

## Grade 1

### Game Title: Capture the Pig

#### Teaching Games for Understanding Category: Invasion/Territorial

##### 1.1 Health- Related Fitness

- Variation: When the student is tagged, after they give up an elastic they can explore movements by either hopping back to their own half of the gym or walk on their hands dragging their legs.
- Students can try variations to the game to increase the activity level from moderate to vigorous, noticing the variations that increase their heart and respiration rates.

##### 1.2 Active Living

- After the activity, ask students “did you have fun”, get the students to recognize that participation in movement activities is a good way to have fun with friends and family.
- After the activity, discuss with the student’s ways they could play a game like capture the pig at recess or at home.
- After the activity, explain to the students what it means to be active “enough” using the Canadian Physical Activity Guide for Children.

##### 1.3 Loco motor Skills

- If a student is tagged, the tagger must name a way for the other student to travel back to their own side eg. Hop, leap, jump
- Before the variation of the activity above, describe how the body will move when in control of jumping, leaping, hoping skillfully and safely.
- Play a round of the game by moving forward only by jumping from two feet, landing on two feet.

##### 1.4 Non-LoCo motor Skills

- Before starting variations of the game, describe how the body will move when in control of balancing, jumping and landing on the spot skillfully and safely.
- When a student successfully retrieves a pig and goes to collect elastics from the teacher, describe movements to them they must complete such as balancing on three parts of the body, or jumping in the air and landing in another direction.

##### 1.5 Manipulative Skills

- Variation: When students reach the safe zone to collect elastics after retrieving a pig, they can take an object (e.g., bean bag, foam ball) from bucket and perform a manipulative skill (e.g., throw/strike upwards and catch 5 times).

- The pig could be replaced with a ball that must be passed or kicked to a destination point.

#### 1.6 Movement Variables

- Brainstorm skills for changing directions through chasing, fleeing and dodging movement activities before participating in the game.
- Explain to the students the difference between personal space and general space.
- Variation: When a student tags someone on the opposite team, they must use vocabulary of movement to lead the other player in movements before collecting an elastic (e.g. Follow me as I reach up high and then dip down low),

#### 1.7 Rhythmical Movement

- Variation: Play music and have students move to a rhythm when they are travelling or on the mat.
- Create patterns with the students that they must complete whenever collecting an elastic e.g. Clap 4 times, jump straight up and then stomp.

#### 1.8 Strategies and Skills

- Practice teacher-describe strategies that will support enjoyment in the activity such as hiding behind other people, running with the pig only when it is safe to do so without getting tagged.
- Have students take turns setting up and putting away the equipment
- Demonstrate attempts to use appropriate skills when playing such as running when a tagger is near.
- Explain to the students, and have them repeat the main purpose or objective of the game.

#### 1.9 Safety and Cooperation

- Suggest rules for safe use of equipment, such as to slow down right before getting onto the mat so that it doesn't slide.
- Explain to the students what cheating would look like e.g. not stopping to give the other students your elastic if you've been tagged
- Get the students to create, share, and follow simple rules of play
- Have the students cooperate with others to help gather and put away the equipment used in the activity.

#### 1.10 Relationships

- Have students invent rules that would help support their peers in being included in the activity.
- Before starting, discuss with the students what it looks like and sounds like when people are being respectful and showing consideration for others when participating.

- After the activity, have the students discuss how they feel about the activity. Acknowledge that students may have feelings that are the same or different from your own feelings.

## Grade 2

### Game Title: Capture the Pig

#### Teaching Games for Understanding Category: Invasion/Territorial

#### Outcomes:

##### 2.1 Health- Related Fitness

- Variation: When the student is tagged, after they give up an elastic they can participate in movements that support muscular endurance and strength such as holding their balance on one foot for 5 seconds, or doing 3 pushups before returning to the game.
- When students successfully retrieve a pig and go to the teacher to collect 5 elastics, the student can put their hand to their heart, noticing how fast it is beating.
- After each round, have students explain how their muscles feel like in their legs after running back and forth so much.

##### 2.2 Active Living

- After the activity, ask students to feel the heart rate, explain that they are responsible for their own level of participation in the activity, which will result in increased their heart rate if they try harder.
- Discuss ways that this game can be played at recess, noon, etc.
- After the activity, give students a chance to get some water and then discuss how foods and fluids support participation in movement activity.

