

Group Members: Taelynn Chesney, Brandi Vollman, Jules van den Berg, Peyton McPeak, and Rob Huber

Developmental Appropriateness

What age/grade level is this game planned for? (BRANDI)

Grade 4. *Sask Phys Ed 4.8 and 4.9*

Refine the application of movement variables, movement concepts, and performance cues to improve personal performance and to provide feedback to others (4.8) and (4.9) and refine selected movement skills, tactics, and strategies while participating in:

- *low-organizational, inventive, and cooperative games (e.g., tag games, relay race, prisoner's base)*
 - *small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball)*
 - *small-sided and lead-up striking/fielding games (e.g., long ball, kick ball, softball)*
 - *small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse)*
 - *alternate environment activities (e.g., hiking, aquatics, skating, snowshoeing, orienteering, cross-country skiing, tobogganing, cycling, tracking).*

How do you know that this game is developmentally appropriate? (BRANDI)

Our game is developmentally appropriate because it is based on the Movement Skills - Developmental Progression Chart (Table 5. Focus on Movement Skills by Grade Level) all of the movement skills in our game are at or above the gained performance level of (C) control of focus by grade 4. This makes the game achievable for children at that level and up and helps support in growing their competence and confidence in developing their movements. This game further and most importantly gives them the ability to have fun and enjoy playing the game. It's also easy to add more manipulatives and/or modifications to make the skill movements more challenging -- as you get into the older age ranges where some of these skill movements are basic natural reflexes for some and will need more to further challenge and grow developmental skills with competence and confidence and not be boring but still challenging and fun.

Skills Focus

State which Basic Movement Pattern(s) and fundamental movement skill(s) you will be focusing on during this game. (BRANDI)

- Locomotions: Running at a slow and fast pace to retrieve the objects and pass with their partner
- Statics, Landing, and Rotations: Balancing the bean bag on your head
- Sending: Volleying the volleyball between partners, kicking the soccer ball between partners, throwing/passing the object between partners
- Receiving: catching the object from partner, gathering/collecting the objects from the center hula hoop
- Accompanying: foot dribbling the ball between yourself and partner, hand dribbling the basketball between yourself and partner

Why did you choose this (these) skill(s) to be of focus? (PEYTON)

- The specific motor performances apply to many different physical movements including those used in sport, physical activity, and life's movements.
- We used skills that are mostly learned at a younger age including running, statics, landings and rotations, which means the students will feel confident in playing this game.
- To make this game challenging the skills of sending, receiving, and accompanying objects can develop a student's control, confidence, and competence in each skill.

Movement Elements and Concepts

State the element(s) and concept(s) that will be a focus for learning during your game. (TAELYNN)

- Body: body parts, body shapes, body actions. Moving while passing the back back and forth and running to access the equipment.
- Space awareness: Location; general space of the gymnasium
Directions; up and down and right to left when running and passing
Levels; variation of levels low to high (low/middle/high)
Pathways; pathway moving straight, can zigzag when passing the equipment back and forth with partner
Extensions; large passing, small dribbling
- Effort: Time; fast and sustained
Force; strong force
Flow; bound movements
- Relationships: Of body parts; round, narrow, wide, both symmetrical/non-symmetrical
With objects and other people; over/under, near/far, meeting/parting, surrounding, alongside
With people; leading/following, mirroring/matching, partners

What specific movement variables will be emphasized in your game? How will this be made apparent to the children? (JULES)

- The movement variables include running and chasing in all directions.
- Throwing, catching, collecting, dribbling, balancing in different pathways depending on throwing and receiving.
- Partners will be passing and working together at a fast pace while using a wide area of space with their bodies to receive passes at different heights/levels for sending and receiving.

This will be made apparent to the children because this game is designed to practice a wide variety of movement variables with different

objects. It is also important to work with your partner in the tasks. The different tasks corresponding to each object practices more than one of the above movement variables listed.

What are 4 modifications you can make to your game and what needs could you address by making these modifications? (PEYTON)

- Based on age.
- As a teacher you could change what equipment is used.
- As a teacher you can add or take away from how many students are in each group
- As a teacher can make it more challenging by making the students pass the equipment back and forth before getting back to hoop, could get the students to play rock paper scissors, or you could add a balancing bean bag on head.

