

H&PE Secondary: TGfU Sample Unit

Movement Competence & Active Living

Individual and Recreational Pursuits

Unit Length: 7 Periods



Curriculum Expectations

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

Learning Goals

- We are learning to follow rules for our own safety and the safety of others. (A3.1)
 - We are learning to use social skills as we participate and interact positively with others. (1.4, A1.3)
 - 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 combine our stability, locomotion and manipulation skills when performing a skill. (B1.1, B1.2)
 - We are learning the phases of movement to apply them to refine our skills. (B1.3)
 - We are learning to apply movement principles to refine our skills. (B1.4)
 - We are learning to assess our technique when performing skills to determine adjustments we could make to improve our performance. (1.1, B2.1, B2.2)
 - We are learning to refine our movements using self-assessment and feedback from others. (1.1)
 - We are learning to use critical thinking skills to refine our performance. (1.5)
-

Success Criteria

- I can follow the rules to be safe and ensure the safety of others. (A3.1)
- I can interact positively with others while participating in physical activities. (1.4, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)

- I can develop my personal fitness through participating to the best of my ability. (A2.1)
 - I can apply my understanding of the phases of movement to refine my skills. (B1.3)
 - I can apply movement principles in order to be more successful in individual activities. (B1.4)
 - I can apply skills in combination. (B1.1, B1.2)
 - I can focus and block out external distractions to improve my performance. (1.1)
 - I can assess my technique and make adjustments to improve my performance by using self-assessment and feedback from others. (1.1, 1.5, B2.1, B2.2)
-

Guiding Questions

- How can we demonstrate behaviours and apply procedures in order to ensure our safety and the safety of others?
 - How can I best use the phases of movement to refine my skills?
 - What movement principles and strategies can I apply to move proficiently while participating in individual activities?
 - What strategies can I apply to improve my performance?
 - How can I best give feedback and use feedback from others to make adjustments and refine my skills?
-

Culminating Task

Activity

Students choose two of the three activities learned in the unit. Students will perform their chosen activities and then explain how they tried to apply movement concepts, principles and strategies to execute a skill.

Assessment Tool

Strategy/Tool: Use a [rating scale](#) to assess understanding and application of movement concepts and principles.

Assessing for Learning

Activity

Students will complete an obstacle course choosing from two different skill challenges at each station. Students complete two rounds on the course.

Assessment Tool

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

Instructional Periods

Period 1

Learning Goals

- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- 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 refine our movements by using self-assessment and feedback from others. (1.1)
- We are learning to use critical thinking skills to refine our performance. (1.5)

Success Criteria

- I can follow the rules to be safe and ensure the safety of others. (A3.1)
- I can interact positively with others while participating in physical activities. (1.4, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)
- I can assess my technique and make adjustments to improve my performance. (1.1, 1.5, B2.1, B2.2)
- I can refine my movements by using self-assessment and feedback from others. (1.1)

Guiding Questions

- How can we make sure we participate safely when participating in fitness building activities?
- Which physical signs show that I am working hard?
- How can I best use my own self-assessment skills to make adjustments and refine my skills?

Minds On

- In teams of five, students play Chase the Dragon's Tail to warm up.
- Students reflect and describe all the ways they can assess their level of exertion during the tag game.
- Students recall how to check their pulse to determine their heart rate.

Action

- Introduce learning goals and co-construct success criteria.
- Students participate in a fitness circuit such as [Fitness Card Fun](#).
- Students keep track of their heart rate as they rotate throughout the fitness activities.
- After the first round, students assess the degree to which they maintained their target heart rate (THR) in the activity.
- Using the guiding questions, students then determine what adjustments they might make to maintain their THR as they continue to play Fitness Card Fun.
- Students practise monitoring their exertion levels to adjust their intensity or choice of fitness activity.

Consolidation

- Using an exit card, students reflect on what they did to be successful in maintaining their THR throughout the activity. Students provide one piece of evidence to demonstrate that they participated to the best of their ability.

Opportunity For Assessment

Strategy/Tool: Use exit cards to assess students' application of personal skills and critical thinking skills when assessing their performance.

