

VISITING A SWIMMING POOL

Levels: 5 & 6

Activity: 3

Overview

There are already many games that can be played in an aquatic setting. These often require special equipment, rules or safety considerations. During this lesson, students will choose a game that they are familiar with and adapt it to be played in an aquatic setting. They will need to think carefully about the rules, equipment and safety considerations that will be necessary for their game to be effective and fair.

Resources

- Smartboard
- Appendix A: *Game Adaptations - Land*
- Appendix B: *Game Adaptations - Aquatic*

Activity

ENGAGE

Place students in small groups and give them a piece of butcher's paper and some markers. Ask them to divide their sheet in half and label one half 'Aquatic games' and the other 'Land games'. Give them five minutes to write as many games as they can think of that fit into each section. Teams score a point for every suggestion they had that no other team thought of. Ask students what they think makes a good game and make a list on the board.

EXPLORE

Give each group a copy of Appendix A: *Game Adaptations*. Ask them to choose a land-based game that they are familiar with. They need to use the template to identify the key features of the game and then highlight features that would need to be modified in order to play the game in the water.

EXPLAIN

As a group discuss:

- What do we need to consider when adapting any equipment for use in the water?
- What sort of safety features need to be considered?
- Are there any big changes needed to the main rules of the game so that it will work in water? (eg. Kicking in soccer, may need to be changed to throwing)

ELABORATE

Now give groups a copy of Appendix A: *Game Adaptations - Aquatic* and ask them to redesign their chosen game for use in an aquatic environment. Remind them to think carefully about any safety considerations.

EVALUATE

If possible, a visit to the pool could be organised to try out some of these games. Students could then evaluate each other's games.

Curriculum Links



Level 5		
HEALTH AND PHYSICAL EDUCATION	<u>Movement and Physical Activity:</u> Learning through movement	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)
		Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121)
		Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122)
Level 6		
HEALTH AND PHYSICAL EDUCATION	<u>Movement and Physical Activity:</u> Learning through movement	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)
		Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121)
		Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122)

Sample Report Comments

{Name} worked with a group of {his/her} peers to modify a familiar game so that it could be successfully played in an aquatic setting. This required careful consideration of the rules and equipment to ensure that the game would be safe and fair for all players.

Appendix A

Game Adaptations - Land

Choose a land-based game you are familiar with and use the template below to outline the main features.

Equipment	Team structure
Rules	

Now use a highlighter to identify any elements of the game that would not work or would need to be modified in order to work in the water.

Appendix B

Game Adaptations - Aquatic

Now use the template below to re-design your chosen game so that it could be played in the water.

Equipment	Team structure
Rules	
Safety Requirements	