Describe the Game

<p>Name of Game: Hoola Hoop Heist</p> <p>How is the game played? (Must be written in a bullet format and written in enough detail that another person could read this and know exactly what the children will be doing) (TAELYNN)</p> <ul style="list-style-type: none"> - All of the balls(objects) will be placed at the centerline of the gym/space in a Hoola Hoop - The children will be divided into pairs, each pair will need a Hoola Hoop, which is their “home” - The children need to keep their distance from the other pairs on either side of the gym - At the blow of a whistle, both partners will run towards the center and collect a ball of their own choice - The partners will take turns passing/dribbling the object until they reach the object into their Hoola Hoop/”home” - If the pair chooses a soccer ball or basketball, they will dribble back and forth; with a volleyball, they will set or bump back and forth; etc. - The teacher can call out “switch” and the students will need to switch passing/dribbling to their opposite hand/foot - Once the balls are all collected from the Hoola Hoop at the middle of the gym, each pair can steal the balls from the opposing team's “Vaults”(Heist Themed) - The pairs can do this by making the choice of whether they want one person to try and take the balls and one defend their “home”, or, they can each steal the balls and leave their base undefended. - The pairs can defend their base by playing rock paper scissors with individuals from the opposing teams. If the person defending loses, they must give an object up to the other team. - By the end of the game, whichever team has collected the most balls/bean bags the fastest, wins <p>Diagram(s) (ROB)</p>	<p>Equipment Needed: (EVERYONE)</p> <ul style="list-style-type: none"> - Hoola Hoops (1+ one for each pair) - Soccer balls x3 - Volleyballs x3 - Basketballs x3 - Football (higher grades or for if there is more space in the gym) x3 <p>Safety Considerations: (ROB)</p> <ul style="list-style-type: none"> - Proper gym attire - Be aware of other students moving and interacting with the equipment - Be respectful of other students - Send and receive objects in a controlled manner.
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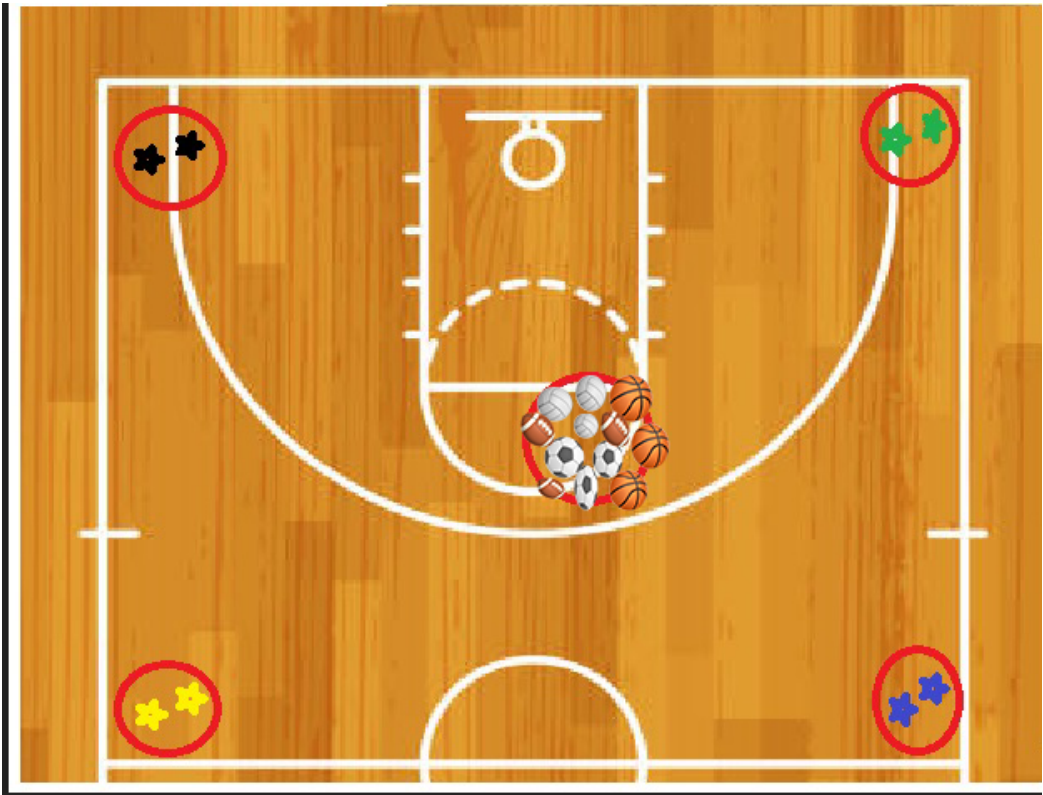
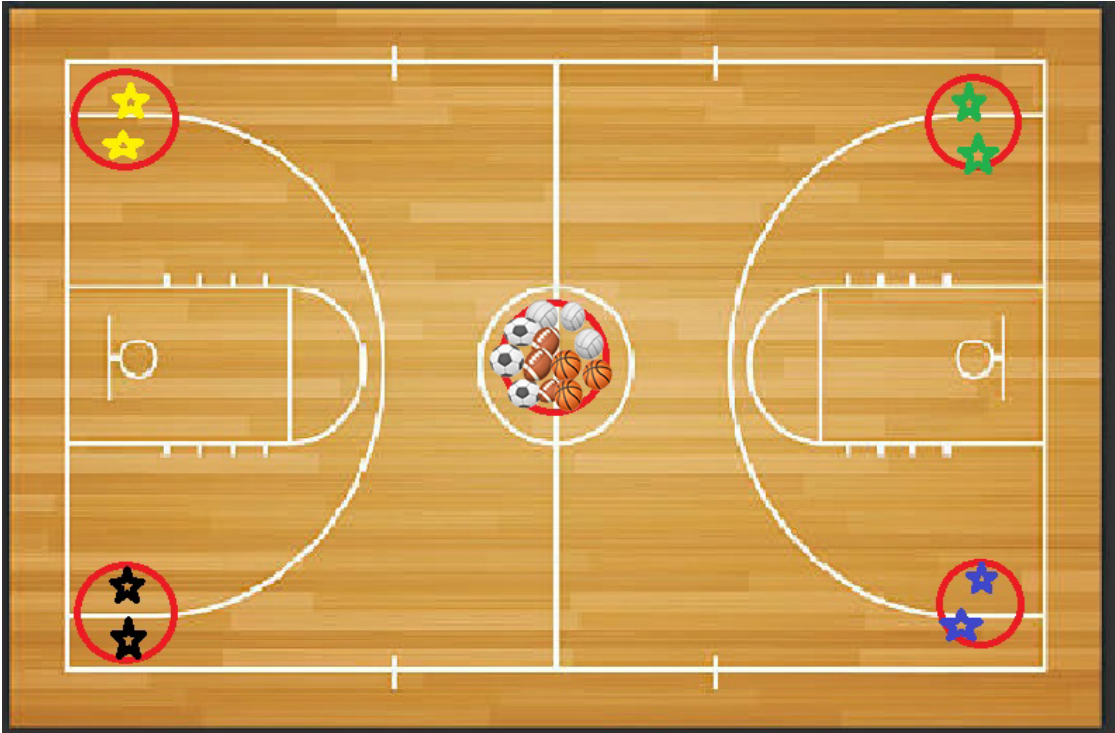
References/inspiration:

