

## APPENDIX A – Game/Activity Descriptions

### Class 1

#### Question Tag

**Equipment & Set-up:** Set of themed cards (see teacher resource package), pinnies

**Activity:** Students will spread out in the gym. 2-3 students will be chosen to be the Saver (wearing pinnies) and holding the deck of themed cards. When a student gets tagged they freeze and wait for a saver to approach them with a deck of cards. The frozen student picks a themed card and hands the card to the saver. The saver asks them a question based on the card that was picked (e.g. What is your favourite fruit?). The student who is frozen must make eye contact with the saver and clearly answer the question.

**Variations/Progression(s):**

- Vary the number of cards the saver carries with them
- Older students can come up with their own question.

**Closing discussions:**

- Did you learn anything new from students in your class? Why do you think that getting to know a partner might help you cooperate better?
- Did the frozen student look at you and answer clearly?

#### Mirroring Game

**Equipment & Set-up:** Students will be working in pairs in the gym. There should be enough space between pairs of students performing the activity.

**Activity:** Students must determine who will be the leader to start the activity\*. The leading student starts in a simple balance position and his/her partner must mirror the balance. The leading student starts to slowly move his/her body into different shapes and balances and his/her partner must mirror the leading student. Partners will switch roles between being a leader and a mirroring student.

**Variations/Progression(s):**

- Challenges can be given to the leading student (ex. Can you move with three body parts touching at all times, perform balances that are: small as a ball, wide as a wall, thin like a pin. Leading students can also mimic sports movements in slow motion (ex. Golf swing, basketball shot, swimming, hockey shot..etc.)

**Closing discussions:**

Are you moving slowly enough for your partner to follow you?

How can you tell if your partner is following you?

What did you like about each role? (e.g. being the leader or the follower)

How did you decide who started as the leader?

**\*Note:** The process of deciding who gets to go first may be a challenging step for many students. Take time to discuss this step if needed and brainstorm different ways students can decide who goes first (e.g. Rock Paper Scissors). Talk about how being FAIR means taking turns.

## **Partner Balances**

**Equipment & Set-up:** 1 gymnastic mat for 2 students, balance cards (see appendix), there should be enough space between pairs of students performing the activity.

**Activity:** Students will be working in pairs on a gymnastic mat. The object of the game is for the students to pick a partner balance from the balance poster. Students have to work together to perform the partner balance and hold the position for at least 5 seconds. Students will take turns picking cards from the bin.

### **Variations/Progressions:**

- Students may be given the opportunity to create their own balance with their partner.

### **Closing discussion:**

- Did you feel your partner listened to your comments or ideas? What did they say or do to make you feel understood?
- How did you choose your balance?

## **Class 2**

### **Rock, Paper, Scissors**

**Equipment & Set-up:** Students will spread out in the gym facing a partner.

**Activity:** Show students how to make a rock, paper & scissors with their hand. Explain that rock beats scissors, scissors beats paper and paper beats rock. Students should play the game with 3 different partners.

### **Variations/Progression(s):**

- **Rock, paper, scissors "Evolution":** Students spread out in the gym as small eggs. The game begins with students bouncing around looking for a partner. Once a student finds a partner they play one round of RPS. The winner becomes a chicken and the loser remains an egg. The winner must move around the gym as a chicken looking for another chicken to challenge. If the chicken wins their next round of RPS they become a gorilla and the losing chicken goes back to being an egg. If a gorilla wins their next round of RPS they become a human. Students can only challenge the same species of animal during the activity. After every RPS battle students always move up a species or down a species.

### **Discussion:**

How can you use the Rock, Paper, Scissors game when you are having trouble agreeing on a decision with a partner?

## **Obstacle Course Creation**

**Equipment & Set-up:** Students will be given an assortment of equipment they can use to create their own obstacle course (ex. Hoops, cones, hurdles, skipping ropes, mats etc.)

**Activity:** Students will be working in pairs to create their own obstacle course from the selected equipment. Emphasize students working together to decide a pathway for moving through the course (e.g. over, under, through different equipment, one foot/two foot jumps etc.).

**Variations/Progression(s):**

- The teacher will ask for specific objectives in the obstacle course such as: moving under, over, through and around different obstacles.
- A group can demonstrate to another group how to move through their obstacle course.
- Add a third student to the group.

**Closing discussions:**

What were the challenges in deciding what equipment to use?

How did you decide to place your equipment?

Was your partner listening to you?

### **Class 3 – Duelling Stations**

#### **Game of Towers**

**Equipment:** hoops, bean bags, bowling pins

**Activity:** Students face their partner and each player begins the game with a bean bag inside a hoop. Each student also places a pair of pins next to their hoop. When the match begins, they take turns trying to knock their partner's pins down first. They can only throw the bean bag from inside their hoop.

**Variations/Progressions:**

- Students do not have to take turns throwing the bean bag but must throw it from inside the hoop.
- Each student begins with three pins.

#### **Capture the Flag**

**Equipment:** Pinnies or flags

**Activity:** Each student attaches a flag or pinnie on both of their hips. When the match begins, students try to grab their partner's flag.

**Variations/Progressions:**

- 2 versus 2 or 3 versus 3
- Players start with just one flag instead of two

#### **Roll a Goal**

**Equipment:** cones or poly spots, hoops, balls

**Activity:** The roller stands inside a hoop with a ball. The goalie stands on a line between two cones. To score a goal, the roller must roll the ball past the goal line from inside the hoop. The goalie can move laterally but must keep both feet on the goal line. After 3 tries, players switch roles.

**Variations/Progressions:**

- Increase space between goal posts to make the game more difficult for the goalie.
- Move hoop back to make the game more difficult for the roller.