Period 2

Learning Goals

- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- We are learning to use social skills as we participate and interact positively with others. (1.4, A1.3)
- We are learning to combine our stability, locomotion and manipulation skills when performing a skill. (B1.1, B1.2)
- We are learning to assess our technique when performing skills to determine adjustments we could make to improve our performance. (1.1, 1.5, B2.1, B2.2)
- We are learning to use critical thinking skills to refine our performance. (1.5)

Success Criteria

- I can follow the rules to be safe and ensure the safety of others. (A3.1)
- I can interact positively with others while participating in physical activities. (1.4, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)
- I can apply skills in combination. (B1.1, B1.2)
- I can use my critical thinking skills to make adjustments to improve my performance. (1.1, 1.5, B2.2)

Guiding Questions

- How can we make sure we participate safely when participating in orienteering activities?
- What can we do to support others in our group to be successful at learning orienteering skills?
- What tactics and strategies can I use to be successful in an orienteering event?
- How can I use my critical thinking skills to make adjustments to improve my performance?

Minds On

- Play [Elbow to Elbow](#) as a warm-up.
- Students reflect and share their responses to these questions: Does working with another participant make the game easier or harder? Why? What can you do if you don't know how to perform an activity/movement? How can you rely on each other's strengths to be successful?

Action

- Introduce learning goals and co-construct success criteria.
- Introduce the cardinal directions to students (i.e. North, Northeast, East, Southeast, South, Southwest, West, and Northwest).
- Play a game such as Simon Says and have students move to each cardinal direction when it is called out and perform one of the activities from [Fitness Card Fun](#).
- Provide students with a map with "controls" marked on it. The controls may be within the gym and/or the surrounding areas such as hallways, fitness rooms and exit doors and must not be immediately visible to the eye.
- In groups of three, students study the map to determine where the controls are located and then work together to find each control.
- Once students find the control, they perform the designated activity at the control. Students work together to find each control and complete all activities.
- Set up a series of obstacles on the gym floor such as mats, cones and hula hoops, which represent barriers on an orienteering course. Provide a soccer ball to each group of three. Groups must dribble the soccer ball to each other while navigating the obstacles to reach the finish line.

Consolidation

- During a cool-down, use a knowledge building circle for students to reflect and respond to the following questions: What strategies did you use to correctly read the map? As a team, how did you know you were on the right course? How did you work together to successfully move through the obstacles as a team. What might you do differently as a team during tomorrow's orienteering event?

Opportunity For Assessment

Strategy/Tool: Use student responses to assess their teamwork and movement skills and strategies.

Period 3

Learning Goals

- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- We are learning to use social skills as we participate and interact positively with others. (1.4, A1.3)
- We are learning to combine our stability, locomotion and manipulation skills when performing a skill. (B1.1, B1.2)
- We are learning to assess our technique when performing skills to determine adjustments we could make to improve our performance. (1.1, 1.5, B2.1, B2.2)
- We are learning to use critical thinking skills to refine our performance. (1.5)

Success Criteria

- I can follow the rules to be safe and ensure the safety of others. (A3.1)
- I can interact positively with others while participating in physical activities. (1.4, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)
- I can apply skills in combination. (B1.1, B1.2)
- I can use my critical thinking skills to make adjustments to improve my performance. (1.5, B2.2)

Guiding Questions

- How can we make sure we participate safely when participating in orienteering activities?
- What can we do to support others in our group to be successful at learning orienteering skills?
- What tactics and strategies can I use to be successful in an orienteering event?
- How can I use my critical thinking skills to make adjustments to improve my performance?

Minds On

- Students participate in a team challenge such as “Navigate the Numbers” warm-up. Teams of four receive a card with a series of numbers on it from 1-8 in random sequence. Teams follow their number sequence to navigate to each of the numbers posted around the gym. At each number, students complete the task such as 10 jumping jacks, 10 burpees, etc. until they have finished all tasks.
- Teams reflect on how they worked as a team to complete the Navigate the Numbers course as quickly as possible.

Action

- Review the learning goals and co-construct success criteria.
- Students re-assemble in groups of four to make up a team.
- Set up an orienteering course around the field and areas adjacent to the school with stations that contain a letter and a task. All letters should combine to form a word such as “orienteering” or “teamwork” or another H&PE-related word. The stations must not be immediately visible to the eye so teams have to use landmarks to locate them.
- Before beginning, teams strategize to determine the best way to work as a team to complete the course in the quickest time.
- Using their orienteering map, teams navigate the course to find the controls, write down the letter and complete the task at each control.
- Teams work together using their map-reading skills and agreed upon strategies to complete the course and solve the word clue.

