

# H&PE Secondary: TGfU Sample Unit

Movement Competence & Active Living

Net/Wall Games

Unit Length: 7 Periods



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## Curriculum Expectations

A1.1, A1.3, A2.1, A2.2, A3.1, B1.1, B1.2, B1.3, B1.4, B2.1, B2.2, B2.3, 1.1, 1.2, 1.3, 1.4, 1.5, 1.5

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## Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as a team. (1.1, 1.3, 1.4)
- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- We are learning to develop our personal fitness by actively participating to the best of our ability. (A1.1, A2.1, A2.2)
- We are learning to apply movement principles to refine our skills. (B1.4)
- We are learning to effectively move in games while sending and receiving objects. (B1.1, B1.2)
- We are learning to understand and use tactics in order to send an object into open space to get points or to successfully defend space from an opponent scoring. (1.1, 1.5, B2.1, B2.2)
- We are learning to use problem-solving so we can implement tactical solutions to be successful in net/wall games. (1.5, B2.1, B2.2)

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## Success Criteria

- I can use verbal and non-verbal means to communicate with my partner or team members. (1.1, 1.2, A1.3)
- I can work collaboratively with my partner or team to achieve our goals. (1.4, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)
- I can select exercises and activities that will help me develop health and skill related fitness

components. (A2.1, A2.2)

- I can receive an object by keeping my eye on it. (1.1, B1.2)
- I can apply movement principles in order to send an object using appropriate force and direction. (1.1, B1.4)
- I can move in different ways to cover space and receive an object. (1.1, B1.1, B1.2)
- I can use strategies in order to make it difficult for my opponent to return the object across the net or back to the wall. (1.1 1.5, B2.1, B2.2)
- I can read my opponent's moves to successfully defend space or to return the object across the net or back to the wall. (1.1, 1.5, B2.1, B2.2)

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## Guiding Questions

- How can I best work with my partner or team to defend space and to return the object across the net or back to the wall?
- What strategies can I use to effectively defend space against an opponent's attack?
- What clues should I pay attention to when anticipating an opponent's attack?
- How can I mask my own attack from my opponent?
- How can I use movement principles in order to refine my skills?
- What movement principles and strategies can I use to successfully receive and send an object?
- What strategies can I use to make it difficult for my opponent to return the object across the net or back to the wall?

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## Culminating Task

### Activity

At the end of the unit students will participate in a one day team tournament using the games played throughout the unit. While effectively participating as a team member, students will be assessed on their communication and teamwork skills and their application of skills, concepts, principles and strategies to increase their chances of success while participating in net/wall games.

## Assessment Tool

A [rating scale](#) will be used to assess movement skills and communication skills. A [rubric](#) will be used to assess application of movement strategies to increase students' chances of success in a game situation.

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## Assessing for Learning

### Activity

Students participate in a [Switcheroo](#) mini round robin tournament.

### Assessment Tool

[Checklist](#) of the use of verbal and non-verbal skills, teamwork skills, sending and receiving skills, moving to receive an object and defending open space.

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## Instructional Periods

### Period 1

#### Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as partners or as a team. (1.1, 1.3, 1.4)
- We are learning to apply movement principles to refine our skills in net/wall games. (1.1, B1.4)
- We are learning to effectively move in games while receiving and sending an object over a net or against a wall. (B1.1, B1.2)
- We are learning to move an opponent around a court in order to score points. (B1.1, B1.2, B2.2)
- We are learning to defend open space to prevent an opponent from scoring points. (1.5, B1.1, B1.2, B2.2)

#### Success Criteria

- I can communicate using verbal and non-verbal means to communicate with my partner or team members. (1.1, 1.3, 1.4)
- I can participate to the best of my ability in each activity. (A1.1)
- I can move and assume the ready position to receive the ball. (B1.3)
- I can move to open space and apply movement principles to receive and send the ball across the net. (B1.2, B1.4)
- I can use a variety of tactics on offence in order to make it more difficult for my opponent to return the ball. (1.5, B2.1, B2.2)

## Guiding Questions

- How does communication play a role when we are on offence or defence?
- What do I have to do to successfully receive and send the ball?
- What do I have to do to move my opponent around the court?
- How do we work together as partners or as a team to successfully defend open space and make it difficult for our opponent to return the ball?

## Minds On

- Students play a game such as [Switcheroo](#) for a warm-up.
- Students reflect and share what they did to be successful in maintaining a rally.