##### 2.3 Loco motor Skills

- If students are tagged, after they give up one elastic, have them hop forward 5 times.
- When students are travelling over the middle of the gym, have them leap over the line.
- Have the students hopping, or galloping when playing a round of the game. After the activity, ask students what strategies they used to avoid making contact with other players while on the move

##### 2.4 Non-Loco motor Skills

- Once students make it to the mats on the opponent's side, they must balance on one foot for 5 seconds before they can run back with the pig.
- Before playing a variation having students falling forward onto the mats on the opponents side, discuss safety factors and considerations.
- Before collection five elastics from the teacher after retrieving a pig, the student must jump straight up and land in control 3 times.

## 2.5 Manipulative Skills

- Variation: instead of using pigs, you may use a ball and have students do a short toss to a team mate when trying to get the pig back to their side.
- Before doing the variation, discuss with students how the body will move when in control of throwing or catching.

## 2.6 Movement Variables

- As students are playing, yell out movement vocabulary such: as slide right, jump left, open arms to the sky. The students must quickly respond and complete the movement.
- Variation: use a ball instead of a pig, and once students successfully make it to the mat, the students must throw the ball high up over to a team mate to attempt to catch
- Variation: Get the students to play rounds of the game mimicking the movement of a variety of animals.

## 2.7 Rhythmical Movement

- Variation: Have the students travel in time to a variety of rhythm while playing such as tambourine beat, music, clapping etc.
- Variation: Have the students vary body shapes and levels of movement, having a smooth transition when collecting their elastics.

## 2.8 Strategies and Skills

- Brainstorm with the students different strategies they can use to be successful in retrieving the pigs
- Discuss movement skills, rules and basic strategies with the students to support cooperative participation in the game.
- Brainstorm with the students how they can cooperate with their other teammates when using objects such as the pig if they were to get to the pig at the same time
- Reinforce the idea that you have teams, and are trying to be successful at capturing the pig, and to think of ways they can help their teammates be successful at this

## 2.9 Safe Behaviors

- Brainstorm some safety guidelines with the students before starting.
- Explain to the students that everyone must be wearing appropriate clothing, and footwear
- Identify and explain basic safety and etiquette rules used in the game such as making sure if you are tagged you are honest and give up an elastic
- Discuss with students what they should do if someone gets hurt while playing (e.g. get help, do not move the person, avoid contact with body fluids etc.)

- After playing, initiate cooperation of all students to help put away the equipment safely.

## 2.10 Relationships

- Discuss and identify what is required to have harmony while playing
- Brainstorm positive ways to resolve conflicts that occur while playing such as respecting personal space, taking turns, being respectful etc.
- Have students discuss their likes and dislikes related to situations involving participation in the activity.

## Grade 3

### Game Title: Capture the Pig

#### Teaching Games for Understanding Category: Invasion/Territorial

#### Outcomes:

##### 3.1 Health- Related Fitness

- If tagged, both the recipient and giver of the “tag” can perform a flexibility move to transfer the elastic.
- Students can suggest variations to the game to increase the activity level from moderate to vigorous.
- Ask the students if this is a good activity to motivate physical activity in their lives.

##### 3.2 Active Living

- After the activity, ask students what type of problem solving techniques they used to succeed in capturing the pig.
- After the activity, ask students what factors motivated them to succeed in this activity.
- After the activity, ask students if they are more motivated to participate in activities like these with their peers, or if they are more motivated to participate in physical activity with their family, or by themselves.

##### 3.3 Loco motor Skills

- After the activity, use prompts to have students suggest performance words about their game-play.
- Have the students hop, skip, gallop, leap, or jump over mats in “no man’s land”.
- Have students perform any of the above mentioned loco motor skills on either offense or defense.
- After the activity, ask students what strategies they used to avoid making contact with other players while on the move.

##### 3.4 Non-Loco motor Skills

- Students can rotate on the spot when first contacting pig to capture (with pig in hand).
- Students can have a designated mat on the side of the gymnasium beside the elastic container. Before collecting three elastics as a reward for capturing the pig, students can land on hands from feet or knees (whatever level they are comfortable at) onto the mat.

##### 3.5 Manipulative Skills

- Students can pass the pig to team members to get the pig to the destination that it's considered captured
  - A rule could be implemented that no one can run with the pig, only pass the pig to forward it.
  - A rule could be implemented that a student in possession of a pig may take no more than 3 steps with pig in hand.
- The pig could be replaced with a ball that must be passed or kicked to a destination point.

