into the other team’s safe zone, the student can:
 - Dribble a ball with hands 3 times on the outside of the safe mat and then focus back on the game
 - Volley a balloon (limit this skill to 3 times before focusing attention back on the game play).

3.6 Movement Variables

- Scatter mats or objects such as pool noodles throughout playing area for students to move around or over.
- Once in the safety zone, students can form balances with a variety of bases for support
 - When there are 3 students on the mats have the pair of students do mirroring activities
- Upon being tagged students can perform balances from various levels.

3.7 Strategies and Skills

- Immediately following the game ask students what roles they can play. What strategies are used to help achieve success?
- Ask students what defence and offence look like in this game.
 - Tell students that today you will be looking for controlled body movement when they are chasing, fleeing, and evading

3.8 Positive Interactions

- Students can be asked to observe the play of others (this could be accomplished during their time caught on their knees or while on the safe zone) , specifically watching for one positive feedback comment that they can give to a classmate.
- Students can be asked to create a team cheer that they share just before they begin play.
- Have a conversation with the class around the idea of “picking up those who are down”.

3.9 Safety

- Ask students to analyze the play area to suggest any potential play hazards and provide changes, or suggestions to minimize risk.

3.10 Relationships

- Provide positive feedback for others strategic ideas.
- Discuss constructive criticism to enable students to respectfully assist others in skill development.

Grade 4
Game Title: Golden Ball
Teaching Games for Understanding Category: Invasion/Territorial

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 perform a muscular endurance activity (e.g., curl ups, push ups) while waiting to be ‘freed’ by a teammate.
- Students can perform flexibility stretches while waiting to be ‘freed’ by a teammate.
- 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.
- Ask students how and why we should cool-down following a vigorous activity.

4.3 Complex Locomotor Skills

- Place a variety of objects in the playing area to provide students more objects to avoid and dodge while trying to get the opponents ball.
- Add a variety of complex locomotor skills when students reach the safety zone (e.g. rolling, dancing sequence).
- Ask students to design ways of skipping to navigate through the opponent’s zone.

4.4 Locomotor Skills

- Students have to do a backwards roll when reaching the safety zone (mats set up in the zone).

4.5 Complex Non-locomotor Skills

- When students are tagged, they must rotate on the spot.
- The two students can perform a partner balance, which they hold for 5 seconds, before returning to their end. Encourage students to use balances which each partner is partially supporting the weight of the other person.
- When students are tagged, they must fall on hands from a standing position and then stand back up.

- When students are tagged, they must hold a balance while waiting to be 'freed'. The balance can be assigned by the teacher (e.g., yoga – down dog, Karate stances).
- Variation: Once a student makes it into the other team's end zone, the student can:
- Skip a self-turned rope.
- Hold statue positions using large bases or three-point stances.
- Balance on raised objects such as the narrow base of an over turned bench.

4.6 Manipulative Skills

- Variation: Students can dribble a basketball while moving through the playing area, avoiding being tagged. They can continue the dribble while waiting for more teammate to make it to the other team's end zone or while trying to free teammates.
- Variation: When tagged, students can vary the performance of the dribble, dribble while walking around a pylon (e.g., dribble with 'opposite' hand, vary the height of the dribble) while waiting to be freed.
- Variation: Students can dribble a soccer ball (with feet) while moving through the playing area, avoiding being tagged.

4.7 Complex Manipulative Skills

- Students will not be able to run with their opponent's ball, they will have to send or throw the ball to a teammate. The individual in possession of the ball cannot move. Variation: kick the ball.
- Kick the ball to remove the golden ball from the pylon.

4.8 Movement Refinement

- The teacher can vary how much open space there is available for students to move through by adding safety zones where people cannot be tagged; by adding in additional objects to avoid such pylons; and by creating a 'caught' zone where everyone who is tagged must go to while waiting to be 'freed'.
- Students can propose changes to how they move through space 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.

4.9 Skillful Play

- During variations of this game, the students can propose and distinguish appropriate offensive strategies (e.g., players act as decoys) and defensive strategies (e.g., spreading out to cover the open spaces).
- The zones for where students can be caught can change so that there is a 1/3 of the space through the middle of the gym where no one can be caught. Students can be asked how this affects the way
- 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 pairs of students or entire 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 express insights into why game has boundaries, and other restrictions. Ask the how the game might change by varying one or more of the restrictions.
- 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 begin play.

4.13 Culture and History

- Students can be asked to research invasion/territorial games (e.g., basketball, soccer) to determine their origin, and then bring rules and strategies into the versions of ‘Golden Ball’ that they play.

Grade 5
Game Title: Golden Ball
Teaching Games for Understanding: Invasion/Territorial

Outcomes:

5.1 Health-Related Fitness

- Determine the intrinsic (enjoyment, enhanced health, level of success, increased energy level, reduced stress) and extrinsic factors (awards, media, sport heroes, family, peer) that motivate participation for fitness development.
- Demonstrate and practise ways to find pulse and to determine heart rate before, during, and after exercise.
- Encourage students to sustain participation in the game to increase their heart rate and respiration rates in a progression towards nine consecutive minutes.

5.2 Muscular Fitness

- Incorporate the use of a variety of objects and equipment into muscular endurance and flexibility challenging activities while students are in the safe zone (resistance bands).
- Explain the importance of flexibility in movement activities.
- Incorporate exercises that improve muscular fitness (jumping jacks, push-ups).
- Ask students to identify where we can incorporate flexibility and muscular endurance exercises throughout the game and be able to explain why it is important to improve both flexibility and muscular endurance.
- Does this game help to do both?

5.3 Complex Skills

- Incorporate sport specific movement sequences (triple jump, volleyball spike approach).
- Vary mode of locomotion (bunny hop, skipping), varying pathways (no running in straight lines) and body movements.

5.4 Manipulative skills

- Students will not be able to run when in possession of the ball. The ball must be passed the ball by punting or volleying.

5.5 Complex Manipulative Skills

- Students must dribble ball with their foot to the safe zone; if their opponent steals the ball they are caught and must kneel with the ball until they are freed.
- Students must hand dribble a ball in control at all times.

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, volleyball, and dancing).
- Encourage students to communicate using the vocabulary of tactics, movement variables, and performance cues both when practicing the performance skill and when supporting the performance of others.
- Each class the focus can be on one specific skill where students self assess and peer assess the movement for the purpose of refinement.
- 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

- In small groups or as a class, create effective offensive and defensive strategies.
- Help students distinguish between effective and ineffective individual and small group offensive and defensive tactics to be used during Golden Ball or any other invasion/territorial game.
- Suggest modifications to the game to increase or decrease difficulty.
- Ask what makes one successful in this game: for example, body fakes, speed use, change of direction, keeping the body low while moving.
- Have students describe how applying elements of making good decisions related to Golden Ball help in the progression of the game. (ex. anticipating responses, choosing appropriate skills to perform-- passing rather than shooting).

5.8 Rules

- Observe peers for proper game play.
- Discuss and suggest rule adaptations as a class.
- Discuss and propose alternative behaviours from examples that demonstrate inappropriate behaviour related to officiating and abiding by the rules.

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 two things they did well, and one thing they need to improve on regarding their behaviour and self-control during the game.