

## ***5-8 Physical Education/Health Education: A Foundation for Implementation***

### **Grid Games**

Have students work with partners or in small groups in a square grid approximately three metres by three metres marked by pylons or lines on the gym floor or in an outdoor field, and use a variety of equipment such as basketballs, soccer balls, spongy balls, rugby balls, or beanbags. Have students practise and analyze the different movement concepts.

#### **Examples of Grid Games:**

- **Open Spaces:** Have one student, standing stationary, throw a ball to the partner who is moving to an open corner of the grid. Students receiving the pass make a target for their partner to aim at. After each throw, have students change roles of thrower and receiver. Discuss the movement concepts as they relate to throwing to open spaces.

- **Corner Ball:** Divide students into four teams and give one spongy ball to each team. Have students in each team pass the ball around to get close to their opponents and to tag them with the ball. When tagged, students move to a designated fitness area set up in each corner of the gym. Each time a person is tagged, he or she performs a different selected fitness activity and then returns to the game. Discuss the movement concepts related to space awareness.

- **Defence on the Move:** Have students roll a ball into an open space and have the partner pick up the ball before it rolls out of the grid (like fielding a grounder in softball). Change roles after five attempts to pick up the ball. Discuss the movement concepts as they relate to fielding a moving ball.

**Variations:** Students can enlarge their grid to increase the difficulty in accomplishing the task.

#### **SUGGESTIONS FOR INSTRUCTION**

*Students will...*

#### **PRESCRIBED LEARNING OUTCOMES**

##### **K.1.7.B.3 Analyze movement**

**concepts** (i.e., body awareness, space awareness, qualities of effort, relationships) **as they apply to territory/invasion-type activities** (e.g., offensive pass to an “open space”...) **and striking/fielding-type activities** (e.g., body position to catch fly ball or grounder in cricket...).

#### **Curricular Connections**

##### **ELA:**

GLO 1—Explore thoughts, ideas, feelings, and experiences.

##### **PE/HE:**

GLO 1—Movement

(K.1.7.C.3—offence/defence)

7–10

Refer to BLM G–1: Grid Activities.

### **Observation: Grid Games**

Teacher Assessment: Inventory

As students perform the grid games, ensure that all are able to complete each game and apply each strategy and concept correctly.

**Suggested Criteria:**

Observe the student's ability to do the following:

Use a hand signal to make a target.

Run to open spaces to receive a pass.

Aim near boundaries.

Throw hard/soft.

Follow and intercept.

Other

**Observation: Grid Games**

Self-Assessment: Inventory

Videotape students performing the grid games and have them view their own movements.

**TEACHERNOTES SUGGESTIONSFORASSESSMENT**

***Grade 7: Movement–Knowledge***

7–11

See Appendix A: Physical Activity Categories for more information and a suggested list of territory/invasion-type and striking/fielding-type games.

For more information on grid activities, see pages 121 to 134 of *Right Fielders Are People Too* (Hichwa).

Encourage students to corner their opponents in order to tag them.

See also BLM G–17:

Teaching Games for Understanding Chart.