

### Lesson 4 of 6

# Invasion Games

#### EQUIPMENT

beanbags (one for every 3 students) » a basket » 5-6 pinnies » recycled paper and pencils » life-sized cut-out of active pose » felt pens

## Warm It Up

### I'M READY, ARE YOU?

Instruct groups of 3 students to stand along the longest wall of the activity area.

Identify a safe line 3 meters

away from the wall and ask each team to identify their own centre line that is at least 10 but no more than 20 meters away from the safe line. A bean bag is placed 2 meters behind each team's centre line (closer to the safe line). Two students in each group participate at a time.

One student stands on the group's centre line with their back to the group and with one arm extended to the side, palm facing up – they are the tagger. Another student, the chasee, quietly approaches the tagger and taps the palm of their hand. Once the hand is tapped, the chasee picks up the beanbag and tries to run past the safe line before being tagged by the tagger. Regardless of the outcome, students change positions after each round; the tagger rests, the chasee becomes the tagger and the student resting becomes the chasee. Return the beanbag to the designated spot on the floor and begin again. Emphasize the importance of fairplay, following the rules of the game and being honest about being tagged.



### Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see page 51 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, [www.acicr.ualberta.ca](http://www.acicr.ualberta.ca).

#### ABCD's of Physical Education



### Cooperation

Communication	
Fair Play	C(4-6)-3
Leadership	
Teamwork	

### Clues that students are achieving the outcome...

"Students will demonstrate etiquette and fairplay" *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can follow the rules of the game
- Students can be honest about being tagged
- Students can share positive feedback about the game regardless of whether they won or lost



## Whoop It Up

### PRECIOUS JEWELS

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. Identify 5-6 students to be buyers and provide each with a pinnie. All other students are jewelry sellers and are trying to retrieve the precious jewels they dropped while escaping from a meeting with the buyers. The sellers must retrieve the precious jewels and safely return them to the bank (a basket in the middle of the activity area). Identify the boundaries of the playing area, which are at least 3 meters away from the walls, and the boundaries of a centre court, a large circle in the center of the playing area. The jewels (beanbags) are placed along the boundaries of the playing area. The sellers begin in a hideout (centre court) and the buyers begin outside the centre court boundaries. On the signal to begin, sellers attempt to collect the precious jewels, one at a time, and return them to the bank. Should a seller be tagged by a buyer, they freeze and remain frozen until another seller crawls between their legs. No students are allowed outside the playing area, and buyers are not allowed inside the centre court. When all of the jewels have been returned to the bank, discuss how students determine a good time to collect a beanbag; e.g., when buyers are in a different area of the court, when buyers are trying to tag other sellers, and record ideas on the life-sized cut-out from lesson 1. Choose different students to be buyers and play again. Consider challenging students to play while walking, skipping or galloping.



### 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](http://www.acicr.ualberta.ca).



## Wrap It Up

### POST GAME INTERVIEW

Invite students to find a personal space and lead the group in relaxation exercises; e.g., while lying on your back on the floor, roll into as tight a ball as possible and hold for 10 seconds, then reach as far as possible with arms and legs and hold for 10 seconds, then take 5 slow and deep breaths. Provide each student a piece of recycled paper and a pencil and invite them to write their answers to the following post-game interview questions on the paper: What are at least four reasons people play games? What reason is most important to you? Collect the answers and summarize for lesson 6.