### 3.6 Movement Variables

- Students can run and jump onto the mat to retrieve the pig or to arrive at the captured zone.
- Students could have to jump onto the no man's land mats and jump back down in their pursuit of pigs.
- After activity, ask students what strategies or techniques they used to avoid being tagged.

### 3.7 Strategies and Skills

- Have students repeat back to you the rules prior to the game (either the first time the activity is done or before repeating the activity during another physical period).
- Ask students what strategies they used to successfully capture a pig.

### 3.8 Positive Interactions

- Before activity, have students suggest ways to be a good team mate.
- After activity, ask students how they demonstrated being a good team mate.
- Have each team create a team cheer prior to the activity.

### 3.9 Safety

- Prior to activity, ask students to demonstrate what it looks like to participate in the activity safely.
- Have students identify anything that may be hazardous while participating in the activity.
- After the activity, ask the students if they chose to be safe participants or not with supporting ideas.

### 3.10 Relationships

- Assess students' involvement of inclusion during activity.
- Have students suggest alternatives to the game play that promote inclusion.
- After the activity, ask students to share examples of how they were supportive of each other and displayed a good attitude no matter what the outcome.



## Grade 4

### Game Title: Capture the Pig

#### Teaching Games for Understanding Category: Invasion/Territorial

#### Outcomes:

##### 4.1 Health- Related Fitness

- When taking breaks from the game to add in variations, the students can check their pulses to determine if their heart rate has gone up since they began the game. (This can be done at the beginning and end of the game as well.)
- Students can perform a muscular endurance activity (push ups, sit-ups) after being tagged by another player.
- Students can perform flexibility stretches once they have captured a pig, in preparation for escaping back to the safe zone with the pig.
- Students can suggest variations to the game to increase the activity level from moderate to vigorous.
- Ask the students if this is a good activity to motivate physical activity in their lives.

##### 4.2 Body Systems

- After the activity, ask students how playing this game could have influenced their level of cardiovascular endurance, their muscular endurance, and their muscular strength.
- Ask the students what adaptations could be made to the game to better improve their cardiovascular endurance, muscular endurance, and muscular strength.
- Ask the students if this type of game will have a positive or negative impact on their joints.

##### 4.3 Complex Locomotor Skills

- Students can leap over the mats that divide the two sides.
- If any students run out of elastics, other students can save them by giving them one of their own elastics, and then skipping back to their safe zone together.
- Add a variety of complex locomotor skills for when students safely get a pig to their safe zone. (e.g. End zone dance, or students could roll forwards onto the mat)

##### 4.4 Locomotor Skills

- Students can use various locomotions (ie: slide, leap) onto the opponents mat before collecting a pig.
- Students can hop towards the holder of the elastics once they have successfully captured a pig.

#### 4.5 Complex Non-locomotor Skills

- When students are tagged, they must hold a pose for 5 seconds before continuing back to their safe zone. (The pose can only include one foot touching the ground, with the option of having their hands touch the ground.)
- When students are tagged, they must carefully balance across a bridge (a bench) on their way back to their safe zone. (The bridge would be set up somewhere along the center line of the gymnasium.)

#### 4.6 Manipulative Skills

- Students must throw the captured pig across the centerline to a teammate on the other side before running across the centerline themselves.
- Students on the defensive side must try to catch pigs being thrown from the other side and then run them to the appropriate mats.
- Variation: This game could be altered to play with soccer balls rather than pigs.
  - Students would have to dribble the soccer balls back to their end of the gym to be safe.
  - Students could kick/pass the ball to a teammate waiting on the other side to receive it.

#### 4.7 Complex Manipulative Skills

- Variation: Students must kick the soccer ball between two pylons in their safe zone before it is considered successfully captured.
- Pylons could be added around the gymnasium so there are more obstacles for students to dribble around before successfully crossing the centerline.

#### 4.8 Movement Refinement

- The teacher can add many variations to help refine students' movements.
  - The space the students are allowed to move around in could be lessened to influence greater control over movements.
  - Pylons or other objects can be added to improve dodging skills. (The number of pylons can increase depending on the skill levels of the class.)
- Students can get into groups and improvise ways to improve the game so they can continue to work on their game strategies. (The teacher can pick a few variations to try with the whole class.)

