

Lesson 3 of 6

Invasion Games

EQUIPMENT

4-5 sponge balls » hoops » targets (bowling pins, skittles, pylons) » pinnies » life-sized cut-out of active pose » felt pens

RELATED RESOURCES

- PlaySport -Teaching Kids Games by Playing Games website, Ontario Physical and Health Education Association (OPHEA), www.playsport.net
- ABCD's of Movement for Grade 5 (LRC# 471079), Edmonton Public Schools, 2002, www.lrc.education.gov.ab.ca

Warm It Up

CIRCLE GOAL

Divide students into groups of 8-9. Instruct each group to stand in a circle with their feet shoulder-width

apart ensuring that the outside of each foot is touching the foot of the player beside them. Challenge students to strike a sponge ball with an open hand in an attempt to roll it between the legs (goal) of another player. Players must maintain contact with the feet of the players beside them at all times. After a few minutes of play, invite students to number off "1, 2, 1, 2..." and have them play the activity in teams with all of the 1's on the same team and the 2's on another team. In this version, players attempt to 'score' on the other team. Try playing the activity again using this variation: Players choose which Circle Goal team they would like to be on: Competitive, Middle of the Road or Recreational.



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.

ABCD's of Physical Education



Activity

| | |
|-----------------------------|-----------|
| Basic Skills | |
| Application of Basic Skills | A(4-6)-11 |

Clues that students are achieving the outcome...

"Students will demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can communicate and provide visual and verbal targets to teammates
- Students can move into open spaces when not in possession of the ball
- Students can complete short and quick passes to successfully advance towards another team's goal



Whoop It Up

CHIPOTLE VARIATIONS

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. Explain that the challenge of the day is to coordinate efforts as a team to knock over the targets of opposing teams. Divide the group into four equal teams and assign each team a corner of the activity area. Provide a hoop, two sponge balls, three targets; e.g., bowling pins, pylons, skittles, and pinnies to each team. Instruct teams to put on their pinnies and strategically place the three targets inside the hoop. On the signal to begin, teams work together to advance toward another team's corner and attempt to throw the ball and knock over the targets. Each team starts with two balls, but can use any of the balls in play once the game begins. Teams must pass the ball to move toward another team's corner. Players are not allowed to dribble or take steps when holding the ball. Should a team drop the ball or have the ball intercepted by an opposing team, possession of the ball is awarded to the team whose corner the ball is in. Should all of a team's targets be knocked over, the entire team lines up and passes a ball over/under from one end of the line to the other before re-setting the targets and continuing the game.

Variation #1: Instead of throwing and catching the ball, teams kick the ball to advance toward an opponent's corner. Students are allowed two touches on the ball, one to stop or trap the ball, the other to pass.

Variation #2: Allow students to take three steps while dribbling the ball.



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Activity

Wrap It Up

PARTNER SHARING

Ask each pair of students to carry one piece of equipment while walking one lap of the activity area before returning the equipment to a designated area. While walking, students share examples of how teams were able to coordinate their efforts to successfully advance the ball and knock over the targets. When all equipment has been returned, invite students to share highlights of their discussion with the large group and record strategies on the life-sized cut-out from lesson 1. Ask students to identify games in which players need to work together to advance towards a target and score a goal; e.g., team handball, lacrosse, ultimate frisbee, football.