## Action

- Introduce learning goals and co-construct success criteria.
- Students reflect and share what they know about the importance of communication when playing net/wall games with a partner or as a team.
- Students reflect on how they used communication skills to be successful in [Switcheroo](#) and other any other skills they implemented to be successful in the game.
- Review phases of movement and laws of stability related to movement skills used in net/wall games.
- Students work in small groups to apply the phases of movement while bumping and volleying with their partner.
- Students determine what skill they want to improve over the course of the unit and determine a strategy they will use to achieve that goal.
- Students assemble into teams and decide how they will communicate effectively when defending open space or moving their opponent to score a point.
- Play one round of a game such as [One Bounce](#).
- Use the guiding questions to allow students to reflect on how applying the phases of movement increases their chances of success and defending open space or moving their opponent to score a point.
- Play a second round of [One Bounce](#) and using a Coach's Time Out, stop play between games and ask the guiding questions for groups to answer to assess their use of communication and problem-solving skills, sending and receiving skills and teamwork skills.

## Consolidation

- Using a Walk and Talk strategy as students walk around the gym and reflect on one skill or strategy they used with some success and one skill they would like to focus on to improve over the unit.

## Opportunity For Assessment

Strategy/Tool: Use an [anecdotal recording chart](#) to assess movement skills.

## Period 2

## Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as partners or as a team. (1.1, 1.3, 1.4)
- We are learning to effectively move in games while receiving and sending objects. (B1.1, B1.2)
- We are learning to move an opponent in order to score points. (B1.1, B1.2, B2.2)
- We are learning to defend open space. (B2.1, B2.2)
- We are learning to use tactics in order to make it difficult for our opponent to send an object across the net or back to the wall. (1.5, B1.2, B2.2)

## Success Criteria

- I can use verbal and non-verbal means to communicate with my partner or team members. (1.1, 1.3, 1.4)
- I can participate to the best of my ability in each activity. (A1.1)
- I can move to receive the ball and assume the ready position. (B1.2, B1.3)
- I can choose which strategy is the best to use in different game situations. (1.5, B2.1, B2.2)
- I can use a variety of tactics on offence in order to make it more difficult for my opponent to return the ball. (1.5, B2.1, B2.2)
- I can work collaboratively with my team to defend open space. (1.2, A1.3)

## Guiding Questions

- How can we best communicate to be successful as a team offensively and defensively?
- How can we work together to keep the ball from touching the ground on our side of the net?
- How do I apply the phases of movement when sending an object to produce the force I need or send it in the appropriate direction?
- What decisions do I need to make before I send the object?
- What strategies can I apply to send the ball into the opponent's open space?
- What decisions do I need to make when I'm setting up to defend?
- How will we position ourselves to cover the playing area on our side of the net?

## Minds On

- Play a game such as [Keep it Up](#) as a warm-up.
- Students reflect and share what they did to be successful in keeping the ball up and how they will they apply these strategies in the game of [Lob Ball](#).

## Action

- Introduce learning goals and co-construct success criteria.
- With their partner, students reflect on how successful they have been at using verbal and non-verbal communication skills and teamwork skills and what they will focus on for the remainder of the unit.
- Students assemble into teams and determine how they will adjust their passes to make it difficult for their opponent to return the ball in the game played.
- Students play [Foot Strike](#) and apply their communication, sending and receiving skills and the strategy they selected to focus on for the day to make it more difficult for the opponent to receive the ball.
- Teams periodically “huddle up” and respond to the guiding questions asked to continue to strategize tactical solutions and/or to discuss what they have to do to effectively send the ball to an open space and defend their own court.

## Consolidation

- Students participate in a knowledge-building circle telling the class what they discovered about effective strategies and tactics in net/wall games.

## Opportunity For Assessment

Strategy/ Tool: Teacher observation of communication and movement skills and use of team strategies using a [checklist](#).

## Period 3

### Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as partners or as a team. (1.1, 1.3, 1.4)
- We are learning to use creative thinking skills to identify strategies and tactics to increase our chances of success. (1.5, B2.1, B2.2)
- We are learning to effectively move in games and apply movement principles while receiving and sending objects. (B1.2, B1.4)
- We are learning to move an opponent in order to score points. (B1.1, B1.2, B2.2)
- We are learning to use tactics in order to make it difficult for our opponent to send an object across the net or back to the wall. (1.1, 1.5, B2.1, B2.2)
- We are learning to defend open space. (1.5, B2.1, B2.2)

