

Lesson 2 of 6

Invasion Games

EQUIPMENT

pylons » pinnies » variety of objects to throw and catch (bean bags, balls, rubber animals) » flags or ropes » life-sized cut-out of active pose » felt pens

Warm It Up

PARTNER SHADOW

Students find a partner and decide who will be partner A and who will be partner

B. Explain that B's are the leaders and A's are the followers. On the signal to begin, B's walk throughout the activity area trying to make it difficult for A's to follow and stay within an arms reach. Blow a whistle to signal for students to freeze. Check if A's were able to stay within arms reach of their partner. Instruct partners to switch roles, A's lead and B's follow, and start again. Repeat the activity several times challenging students to use deaks, fakes and dodges while jogging and then running to get away from their partner. Visit the Teacher Resources – Teaching Tools – Interactives section of the PE Online website (see Related Resources) to view teaching tips and a video of the skill of dodging.

ABCD's of Physical Education



RELATED RESOURCES

- Physical Education Online website, www.education.alberta.ca/physicaleducationonline
- PE Central website (US), www.pecentral.org



Safety First!

For safety, equipment, and supervision considerations when planning indoor physical activities, see pages 19-20 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, www.acicr.ualberta.ca.



Activity

Basic Skills	A(4-6)-1
Application of Basic Skills	

Clues that students are achieving the outcome...

"Students will select, perform and refine challenging locomotor sequences."
Physical Education Program of Studies, Alberta Learning, 2000.

- Students can use deaks, fakes and dodges to create space away from a defender
- Students can move in ways that allow them to be well positioned on defence



Whoop It Up

DEFENSE AWAY

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. Review strategies for maintaining control of an object (refer to lesson 1) and explain that today students will be challenged to regain possession of an object. Provide 4 pylons to groups of 4 students and one object to each group (ball, bean bag or rubber animal). Groups find an obstacle free space and stand in the shape of a triangle with one defender in the middle. Students attempt to complete 5 passes without dropping the object or having the object intercepted by the defender. The defender switches places with the thrower of an unsuccessful pass, or with any student after five complete passes. Challenge groups to increase and decrease the size of the triangle. Ask: How does the size of the playing area affect the defender's ability to regain possession of the object? Further challenge groups to set up the pylons in the shape of a square. Three students each stand beside a pylon with one defender in the middle. After passing the object, the student who made the pass moves to stand beside the open pylon. How does the shape of the playing area and movement of students affect the defender's ability to regain possession of the object? Review strategies for regaining possession of an object; e.g., anticipate where the pass will go, keep head up, put pressure on the student with the object and receiving the object, and record on the life-sized cut out from lesson 1.

REVERSE HANDBALL: Divide students into 3 large groups and instruct each group to designate boundaries of a rectangular playing area, a centre line and two goals. Each large group divides into two teams of 5-6 players and one team wears pinnies. Each team chooses a goalie and the other players start on the opposite side of the centre line. Each team attempts to score by passing the object at least five times and then to the goalie. Should the object be dropped, intercepted by the other team, or go out of bounds, the count starts again from zero. An object that goes out of bounds is thrown in from the sideline by a member of the opposite team. After a goal is scored, the object is thrown in from the goal line (on either side of the net where the goal was scored) by the opposite team. Students are not allowed to walk or run with the object.



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Activity

Wrap It Up

TAIL CHASE & STRETCH

Students are to tuck (not tie) a flag or pinnie into a pocket or into the back of their waistband, and stand beside a partner. On the signal, students walk throughout the activity area trying to steal their partner's flag without having their own stolen. Should a flag be stolen, it is returned and the game continues. As a large group, lead students through a stretch incorporating the flag; e.g., hold one end of the flag in each hand so the flag is stretched and reach arms up, to each side and then down.