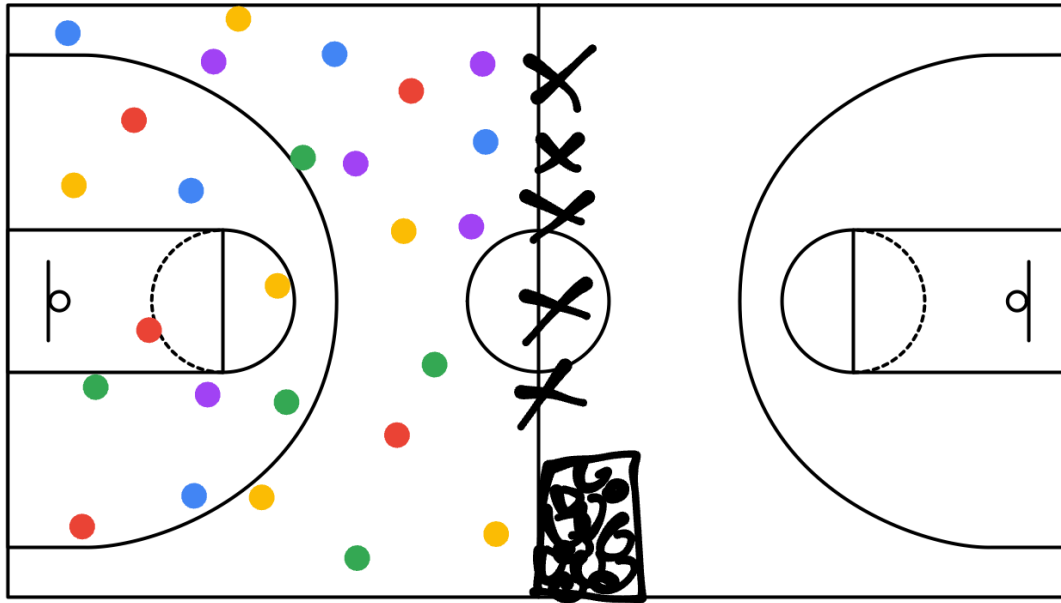


**APPENDIX C - KHS 139 Movement Education
Games Presentation Template**

Group Members: Jessica Wright, Jordyn Neufeld, Jaelyn Prediger, Mackenzie Veason	
Developmental Appropriateness	
<p>What age/grade level is this game planned for?</p> <p>Our game is planned for grade levels 3-6, but could be appropriate for all grades with modifications. For lower grade levels, instead of using a manipulative (in this case, a ball) the colours could indicate strictly a locomotion movement while utilizing different movement concepts, such as pathways, levels and space. For higher grade levels, the addition of a partner would be a new challenge. A partner would be able to practice sending and receiving with a ball while locomoting to pick up their pylons. There are many ways to modify the game to make it appropriate for many age/grade levels, but we have chosen to aim the game to fit outcomes related to the grade levels 3-6.</p> <p>How do you know that this game is developmentally appropriate?</p> <p>Our game is developmentally appropriate for the grade levels 3-6 because it focuses on skills the students have reached utilization stage, but for certain movements (hand dribbling) are at the control level (grade level 3 at control, while grade levels 4+ are at utilization). The students who are in the utilization stage are demonstrating movements in a confident, automatic and accurate way. They have the ability to combine skills and are beginning to find success in unpredictable situations. Grade level 3 is at the control stage for the basic movement pattern accompanying, more specifically hand dribbling. The grade 3 level students may demonstrate consistent and repetitive movements with an intense concentration that are becoming more accurate to their intentions. Though at this level, combining skills and unpredictable situations have few successes. At these grade levels, the students should be able to participate successfully in our game while utilizing movement concepts including body, effort, relationships, directions and space.</p> <p>Our game is developmentally appropriate because it meets the following outcomes for grade levels 3-6:</p> <p>Utilization in locomotions, such as walking, running, hopping, skipping and galloping.</p> <p>Utilization in statics, landings and rotations, such as balancing.</p> <p>Utilization in receiving, such as catching (gathering, collecting)</p> <p>Grade 3 students are at the control level while grade 4+ level students are at the utilization level in accompanying, such as hand dribbling.</p>	
<p>Skills Focus State which Basic Movement Pattern(s) and fundamental movement skill(s) you will be focusing on during this game.</p> <p>Basic Movement Pattern(s)- Accompanying, springs, landings, locomotions, sending, and receiving.</p> <p>Fundamental Movement Skill(s)- travelling, chasing, jumping and landing, throwing/ catching, and dribbling</p>	<p>Movement Elements and Concepts State the element(s) and concept(s) that will be a focus for learning during your game. We will be using all 3 of the element's during our game, working on:</p> <ul style="list-style-type: none"> → Space awareness: Location and Pathways → Effort: Time → Relationships: with Objects <p>What specific movement variables will be emphasized in your game? How will this be made apparent to the children?</p> <ul style="list-style-type: none"> → General space/self space (location): we will tell the children which colour to run to in the general space,

