

# Grade 1

## Game Title: Strike Away

### Teaching Games for Understanding Category: Striking/Fielding

#### Outcomes:

##### 1.1 Health-related Fitness

- Variation: When the music stops, describe the changes in your body (ie. increased breathing, increased body temp, hand over heart to describe how fast heart is beating, etc.)
- Explore movements that increase heart and respiration rates and challenge different areas of the body (ie, hopping for a distance).

##### 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

- Add variations to how students can move to and from the mats and to the striking line. For example: hopping, jumping, walking, running, skipping, leaping, sliding, galloping, rolling sideways.
- Demonstrate understanding of the skill being named and the ability to perform it.

##### 1.4 Non-Locomotor Skills

- Add a variation that the fielders must maintain a balanced position while waiting for the balls to be hit and once they gather a ball and make it back to the striking line they must perform a balance while waiting for their teammates.
- Players who strike the ball must perform a landing (kneeling position –landing on hands) when they reach each mat before continuing on to the next mat.

##### 1.5 Manipulative Skills

- Use a variety of throwing techniques (overhand/underhand) and vary the size and type of object being used.
- Focus on throwing to “open” spaces.

##### 1.6 Movement Variables

- Introduce the idea of “positions” and have students focus on fielding balls that enter their personal space.
- Introduce various pathways, levels, and directions for students to use when moving between the mats.

- Have students explore the patterns that are most effective for travelling in order to contact the largest amount of mats per teammate.

### **1.7 Rhythmical Movement**

- Have the students move to the beat when fielding balls and travelling between mats.
- Have students perform a rhythmical pattern on each mat.

### **1.8 Strategies and Skills**

- Assign pairs/groups of students to set-up and take down equipment on specific days.
- Brainstorm strategies to travel between mats.
- Brainstorm strategies to retrieve the balls in the most effective way.

### **1.9 Safety and Cooperation**

- How should we travel? (keep your head up, use verbal communication)
- How can we decrease the time it takes to retrieve the balls?

### **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: Strike Away

#### Teaching Games for Understanding Category: Striking/Fielding

##### 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.).
- Variation: Guide students to explore movements used to travel between 'bases' (ex: repeated hopping for a distance) so as to challenge targeted areas of the body (e.g., muscular strength in the legs).
- Variation: Challenge the student to move between bases using a specified animal walk that challenges their muscular endurance/strength.

##### 2.2 Active Living

- Discussion before and after the activity (Q: Do we need to have rules and teams to be active?)
- 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

- Add variations to how students can move to and from the mats and to the striking line. For example: hopping, jumping, walking, running, skipping, leaping, sliding, galloping, rolling forwards and sideways.
- Observe students moving to given locomotor skill (e.g., gallop) to check for understanding of what it means to perform that skill.
- Use obstacles (e.g., pylons, mats) to create an 'obstacle course' that students must move through without touch the obstacles.

##### 2.4 Non-Locomotor Skills

- Variation: The 'fielders' must maintain a balanced position or rotate on the spot, jump up and down ( two feet or one foot) while waiting for the balls to be sent and once they gather a ball and make it back to the striking line, they must perform a balance or rotation while waiting for their team mates.
- Players who strike the ball must perform a landing (kneeling position –landing on hands) when they reach each mat before continuing on to the next mat.

## **2.5 Manipulative Skills**

- Use a variety of throwing techniques (e.g., over-hand, under-hand, roll) and vary the size and type of object being used.
- Incorporate short-handled implements to strike various objects.
- Have the striking team kick various objects into the field and have the fielders foot dribble back to the line.
- Have the fielding team hand dribble the ball back to the line.

## **2.6 Movement Variables**

- Introduce the idea of “ field positions” and have students focus on fielding balls that enter their personal space.
- Introduce various pathways, levels, and directions for students to use when moving between the mats.
- Have students explore the patterns that are most effective for travelling in order to contact the largest amount of mats per teammate.
- Send and receive objects at different levels and with varying effort in order to direct the object to open spaces.

## **2.7 Rhythmical Movement**

- Have the students move to the beat when fielding balls and travelling between mats.
- Have students perform different dance moves, not repeating them, each time they step on a different mat.

## **2.8 Strategies and Skills**

- Brainstorm strategies to travel between mats.
- Brainstorm strategies to retrieve the balls in the most effective way.
- Discuss strategies as to how team mates can work together to gather all of the objects (e.g., balls) as quickly as possible.
- Discuss strategies for ‘running the bases’.