#### 4.9 Skillful Play

- During variations of this game, the students can propose appropriate offensive and defensive strategies. (e.g. Protecting pigs by planning out strategies to cover the most amount of space they can, how to distract the other team so pigs can be captured)

- When variations are made to the game, students can plan out new strategies to overcome any new obstacles, space restraints, or safety zone location/size changes.

#### 4.10 Tactics, Strategies, and Rules

- The teacher and students can collaborate in discussing and implementing variations to the game.
- The teacher can propose strategic problems and students can work within groups or pairs to find solutions to the problems.
- The teacher can ask the students what changes can be made to the game to make it more challenging on their cardiovascular and muscular endurance and the students can suggest possible rule changes or variations.

#### 4.11 Safety and First Aid

- Before playing the game, go over the rules for safety while playing in the gymnasium. (Remind students to keep their heads up to avoid collisions)
- Have the students look around the gymnasium and make suggestions as to how it can be made to be safer. (e.g. Maybe the mats shouldn't be so close to the wall.)

#### 4.10 Relationships

- Students can create a team name and/or a team cheer before beginning the game.
- Students can give each other “high-fives” when a pig is successfully captured.
- Encourage students to give each other positive feedback throughout the game.

#### 4.11 Culture and History

- Students can research other invasion games and provide suggestions as to how we can add strategies from other games into Capture the Pig.

## Grade 5

### Game Title: Capture the Pig

#### Teaching Games for Understanding Category: Invasion/Territorial

##### 5.1 Health-Related Fitness

- Have students check their pulse at the beginning of class and then stop to check their pulse at the end of the game to associate the fun they just had with increased cardiovascular activity and healthy lifestyle! From this, have students set individual, obtainable goals to improve their cardiovascular fitness and guide students on how to implement cardiovascular fitness plan.

##### 5.2 Muscular Fitness

- Following the activity, ask students to identify the benefits to muscular flexibility and/or endurance elicited by this game.
- Ask students to identify the detriments of poor flexibility (including in daily activities such as household chores) and to demonstrate effective ways to conduct dynamic stretching.
- If they are tagged, have students “skip-rope” (imaginary rope) for 20 jumps before returning to their own zone.

##### 5.3 Complex Skills

- Once they reach the mat to capture a pig, students can fall to their hands from standing position and then jump feet forward between the hands to stand up before moving on.
- If a student runs out of elastics, a team-mate can give them an elastic and then they must polka back to the safe zone together.

##### 5.4 Manipulative Skills

- Have a volleyball at the pig mats; have students set the ball overhead three times before making their escape with the pig.
- Alternatively, have students volley a ball overhead against a wall five times consecutively upon return with pig before receiving their three hair elastics

##### 5.5 Complex Manipulative Skills

- As a variation, have a basketball instead of a pig and have students dribble the ball back to their zone; alternatively, have a soccer ball in place of the pig and have students foot dribble back to their safe zone

- As an addition, have students dribble the soccer ball back and strike a pylon from a set distance with the soccer ball prior to receiving their three elastics for successful return with ball

#### 5.6 Performance Refinement

- Discuss as a class how some of the general movement skills (i.e., sliding, leaping, etc.) can be carried into Capture the Pig to facilitate success in this game (i.e., students could slide to mat)

#### 5.7 Skillful Play

- Before the game starts, encourage students to devise attacking and defending strategies to employ (i.e., body fakes).
- At the end, ask students which game tactics were effective and ineffective.

#### 5.8 Rules

- Have students collaborate to come up with variations to the game and to propose rules that should be maintained with the variations.
- Discuss and suggest positive behaviours that can be used in place of negative reactions (i.e., yelling at a team-mate or opponent); discuss why we might be tempted to react negatively and reflect upon why that is counterproductive behaviour.

#### 5.9 Safety and First-Aid

- Ask students for examples of safe and unsafe ways to play the game; demonstrate or exemplify for students.
- Point out that mats should not be too close to the walls to avoid collision; ask students if there any other suggested modifications that could be made or things to be aware of to ensure a safe and fun activity.

#### 5.10 Social Skills

- Review Hellison's (2003) five levels of social skills continuum; conduct examples of what the varying levels look like and ask students where they should be at.
- Have students maintain learning logs to self assess using prompts pertaining to behaviour (i.e., "I helped another student today by..."; "I was cooperative in today's game because...")

#### 5.11 Culture and History

- Students can research other invasion games and provide suggestions as to how we can add strategies from other games into Capture the Pig. Students may do poster presentations in groups on their assigned/selected games.