

### Lesson 5 of 6

# Invasion Games

#### EQUIPMENT

8-10 foam dice » 40 hoops » 40 numbered discs or paper plates » pinnies » 12 pylons » life-sized cut-out of active pose » felt pens » paper puzzle pieces » pencils

## Warm It Up

### DICE TAG

Choose 5-6 students to be taggers and provide each with a foam die. Tell students that everybody is starting the game with 10 points! Explain that students are trying to keep as many points as possible for the duration of the game. On the signal to begin, taggers try to tag all other students by touching them with the foam die. Should a student be tagged, they and the tagger freeze and roll the die. The tagger will add the number of points rolled to their score and the student who was tagged will subtract the number of points rolled from their score. Before continuing the play, each student calls out the new number of points they have out loud, and switch roles; e.g., the student who was tagged picks up the die and tries to tag another student. Should a student lose all of their points, the last student to tag them keeps their die, and the students without any points get a new die and continue to play.



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

#### ABCD's of Physical Education



Do it Daily...For Life!

#### Do it Daily...For Life!

Effort	D(4-5)-2
Safety	
Goal Setting	
Active Living in Community	

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

"Students will demonstrate factors that encourage movement" *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can articulate what motivates them to participate in physical activities
- Students can participate in a variety of physical activities



## Whoop It Up

### FLIP THE DISCS

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. Divide students into four teams and assign two teams to each half of the activity area. Place 6 pylons, enough pinnies for one team, 20 hoops, and 20 numbered discs or paper plates in each half of the activity area. Instruct the teams on each half to identify the boundaries of their playing area by placing a pylon in each corner and to identify a centre line with the two remaining pylons. Ten hoops should be scattered on each half of the playing area and one disc or plate should be placed face down inside of each hoop (so the number can not be seen). Each team starts on one side of the centre line in their playing area. On the signal to begin, teams run into the other team's half and flip over the discs without being tagged to score points. A player can only flip one disc at a time. Once a player flips a disc, they get a free walk back to their half of the playing area and must touch the back boundary line before returning to play. When a player has a foot inside of the hoop, they are safe and cannot be tagged. Should a player be tagged, they must return to their half before making another attempt to flip a disc. Provide 1-2 minutes before the game for teams to discuss what strategies they will use to effectively defend their half of the playing area; e.g., spread out to cover as much space as possible, decide how many players will defend and how many will try to flip the other team's discs. After 5 minutes of play, instruct one team from each half of the activity area to switch sides so all teams are playing against a new opponent. Continue until all teams have had a chance to play against each other. Ask each team to share one strategy they used to defend their space. Record the most effective strategies on the cut-out from lesson 1.



### 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

### PUTTING THE PIECES TOGETHER

Provide each student with a brightly coloured paper puzzle piece and a pencil. Instruct students to complete the following sentence and write their answer on the puzzle piece; "I like to play when..." Allow time for students to share their answers with the large group. Post the puzzle pieces around the perimeter of a bulletin board in a prominent place.