## Success Criteria

- I can use verbal and non-verbal means to communicate with my partner or team members. (1.1, 1.3, 1.4)
- I can participate to the best of my ability in each activity. (A1.1)
- I can move to receive the ball and assume the ready position. (B1.2, B1.3)
- I can use movement principles to use effective force and direction when sending the ball. (B1.2, B1.4)
- I can use a variety of tactics on offence in order to make it more difficult for my opponent to return the ball. (1.1, 1.5, B2.1, B2.2)
- I can work collaboratively with my partner or team members to defend open space. (1.4, A1.3, B2.2)

## Guiding Questions

- How can we best communicate to be successful as a team offensively and defensively?
- How can we work together to keep the ball from touching the ground on our side of the net?
- What factors do I need to consider when sending an object?
- How do I apply the phases of movement when sending an object?
- What decisions do I make before I send the object? What strategies can I apply to send the ball into the opponent's open space?
- What decisions do I make when I am setting up to defend?
- How will we position ourselves to cover the playing area on our side of the net?

## Minds On

- In partners, students practise passing and receiving a ball of their choosing (e.g., volleyball, elephant skin ball) in order to maintain a rally. Students reflect with their partner to answer these questions: What do you need to do to make it easy for your partner to receive the ball? What do you need to do to receive the ball in order to return it to your partner?

## Action

- Introduce learning goals and co-construct success criteria.
- Review how students move and apply movement principles in order to successfully receive and pass a ball.
- Generate a list of strategies and tactics with students that they have used to be successful while playing net/wall games so far in the unit.
- Students focus on using these strategies and tactics for this lesson.
- Students play 3-on-3 volleyball in a modified space and with the net height lower than the standard height.
- Students practise communication and teamwork skills, sending and receiving skills and apply the strategies and tactics they identified at the beginning of the lesson to make it more difficult for the opponent to receive and return the ball.
- Teams periodically “huddle up” to review the success of their application of tactics and strategies and what they have to do to effectively send the ball to an open space and defend their own area of play.

## Consolidation

- In their groups of three, students complete a TAG card.
  - **T** Tell your partners one thing they did well in the activities.
  - **A** Ask a guiding question such as those that have been asked throughout the unit.
  - **G** Give your partners a positive suggestion for improvement related to the success criteria of the lesson.

## Opportunity For Assessment

Strategy/Tool: Review the TAG cards to assess students' understanding of the learning goals and success criteria.

## Period 4

### Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as partners or as a team. (1.1, 1.3, 1.4)
- We are learning to use creative thinking skills to identify strategies and tactics to increase our chances of success. (1.5, B2.1, B2.2)
- We are learning to develop our personal fitness by actively participating to the best of our ability. (A1.1, A2.1)
- We are learning about the relationship between body position and successfully sending the ball to, or receiving the ball from, a wall. (B1.2, B1.3)
- We are learning to effectively move in games and apply movement principles while receiving and sending objects. (1.1, 1.5, B1.2, B1.4)
- We are learning to move an opponent in order to score points. (B1.1, B1.2, B2.2)
- We are learning to use tactics in order to make it difficult for our opponent to send an object across the net or back to the wall. (1.5, B2.1, B2.2)
- We are learning to defend open space. (1.5, B2.2)

### Success Criteria

- I can use verbal and non-verbal means to communicate with my partner or team members. (1.1, 1.3, 1.4)
- I can participate to the best of my ability in each activity. (A1.1)
- I can move to receive the ball and assume the ready position. (1.1, 1.5, B1.2, B1.4)
- I can use movement principles to use effective force and direction when sending the ball to the wall. (1.1, 1.5, B1.2, B1.4)
- I can use a variety of tactics on offence in order to make it more difficult for my opponent to return the ball. (1.5, B2.1, B2.2)
- I can work collaboratively with my partner(s) or team members to defend open space. (1.4, A1.3, B2.2)



## Guiding Questions

- How can we best communicate to be successful as a team offensively and defensively?
- What factors do I need to consider when sending an object? How do I hit the ball with the greatest power without losing control?
- How do I apply the phases of movement when sending the ball back to the wall?
- How does my body position relate to successfully sending the ball to, or receiving the ball from, a wall?
- What decisions do I make before I send the object?
- What strategies can I apply in order to make it more difficult for my opponent to return the object back to the wall?
- What decisions do I make when I am setting up to defend?
- How will we position ourselves to cover our defensive playing area?