<p>Why did you choose this (these) skill(s) to be of focus?</p> <p>We chose these skills to be of focus because from grade 3 and up, the curriculum states that the students should either be at the control or utilization stage with the movement skills associated with this game. Ensuring that the students are either at the control stage, or passed it into utilization will play an important role in knowing that the students are able to perform and use the skills correctly, and to the best of their ability, along with offering opportunity for improvement when going from the control to utilization stage.</p>	<p>and not to get in the other way of children participating</p> <ul style="list-style-type: none"> → Straight (pathways): it is clear in the instructions, when the colour is called you want to reach it in the most efficient way, creating a straight path → Fast (time): As I said before when a colour is called you want to get there efficiently, therefore being fast is important to help the kids get their energy levels raised → In front (with objects): when you have a ball in the cone you will focus on tossing it up and landing it in your cone. You will do this in front of your body as we demonstrate before the children play
<p>What are 4 modifications you can make to your game and what needs could you addressing by making these modifications?</p> <ul style="list-style-type: none"> ● You could start slowly by only yelling out a colour for the kids to get and eliminate the activity to avoid overwhelming less advanced students. ● Give a few options for the task so children at different levels can choose an appropriate task. Examples carry a ball instead of bouncing it. Giving two options for balancing a cone on your head. ● For students that are more advanced, they can do a guided exercise where one student has to close their eyes and the other student guides them to the coloured pylon. (ex. Keep walking, take two steps forward, and 2 steps to the left) ● You could have every colour be the same activity so the students could gain proficiency with that activity 	
<p>Description of the Game</p>	
<p>Name of Game: Colour Gathering</p> <p>How is the game played? (Must be written in a <u>bullet format</u> and written in enough detail that another person could read this and know exactly what the children will be doing)</p> <ul style="list-style-type: none"> ● Assign a movement task to each colour of the low profile cones. Ex red = hopping, green= bounce a ball ● Get equipment if needed for each task. ● Randomly spread out the different coloured cones ● Call out your colour and the corresponding task ● Collect cones as the children bring them in ● Once all of one colour is collected call out the next colour and task. Repeat until all the cones are picked up ● For this class our activities will be as follows: <ul style="list-style-type: none"> ○ Red= hop ○ Yellow = bounce a ball ○ Orange = catch the ball in your cone ○ Green = balance cone on your head ○ Blue = skip ○ Purple = gallop 	<p><u>Equipment Needed</u> (You must make sure that all equipment required is booked/available): low profile cones in different colours. basketballs to bounce. Wiffle balls to catch in the cones.</p> <p><u>Safety Considerations:</u> Students need to be reminded not to throw balls at other students. Keep their heads up while retrieving the cones to watch for other students. Shoes should be worn and all laces tied. Make sure the gym floor is clear of all floor level obstacles.</p>

Diagram(s)



The x's are the children lined up to play and the basket on the side contains the balls they will need.