Consolidation

- Using a Walk and Talk strategy, teams reflect on how they used their orienteering and teamwork skills to be successful navigating the orienteering course and completing all tasks. Teams share their response with the teacher at the end of class.

Opportunity For Assessment

- Strategy/Tool: Use the student responses from the Walk and Talk strategy to assess the students' applications of movement skills, strategies and teamwork skills.

Period 4

Learning Goals

- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- We are learning to use social skills as we participate and interact positively with others. (1.4, A1.3)
- We are learning to combine our locomotion and manipulation skills when performing a skill. (B1.1, B1.2)
- We are learning the phases of movement and to apply them to refine our skills. (B1.3)
- We are learning to apply movement principles to refine our skills. (B1.4)
- We are learning to assess our technique when performing skills to determine adjustments we could make to improve our performance. (1.1, 1.5, B2.1, B2.2)
- We are learning to refine our movements using self-assessment and feedback from others. (1.1, B2.2)
- We are learning to use critical thinking skills to refine our performance. (1.5)

Success Criteria

- I can follow the rules to be safe and ensure the safety of others. (A3.1)
- I can interact positively with others while participating in physical activities. (1.4, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)
- I can apply my understanding of the phases of movement to refine my skills. (B1.3)
- I can apply movement principles in order to be more successful in individual activities. (B1.4)
- I can assess my technique and make adjustments to improve my performance. (1.1, 1.5, B2.1, B2.2)
- I can refine my movements by using self-assessment and feedback from others. (1.1, B2.2)
- I can use my critical thinking skills to make adjustments to improve my performance. (1.5, B2.2)

Guiding Questions

- How can we demonstrate behaviours and apply procedures in order to ensure our safety and the safety of others?
- How can I best use the phases of movement to refine my skills?
- What movement principles and strategies can I apply to successfully participate in individual activities?
- What strategies can I use to be successful in a variety of individual activities?
- How can I best use feedback from others and self-assessment to make adjustments and refine my skills?

Minds On

- In pairs, students play a tag game such as Shin Tag for a warm-up. Students try to touch each other's shins while avoiding having their shins tagged.
- Students reflect and share what they have learned about stability and what they did to increase, and what in turn, could decrease their stability during the warm-up activity.

Action

- Introduce learning goals and co-construct success criteria.
- Review the safety rules that students will practise today.
- In pairs, students play wrestling lead-up games such as Champion of the Mat, Sock Wrestling and Catch the Snake's Tail to practise their locomotion and stability skills.
- Use a Coach's Time Out to periodically stop the activity and use the guiding questions to have students reflect on how they are applying movement principles and strategies to be successful in the games.

Consolidation

- Using a Walk and Talk strategy, students participate in a "Think, Pair, Share", telling their partner what they discovered about applying movement principles and strategies in this activity. Partners share their thoughts with the class.

Opportunity For Assessment

Strategy/Tool: Use a [checklist](#) to assess students' application of movement principles and strategies to refine their skills.

Period 5

Learning Goals

- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- We are learning to use social skills as we participate and interact positively with others. (1.4, A.13)
- We are learning to combine our stability and locomotion skills when performing a skill. (B1.1, B1.2)
- We are learning to apply movement principles to refine our skills. (B1.4)
- We are learning to assess our technique when performing skills to determine adjustments we could make to improve our performance. (1.1, 1.5, B2.2)
- We are learning to refine our movements using self-assessment and feedback from others. (1.1, B2.1, B2.2)
- We are learning to use critical thinking skills to refine our performance. (1.5, B2.2)

Success Criteria

- I can follow the rules to be safe and ensure the safety of others. (A3.1)
- I can interact positively with others while participating in physical activities. (1.4, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)
- I can apply movement principles in order to be more successful in individual activities. (B1.4)
- I can assess my technique and make adjustments to improve my performance. (1.1, 1.5, B2.1, B2.2)
- I can refine my movements by using self-assessment and feedback from others. (1.1, B2.1, B2.2)
- I can use my critical thinking skills to make adjustments to improve my performance. (1.5, B2.2)

Guiding Questions

- How can we demonstrate behaviours and apply procedures in order to ensure our safety and the safety of others?
- What movement principles and strategies can I apply to successfully participate in individual activities?
- How can I best use feedback from others and self-assessment to make adjustments and refine my skills?

