

Lesson 1 of 6

Invasion Games

EQUIPMENT

variety of balls that bounce (one per student) » pylons » pinnies » life-sized cut-out of active pose » felt pens

Warm It Up

LEARNING TO DRIVE

Instruct each student to choose one ball from a variety of balls that bounce;

e.g., volleyball, basketball, beach ball, playground ball and find a personal space in the activity area. Randomly place 6-10 pylons throughout the activity area; these will serve as obstacles around which the students will manoeuvre. On the signal to begin, students will steer their car (dribble their ball) in a controlled and safe manner on the roads (in the activity area) without losing control or colliding with another car. After 1-2 minutes, introduce commands, which the leader will call out while students steer their car. Commands might include Green - dribble around area; Red - stop and hold ball in hands; Yellow - dribble the ball from side to side; Turn - move in a different direction. Consider introducing different gears while students dribble in Green mode; walk in 1st gear, jog in 2nd gear, run as fast as possible while maintaining control in 3rd gear. Variation: students can dribble a ball with their feet as opposed to hands.

RELATED RESOURCES

- PlaySport -Teaching Kids Games by Playing Games website, Ontario Physical and Health Education Association (OPHEA), www.playsport.net



Safety First!

For safety, equipment, and supervision considerations when planning physical activities, see pages 11-17 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, www.acicr.ualberta.ca.

ABCD's of Physical Education



Activity

Basic Skills	A(K-3)-1
Application of Basic Skills	

Clues that students are achieving the outcome...

"Students will select, perform and refine more challenging ways to receive, retain and send an object with control." Physical Education Program of Studies, Alberta Learning, 2000

- Students can accurately pass a ball to a stationary and moving target with hands
- Students can provide verbal and visual targets
- Students can pass a ball with appropriate speed and strength in a variety of situations



Whoop It Up

CAN'T TOUCH THIS

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Instruct students to find a partner, choose one ball to play with, and return the other ball to the equipment bin. Partners start 3-4 meters away from each other and begin passing the ball experimenting with different kinds of passes; e.g., chest, bounce, overhand, push-pass and passes at different speeds and intensities. Ask students to determine effective ways of helping their partner make an accurate pass; e.g., give a verbal target by calling for the ball and a visual target with hands. After 10 successful passes, partners take 2 steps away from each other and continue passing to determine what kinds of passes are more accurate for greater distance. After 10 more successful passes, partners practice throwing to a moving target, ensuring they help their partner by providing visual and verbal targets.

CAN'T TOUCH THIS: Instruct each pair of students to join another pair or two to form teams of 4-6 students. Divide the activity area into several quadrants. Two teams will play against each other in one quadrant with one ball. Explain that teams are trying to maintain possession of the ball while passing it between players. A team scores a point after making successful passes to each member of the team (5 or 6) in a row. The defending team tries to intercept the ball, but can not take it out of the hands of a player who has possession of the ball. Should a team lose possession of the ball, the other team picks it up and attempts to make 5-6 successful passes and score a point. Students are not allowed to walk or run with the ball. Provide one team in each quadrant with pinnies. Stop the game after 3-4 minutes and allow one minute for teams to discuss effective ways to maintain possession of the ball and score points. Play for another 3-4 minutes and invite each team to share one effective strategy; e.g., pass the ball quickly, players without the ball move into open space, pass ahead of players (where they are moving to as opposed to where they are when the passing motion begins). Play for a final 3-4 minutes allowing teams to apply effective strategies for maintaining possession of the ball.



Safety First!

For safety, equipment, and supervision considerations when planning activities with scooters, see page 118 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, www.acicr.ualberta.ca.



Activity

Wrap It Up

Gather in the centre of the activity area and ask each student with a ball to pass it to you in a different way. As a large group, review effective ways of passing with accuracy and control, and maintaining possession of the ball during games. Record ideas on a life-sized cut out of a student in an active position that is posted on the wall (more game strategies will be added to the cut-out in lessons 2-5). Ask students to identify games that require a team to maintain possession of an object and avoid defenders; e.g., basketball, hockey, soccer. These are called invasion games.