## Minds On

- With a partner students try to maintain a rally against a wall in their given space.
- While participating in a warm-up stretch, using a knowledge-building circle, students reflect and respond to the following questions: What strategies have you used on offence and on defence to be successful in the games played in the unit so far?
- Individually, students reflect on the skills and strategies they are applying with success and a skill they want to focus on for the remainder of the unit.

## Action

- Introduce learning goals and co-construct success criteria.
- Students reflect on how they moved and applied movement principles during the warm-up rally to successfully receive a ball and send it back to the wall.
- In partners, students play a game such as [Squish](#) focusing on the strategies they discussed after the warm-up game.
- Students apply the tactical solutions they have learned to make it more difficult for their opponent to return the ball back to the wall.
- Students regularly rotate pairs/teams to play new opponents.
- After each rotation students reflect on how the space affects their decisions, how the game could be improved or what changes they would make to it.
- After each reflection, students continue to apply communication, critical and creative thinking skills, sending and receiving skills and stability and locomotion skills.

## Consolidation

- Using an exit card, students reflect on the following questions: What did you do differently today to be successful at sending and receiving the ball? How can you improve your accuracy when sending an object? What might be a better way to defend open space?

## Opportunity For Assessment

Strategy/Tool: Use a [checklist](#) to assess students' application of communication, teamwork and movement skills and strategies.

### Period 5

#### Learning Goals

- We are learning to develop our personal fitness by actively participating to the best of our ability. (A1.1, A2.1)
- We are learning to follow rules and procedures to maximize our safety and the safety of others. (A3.1)

#### Success Criteria

- I can identify health-related and skill-related fitness components that are important for net/wall games. (A2.2)
- I can select exercises and activities that will help me develop health and skill related fitness components. (A2.1, A2.2)
- I can apply safety rules when participating in a fitness circuit. (A3.1)

#### Guiding Questions

- What health-related fitness components do I need to develop to actively participate in net/wall games?
- What skill-related fitness components do I need to develop to actively participate in net/wall games?
- What activities or exercises should I choose to develop my fitness to be able to participate in net/wall games?
- What safety rules and guidelines do I need to remember when participating in fitness circuits and fitness activities to avoid injury?

#### Minds On

- Students participate in a warm up such as Relay Rally and then form a small group of six. Three players line up on the centre court line and three players line up on the baseline of the volleyball court. Students attempt to keep a ball in the air by sending it to their team member on the opposite line and then following their pass to join the line on the opposite end of the court. Students may use any kind of pass, including a catch and throw to keep the ball in the air.
- Students check their heart rate at the end of the warm-up and notice whether they were in their target heart rate zone during the activity.

## Action

- Introduce learning goals and co-construct success criteria.
- Students brainstorm the health-related and skill-related fitness components that need to be developed to successfully participate in net/wall activities.
- Assign one health-related fitness component and one skill-related fitness component to each group.
- Using a bank of fitness card exercises, groups choose one exercise that will develop their assigned health-related fitness component and one exercise that will develop their assigned skill-related fitness component.
- Groups teach their peers how to perform each of their exercises safely.
- Working in pairs, students complete the fitness circuit by completing two sets of each exercise.

## Consolidation

- During a cooldown stretch, partners reflect and share evidence that demonstrated that they participated in the fitness circuit in a safe manner and to the best of their ability. Students reflect on one fitness component that they would like to focus on to continue to develop their personal fitness.

## Opportunity For Assessment

Strategy/Tool: Use a [checklist](#) and student responses to assess their application of safety rules, their level of exertion during the fitness circuit and their ability to set goals to develop their personal fitness.

## Period 6

### Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as a team. (1.1, 1.3, 1.4)
- We are learning how to develop our personal fitness by actively participating to the best of our ability. (A1.1, A2.1)
- We are learning to effectively move in games and apply movement principles while sending and receiving objects. (B1.1, B1.2)
- We are learning to move an opponent in order to score points. (B1.1, B1.2, B2.2)
- We are learning to defend open space. (B1.1, B1.2, B2.2)
- We are learning to use tactics in order to make it difficult for our opponent to send an object across the net or back to the wall. (1.5, B2.1, B2.2)

## Success Criteria

- I can use verbal and non-verbal means to communicate with my partner or team members. (1.1, 1.3, 1.4)
- I can work collaboratively with my partner or team members to defend our space. (1.2, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)
- I can move to receive the ball and assume the ready position. (B1.2, B1.3)
- I can use movement principles to use effective force and direction when sending the ball across the net. (B1.2, B1.4)
- I can use a variety of tactics on offence in order to make it more difficult for my opponent to return the ball. (1.1, 1.5, B2.1, B2.2)

## Guiding Questions

- How can we best communicate to be successful as a team offensively and defensively?
- What factors do I need to send an object to a strategic space?
- How do I hit the ball with the greatest power without losing control? How does this change when I use an implement to strike an object?
- How do I apply the phases of movement to be successful in sending the ball across the net?
- What decisions do I need to make before I send the object?
- What strategies can I apply in order to make it more difficult for my opponent to return the ball across the net?
- What decisions do I need to make when I'm setting up to defend?
- How will we position ourselves to cover our own court?