Our game is called color gathering. We will have 5 volunteers on the line, and we will call out a colour and an action. You will then run to the correct coloured cone pick it up and bring it back to us while doing the action. If one of the directions is bounce a ball, you will grab your ball and run to the coloured cone and bounce the ball on the way back while you bring your cone. The great thing about this game is it really a game that can grow as the kids skills progress.

For this class, we set the skill level at about grade 3 but with modifications, it could work for lots of different grades. For grade below grade 3, you could start by just calling out a colour to retrieve or just using the locomotor movements. For older grades, you could have one person close their eyes while a partner guides them to the correct coloured cone. (give an example)

Then go over the movements and colours you can hold up the signs and do a quick demonstration of the movements.

We will need 5 volunteers to play the game.

Balance

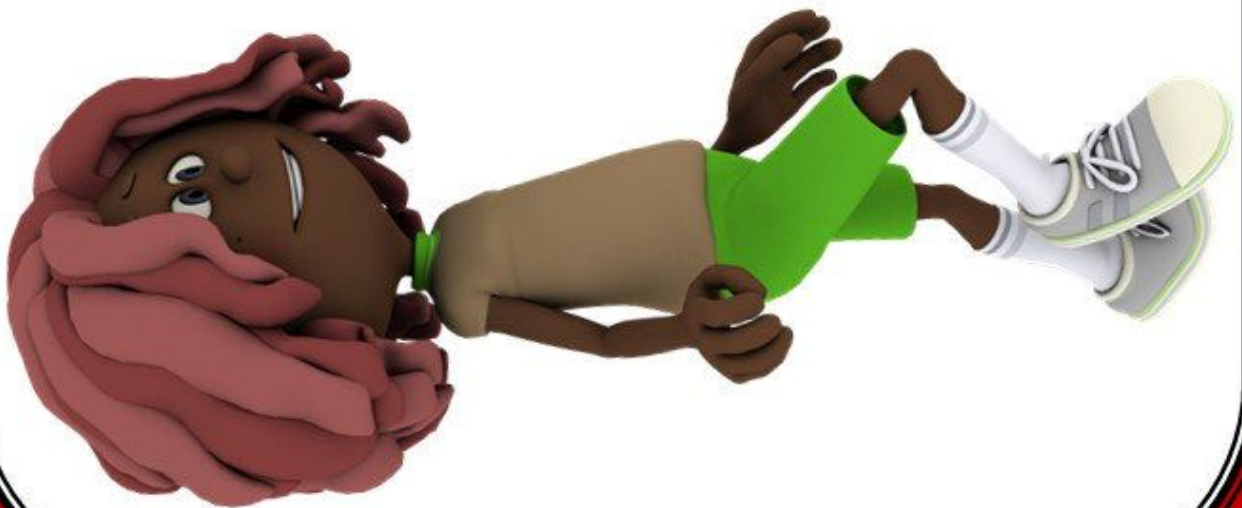




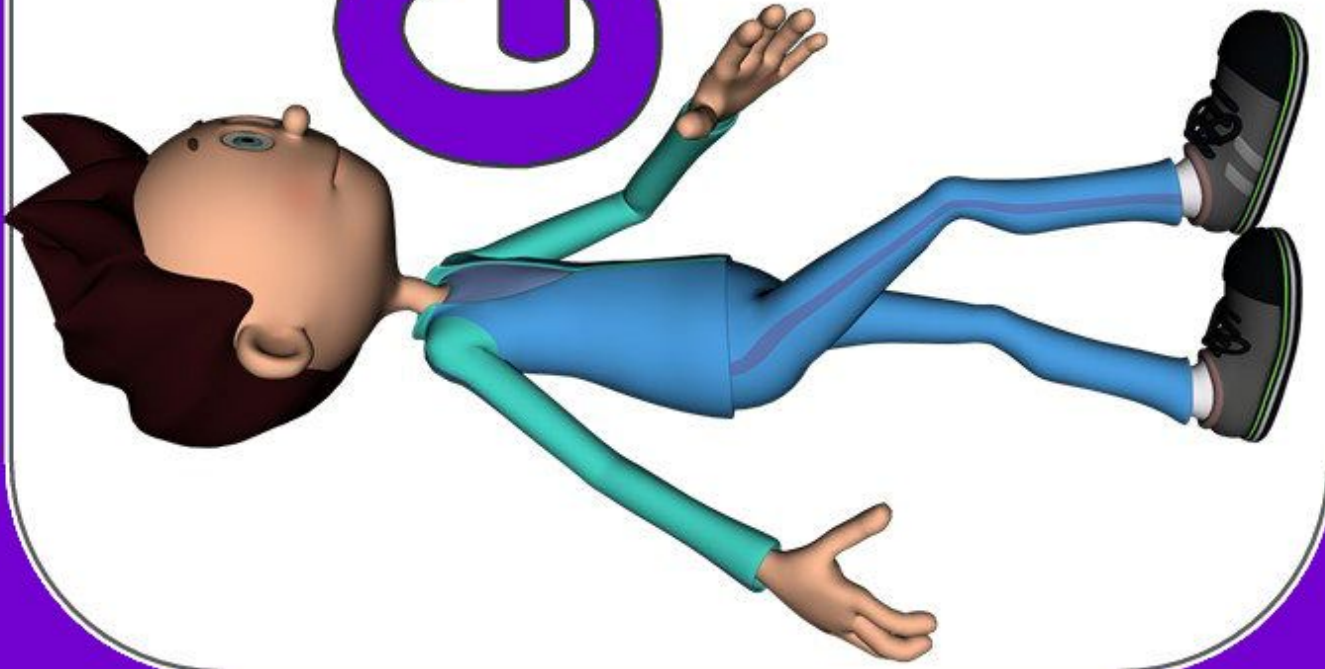
Bounce

skip

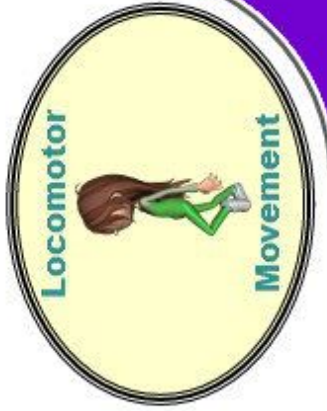


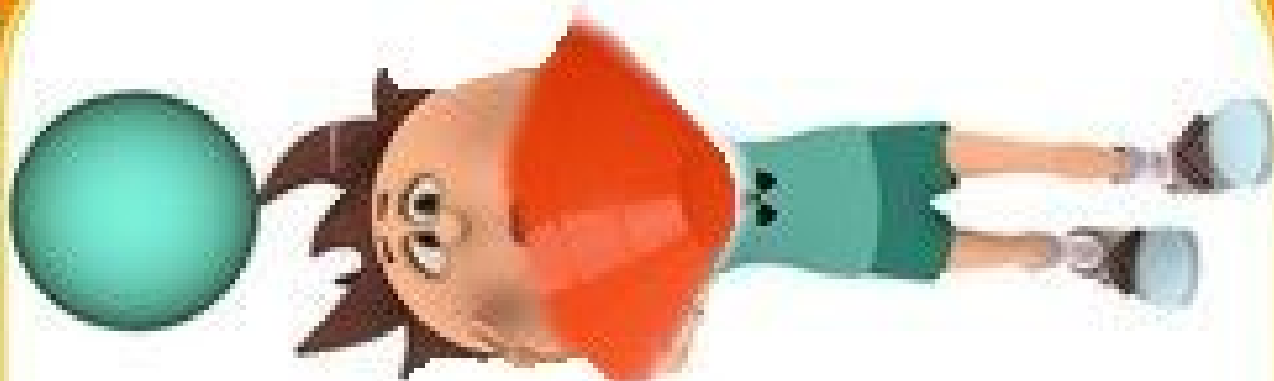


HOI



Gallop





catch