## **2.9 Safe Behaviours**

- Have students answer the following questions:
  - How should we travel? Keep your head up; Use verbal communication;
  - How can we prevent injuries when using short-handled implements?
  - What does being in control of your body look like?
- 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?
- Discuss how to positively help a team mate that is struggling with a skill or the rules of the game?

**Grade 3**  
**Game Title: Strike Away**  
**Teaching Games for Understanding Category: Striking/Fielding 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 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 the activity. Teachers can assess using the movement skills checklists.

**3.4 Non-locomotor Skills**

- Have each student perform a rotation on the spot when they reach each base (e.g., 90 degree jump-turn).

**3.5 Manipulative Skills**

- Variation: Students can strike the ball (e.g., Nerf ball, soft touch volleyball) with one hand in order to send it into the playing area.
- Variation: Students can practice punting a ball forward by dropping it in front of them and letting it bounce once before kicking it into the playing area.

**3.6 Movement Variables**

- Scatter objects such as pool noodles throughout the playing area for students to move around or over while travelling to the mats.
- Have students move along the lines of the gym floor to arrive at the mats.
- Have students move to the tempo of the music being played while travelling to the mats or retrieving the objects.

### **3.7 Strategies and Skills**

- Immediately following the game, ask students which strategies are used to help achieve success?
- Have teams discuss travel patterns to avoid collisions or time delays.

### **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.

### **3.9 Safety**

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

### **3.10 Relationships**

- Discuss ways to provide constructive criticism to help team-mates improve their skills without causing hurt feelings.

# Grade 4

## Game Title: Strike Away

### Teaching Games for Understanding Category: Striking/Fielding

#### 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

- Student can yell out a performance cue each time they send the object (e.g., “follow through”).
- During this game, the students will be avoiding and dodging classmates as they find a ball in the playing area and return to the ‘home base’.
- Variation: Complete a forward roll across one mat and then hold a balance for 5 seconds before moving to another mat to do the same.
- Variation: Perform a cartwheel across each mat.
- Variation: Members of the batting team can join together in a specific configuration (such as a congo line of four people) and have to move from mat to mat dancing a specific pattern.

##### 4.4 Locomotor Skills

- Do a backwards roll across each mat.

##### 4.5 Complex Non-locomotor Skills

- Students can try to balance (e.g., on head and hands in three-point stance) on a designated base and the number of students who are holding a balance when the music stops is the number of points that the ‘running’ team gets.
- Students must fall on hands from a standing position onto a mat before going to the next mat.
- Skip over a self-turned rope as they travel from mat to mat.

##### 4.6 Manipulative Skills

- Variation: Students can strike the ball (e.g., nerf ball, soft touch volleyball) with one hand in order to send it into the playing area.
- Variation: Students can strike a self-dropped shuttle cock (birdie) in order to send it into the playing area.
- Variation: Students can practice punting a ball forward by dropping it in front of them and letting it bounce and then kicking it into the playing area.

- Variation: Students can strike variation objects using long-handled implements (e.g., foam ball with a foam/plastic bat – ball tossed by one of the opponents – multiple ‘pitchers’ and batter hitting simultaneously)

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

- Variation: Students can send the ball by throwing it with an extension such as a scoop or a lacrosse stick.
- Variation: Students on the ‘fielding’ team can try to trap or catch the sent objects.
- Variation: The teacher can write numbers on the balls and keep record of which student has ball one, which had ball two, etc. Then after all students get ‘home’, the students could tell the teacher which number of ball was caught in the air. NOTE: Teacher can use this information as a form of formative assessment that can help the teacher plan for additional sending and strategic support for students who are repeatedly throwing a ball that can be caught.

#### **4.8 Movement Refinement**

- The teacher can challenge the students to vary how they send the object each time they are ‘up to bat’. 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 increasing or decreasing the number of mats; by making a rule that the ‘fielding’ team cannot step on the mats; and 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., placing the ball further away from the opponents) and defensive strategies (e.g., spreading out to cover the open spaces).
- 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 'strike away'.

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

- Students can be asked to research striking/fielding games (e.g., golf, cricket, baseball) to determine their origin, and then bring the means of striking into the versions of 'strike away' that they play.

# 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 Cardio?

##### 5.2 Muscular Fitness

- When the “batter” gets to a mat, they need to do a chosen activity to increase their muscular endurance (ie. 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 (ie. 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.