## Minds On

- Students participate in a game such as [Clear and Tip Rally](#) for a warm-up.
- Students reflect and share their responses to these questions: How would you hit the birdie so the opposing team has a greater chance to receive it? Where should you stand on the court so you are ready to receive the birdie? What does the ready position look like in this game?

## Action

- Introduce learning goals and co-construct success criteria.
- Students share what they have learned so far in this unit about how they move, how they apply movement principles in order to successfully send and receive a ball and strategies and tactics they have learned to apply in net/wall games.
- In partners, students play one round of [Twos](#) against their opponent practising their movement skills and the strategies they have learned to be successful in net/wall games.
- After round one, in a one-minute time out, partners identify strategies and tactics that they are using to be successful and what they might change to increase their success.
- Students continue to play Twos against different opponents applying movement principles and strategies and tactics.
- Using the guiding questions, teams periodically "huddle up" to strategize and apply tactical solutions to be successful against their opponents' strategies and tactics.

## Consolidation

- In pairs, students complete an exit card reflecting on the communication and game strategies they used to be successful during this activity.

## Opportunity For Assessment

Strategy/Tool: Use the exit card to assess students' understanding of offensive and defensive strategies and use of communication skills.

## Period 7: Culminating Task

### Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as a team. (1.1, 1.3, 1.4)
- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- We are learning to develop our personal fitness by actively participating to the best of our ability. (A1.1, A2.1)
- We are learning to apply movement principles to refine our skills. (1.1, B1.4)
- We are learning to effectively move in games while sending and receiving objects. (B1.1, B1.2)
- We are learning to understand and use tactics in order to send an object into open space to get points or to successfully defend open space from an opponent scoring. (1.1, 1.5, B2.1, B2.2)
- We are learning to use problem-solving so we can implement tactical solutions to be successful in net/wall games. (1.5, B2.1, B2.2)

### Success Criteria

- I can use verbal and non-verbal means to communicate with my partner or team members. (1.1, 1.2, A1.3)
- I can work collaboratively with my partner or team to achieve our goals. (1.2, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)
- I can receive an object by keeping my eye on it. (1.1, B1.2)
- I can apply movement principles in order to send an object using appropriate force and direction. (1.1, B1.4)
- I can move in different ways to cover open space and receive an object. (1.1, B1.1, B1.2)
- I can use strategies in order to make it difficult for my opponent to return the object across the net or back to the wall. (1.1, 1.5, B2.1, B2.2)
- I can read my opponent's moves to successfully defend open space or to return the object across the net or back to the wall. (1.1, 1.5, B2.1, B2.2)

## Guiding Questions

- How can I best work with my partner or team to defend open space and to return the object across the net or back to the wall?
- What strategies can I use to effectively defend open space against an opponent's attack?
- What clues should I pay attention to when anticipating an opponent's attack?
- How can I mask my own attack from my opponent?
- How can I use movement principles in order to refine my skills?
- What strategies can I use to make it difficult for my opponent to return the object across the net or back to the wall?

## Minds On

- Students assemble in their tournament team and play one round of [Jumping Sticks](#) as a warm-up.
- Teams "huddle up" and answer the guiding questions to prepare for the tournament.

## Action

- Review the learning goals and success criteria for the unit.
- Introduce the three net/wall game round robin format of the tournament.
- Review the three net/wall games from the unit that will be played in the tournament; one game per round.
- Students play three rounds of net/wall games, applying the communication, teamwork and movement skills, concepts, principles and strategies they have learned throughout the unit.
- Assess students' application of communication, teamwork and movement skills, concepts, principles and strategies they have learned throughout the unit.

## Consolidation

- Students complete a self-assessment rating scale to assess their application of communication, teamwork and movement skills, concepts, principles and strategies in the tournament and set a goal for next steps in learning for the next net/wall unit.

## Opportunity For Assessment

Strategy/Tool: Use a [rating scale](#) to assess communication and movement skills and a rubric to assess application of movement strategies.