Rock, paper scissors bean bag balance (balance bean bag on your head) -

<https://www.weareteachers.com/elementary-pe-games/>

Steal the ball - https://youtu.be/4DT_QixQ8yk

Full Court Diagram/Half Court Diagram



Taelynn Chesney, Brandi Vollman, Jules van den Berg, Peyton McPeak, and Rob Huber

Rob ~ Our game is called Hoola Hoop Heist!

Peyton ~ For this game you will need Hoola Hoops, Soccer balls, Volleyballs, and Basketballs.

Brandi ~ We will be splitting you up into 4 groups.

Taelynn ~ RULES OF THE GAME

- All of the balls go in the centerline of the gym in a Hoola Hoop
- The children will be divided into pairs and will need a Hoola Hoop, which is their "Vault"
- The children need to keep their distance from the other pairs on either side of the gym
- At the blow of a whistle, both partners will run towards the center and collect a ball of their own choice
- The partners will take turns passing/dribbling the object until they can return the object back into their Hoola Hoop

Rob ~

- If the pair chooses a soccer ball or basketball, they will dribble back and forth; with a volleyball, set or bump back and forth; etc.
- The teacher can call out "switch" and the students will switch to their opposite hand/foot
- Once the balls are all collected from the Hoola Hoop at the middle of the gym, each pair can steal the balls from the opposing team's "Vaults" (Heist Themed) by making the choice of whether they want one person to try and take the balls and one defend their "home", or, they can each steal the balls and leave their base undefended.
- The pairs can defend their base by playing rock paper scissors with individuals from the opposing teams. If the person defending loses, they must give an object up to the other team.
- By the end of the game whichever team has collected the most balls/bean bags the fastest, wins

As this is being explained the rest of the group could be demonstrating

Jules ~ Modifications for this game.

- As a teacher you could add different equipment to challenge the age of the students, you could add group members, as well as more equipment in the middle.
- Or you can add different game within this one such as rock paper scissors to guard your "home"

Brandi ~ **Safety Considerations:**

- Proper gym attire
- Be aware of other students moving and interacting with the equipment
- Be respectful of other students
- Send and receive objects in a controlled manner.

Peyton ~ **LET'S PLAY WHOOP! WHOOP!**