#### **Balloon Battle**

**Equipment:** balloons

**Activity:** Students face their partner in their own space. One of the partners starts the game by hitting a balloon

in the air. Their opponent must then hit the balloon again before it touches the ground. Players can only hit the balloon upward or parallel to the ground. A point is scored when the balloon touches the ground.

**Variations/Progressions:**

- Add boundaries to the playing area so that students have to keep the balloon in bounds.
- 2 vs. 2

### **Bounce Ball**

**Equipment:** tennis balls, tape

**Activity:** Both players start inside a large square marked by tape on the floor. The server starts by bouncing the ball with an underhand motion. The receiver must catch the ball before it bounces a second time. The ball must bounce inside the square or else it is out of bounds. The server scores a point when the receiver does not catch the ball after the first bouncer. If a player touches the ball and it lands out of bounds, his/her opponent receives a point.

**Variations/Progressions:**

- 2 versus 2 or 3 versus 3

### **Class 4 – Duelling Stations Part 2**

Choose new stations or repeat some of the same stations used last class.

### **Class 5 – 2 vs. 2 Stations & Assessment**

#### **2 v. 2 Battle Box**

**Equipment:** milk cart (or similar box), polyspots, tennis balls. A pinnie can be placed on the bottom of the milk cart to absorb the bouncing tennis balls.

**Activity:** Team of 2 Players stand on polyspot facing each other, with box in the middle. Each pair has their own tennis ball to start the game and decides who is the thrower and who is the retriever. Together, players say “Battle Box” to start the game. The thrower on each team then continuously bounces the ball on the floor and get it in the box to get a point. Each time the ball lands in the box, the retriever runs to the box, retrieves the ball and gives it back to their partner. The first pair to 3 points, wins the match. Pairs then switch roles for the next round. Players must stand on their polyspot and only use their own tennis ball during the game. Players lost a point if they interfere when their opponent is bouncing the ball. Players shake hands at the end of the game.

#### **Balloon Battle - 2 vs. 2**

**Equipment:** Balloons

**Activity:** Two players from each team stands inside the square or playing area. One player starts the game by hitting a balloon in the air. The opponents must then hit the balloon again before it touches the ground. After hitting the balloon, that player must tag their partner and exit the square. A player is not allowed to return to the square until his/her partner completes their turn. Players can only hit the balloon upward or parallel to the ground. A point is scored when the balloon touches the ground.

## 2 v 2 Noodle Knock Down

**Equipment & Set-up:** One hula hoop & noodle per team of two, 1 gator balls per team of 2.

Pair up teams of two to compete against each other. Have each group of four set up their two hula hoops across from each other with at least 30 yards in between, with their noodle standing up straight in the middle. Use a line on the gym floor or a polyspot to indicate where players can throw the ball from.

**Activity:** Students will use RPS battle to decide roles during the game. One player will be on offence and the other on defense. The role of the defensive player is to protect the noodle from being knocked down. The role of the offensive is knock down other teams noodles by throwing from specific poly spot or designated line on the gym floor. A pair (team) scores a point each time they knock their opponents' noodle down.

**Variations/Progression(s):**

- Students will decide when to switch roles from defense to offence.
- Students will be placed into groups of 3. Students will decide their roles in the game.

**Closing discussions:**

- How did you decide who was going to play which role?
- How did you decide when to switch roles? Was this fair?

## 2 v. 2 Capture the Flag

**Equipment:** Pinnies or flags

**Activity:** Each student attaches a flag or pinnie on both of their hips. In pairs, teams match-up against another pair. When the match begins, students try to grab their opponents' flags.

**Variations/Progressions:**

- Players start with just one flag instead of two

## Class # 6 - Cooperative Activity & Assessment

### Activity 1 – Hula Hoop Warm-Up

In pairs, each student with their own hula hoop. Students take turns being “the leader” and demonstrating different ways to use a hula hoop (on, over, through). Students decide for themselves when to change leaders.

### Activity 2 – Obstacle Course Creation (repeat of activity from Class 2)

**Equipment & Set-up:** Students will be given an assortment of gym equipment they can use to create their own obstacle course (ex. Hoops, cones, hurdles, skipping ropes, mats etc.)

**Activity:** Students will be working in pairs to create their own obstacle course from the selected equipment.

**Variations/Progression(s):**

- The teacher will ask for specific objectives in the obstacle course such as: moving under, over, through and around different obstacles.
- A group can demonstrate to another group how to move through their obstacle course.
- Add a third student to the group.

**Closing discussions:**

- What were the challenges in deciding what equipment to use?
- How did you decide where to place your equipment?
- Did you listen to each other's ideas? How did you work well together, or what could you do to work better together?

## Additional Games/Activities

### **Noodle Knock Down**

**Equipment & Set-up:** One hula hoop & noodle per team of two, 8-10 gator balls in total. Teams spread out in the gym with their equipment. The hula hoop is placed on the gym floor with the noodle standing upright in the middle

**Activity:** Students will use RPS battle to decide roles during the game. One player will be on offence and the other on defense. The role of the defensive player is to protect the noodle from being knocked down. The role of the offensive is knock down other teams noodles by throwing from specific poly spots placed around the gym. Once a team's noodle is knocked down they find a new location in the gym and reset their hoop and noodle.

**Variations/Progression(s):**

- Students will decide when to switch roles from defense to offence.
- Students will be placed into groups of 3. Students will decide their roles in the game.

**Closing discussions:**

- How did you decide who was going to play which role?
- How did you decide when to switch roles? Was this fair?

### **Telephone Game**

**Equipment & Set-up:** The teacher divides the class into equal teams. The teams line up at one end of the gym in a straight line. The teacher chooses different types of equipment and places them at the opposite end of the gym, in a hula hoop.

**Activity:** The team Captain looks at what has been placed in their respective hoop and then goes back to the team