

Grade 1

Game Title: Crossover

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.
- 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.).

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.
- Discuss ways that this game can be played at recess, noon, etc.

1.3 Locomotor Skills

- Variation: Change the way that students are allowed to travel (hopping, jumping, walking, running, skipping, leaping, and galloping).
- Demonstrate understanding of the skill being named and the ability to perform it.
- Watch for students who are demonstrating “control” while travelling from one side to the other.

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”.

1.5 Manipulative Skills

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.

1.7 Rhythmical Movement

- Variation: Students who are tagged or in the safe zone need to dance to music.

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.

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.

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.

Grade 2

Game Title: Crossover

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 – wall push-ups)
- Students could perform stretches when they have been tagged and are waiting to be freed.

2.2 Active Living

- Discussion before and after the activity (Q: Do we need to have rules and teams to be active?; How does our body benefit from playing the game?; 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, tear drops) 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” while travelling from one side to the other.
- Ask students to use performance cues aloud while performing each skill.
- 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, team mate 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.

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 team mate.

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, team mate 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.
- 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 team mate.
- 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: Crossover

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.

3.3 Locomotor Skills

- Ask students to move with a specific locomotion during activity. Teachers can assess using movement skills checklists.

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.

3.5 Manipulative Skills

- Variation: Once a student makes it into the other team's end zone, the student can:
 - Dribble a ball with hands
 - 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.
- To enter the safety zone students must jump over the end line and land on two feet/one foot.
- 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.

3.8 Positive Interactions

- Students can be asked to observe the play of others, 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 can be made 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: Crossover

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.

4.3 Complex Locomotor Skills

- 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.
- Add a variety of complex locomotor skills when students reach the safety zone (e.g. rolling, dancing sequence).

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

- The two students can perform a partner balance, which they hold for 5 seconds, before returning to their end.
- 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).
- Variation: Once a student makes it into the other team's end zone, the student can:
 - Skip a self-turned rope.
 - Hold statue positions.
 - 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 (e.g., dribble with 'opposite' hand) 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

- When using the variation of basketball dribbling, have students shoot and score a basket when reaching the safety zone, before they can go to free others.

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 they play the game.
- If playing with basketballs, students can 'tag' opponents by knocking the basketball 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 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 'crossover' that they play.

Grade 5

Game Title: Crossover

Teaching Games for Understanding: Invasion/Territorial

Outcomes:

5.1 Health-Related Fitness

- 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.

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).

5.3 Complex Skills

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

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).
- 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.

5.8 Rules

- Observe peers for proper game play.
- Discuss and suggest rule adaptations as a class.

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.

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.

Grade 5

Game Title: Barriers

Teaching Games for Understanding: Net/Wall

Outcomes:

5.1 Health-Related Fitness

- Take pulse- Is this a good activity for Cardiovascular Endurance? How could we change this game to increase our cardiovascular fitness?

5.2 Muscular Fitness

- Students sit up and throw the ball over the net to the opponent who catches the ball, lies back and sits up to throw it back.
- Students are in push up position (or superman position) while throwing ball back and forth over the object.

5.3 Complex Skills

- Focus on footwork to get in proper position before receiving the ball.

5.4 Manipulative Skills

- Students punt the ball over the barrier to start the rally.
- Teams of 2 or 3; volley with hands
- Strike objects over the net with long handled implements.

5.5 Complex Manipulative Skills

- Strike lightweight balls both underhand and overhand over the barrier.
- Strike balls (e.g. tennis, whiffle, ping-pong, shuttle) with racquets and paddles overhand and underhand over the barrier.

5.6 Performance Refinement

- Peer evaluation
- Video and have students critique themselves

5.7 Skillful Play

- Determine effective game tactics in cooperation with others (i.e. throw/ strike to where your opponent is not)
- Have students describe and apply elements of making good decisions related to game play (i.e. if I use a drop shot rather than a clear, what will my opponent respond with)
- How do the skills that I am using in this activity help me in other games?

5.8 Rules

- Have students officiate, score-keep, and lines games.

5.9 Safety and 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 five levels of the social skills continuum.

5.11 Culture and History

- Students identify famous Canadians that have found success in movement activities that incorporate the striking movement that you are doing in this activity.

Grade 5

Game Title: Strike Away

Teaching Games for Understanding: Striking/Fielding

Outcomes:

5.1 Health-Related Fitness

- Take pulse- Is this a good activity for Cardiovascular Endurance? How could we change this game to increase our cardiovascular fitness?

5.2 Muscular Fitness

- When the “batter” gets to a mat, they need to do a chosen activity to increase their muscular endurance (i.e. one point for every push-up (or sit-up or bicep curl with tubing) they do at their mat)

5.3 Complex Skills

- Change locomotion that needs to be used to get from mat to mat or from the field to the wall with the ball (i.e. two foot jump, crawling, dance, etc)
- Mount and dismount apparatus demonstrating body shapes during flight and landing in control onto the mats.

5.4 Manipulative Skills

- Volley with hands against a wall instead of running mats.
- Outdoors: have students punt a football (instead of throwing). “Batters” need to run to hula-hoops instead of mats. Emphasis on distance.
- Indoors: throw overhand/ underhand, kick a ball from ground, underhand/ overhand serve, use implement to contact object. Emphasis on accuracy.

5.5 Complex Manipulative Skills

- Throw Nerf Frisbee instead of ball.
- Fielders foot dribble a ball.
- Strike light-weight balls over a net when batting.
- Strike balls with racquets or paddles.

5.6 Performance Refinement

- Add peer evaluation

5.7 Skillful Play

- Game tactics in cooperation with others
- Groups of three: one batter, one fielder, one catcher. Batters throw, fielder needs to gather and throw to catcher to stop the batting group.
- How do the skills in this game transfer to another game?

5.8 Rules

- Have students take turns officiating.
- Class discusses a rule adaptation that could be made and tries it.

5.9 Safety and 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 five levels of the social skills continuum.

5.11 Culture and History

- Students identify famous Canadians that have found success in movement activities that incorporate the striking movement that you are doing in this activity.