Minds On

- Students participate in a student-led fitness blast.
- Students share what they have learned in the unit about movement principles and how these principles can be applied to refine their personal movement skills.

Action

- Introduce learning goals and co-construct success criteria.
- Students work in groups using Ophea's Yoga Alphabet Cards to teach each other selected yoga poses, focusing on applying the movement principles to perform each move.
- Groups create a five-pose yoga sequence to teach another group.
- After each sequence, students reflect on how they are applying movement principles they have learned in this unit to successfully perform each yoga pose.
- Groups reflect on how they might change their yoga sequence to make it more challenging.

Consolidation

- Using an exit card, students respond to the guiding question: How have I shown that I can apply movement principles and strategies to successfully participate in a variety of individual activities?

Opportunity For Assessment

Strategy/Tool: Use a [checklist](#) to assess students' application of movement principles and ability to combine skills while participating in the yoga sequences.

Period 6

Learning Goals

- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- We are learning to use social skills as we participate and interact positively with others. (1.4, A1.3)
- 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 combine our stability, locomotion and manipulation skills when performing a skill. (B1.1, B1.2)
- We are learning the phases of movement and to apply them to refine our skills. (B1.4)
- We are learning to apply movement principles to our refine skills. (B1.5)

Success Criteria

- I can apply positive social skills within the group by showing respect, appreciating differences and encouraging others. (1.4, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)
- I can follow the rules to be safe and ensure the safety of others. (A3.1)
- I can apply movement principles in order to be more successful in individual activities. (B1.4)
- I can appreciate my physical strengths and recognize areas that need improvement. (1.1)

Guiding Questions

- How can we demonstrate behaviours and apply procedures in order to ensure our safety and the safety of others?
- What can you do to support others in your group to be successful at performing fitness activities and/or yoga poses?
- What movement principles and strategies can I use to successfully participate in individual activities?
- How can I best use feedback from others and self-assessment to make adjustments and refine my skills?

Minds On

- Play a game such as Relay Tag to warm up.
- Students describe movement concepts and principles that would be applied when performing an aerobic fitness or yoga sequence.

Action

- Introduce learning goals and co-construct success criteria.
- In small groups, students create an eight-pose yoga sequence or an aerobic fitness circuit that they teach to another small group. The sequence or circuit must require students to use a variety of stability and locomotion skills in a fluid and combined motion.
- Groups work together to plan their routine.
- Groups lead another small group through their routine. Students practise combining stability and locomotion skills as they participate in the routines.

Consolidation

- In a small group, students reflect and share what they have learned about applying movement concepts and principles to refine their stability, locomotion and manipulation skills while participating in a variety of individual activities.

Opportunity For Assessment

Strategy/Tool: Teacher observation of stability and locomotion skills as students participate in yoga and fitness routines.

Period 7: Culminating Task

Learning Goals

- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- We are learning to use social skills as we participate and interact positively with others. (1.4, A1.3)
- 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 combine our stability, locomotion and manipulation skills when performing a skill. (B1.1, B1.2)
- We are learning the phases of movement and to apply them to refine our skills. (B1.3)
- We are learning to apply movement principles to refine our skills. (B1.4)
- We are learning to assess our technique when performing skills to determine adjustments we could make to improve our performance. (1.1, 1.5, B2.1, B2.2)
- We are learning to refine our movements using self-assessment and feedback from others. (1.1)
- We are learning to use critical thinking skills to refine our performance. (1.5)

Success Criteria

- I can follow the rules to be safe and ensure the safety of others. (A3.1)
- I can interact positively with others while participating in physical activities. (1.4, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)
- I can develop my personal fitness through participating to the best of my ability. (A2.1)
- I can apply my understanding of the phases of movement to refine my skills. (B1.3)
- I can apply movement principles in order to be more successful in individual activities. (B1.4)
- I can apply skills in combination. (B1.1, B1.2)
- I can focus and block out external distractions to improve my performance. (1.1)
- I can assess my technique and make adjustments to improve my performance by using self-assessment and feedback from others. (1.1, 1.5, B2.1, B2.2)

Guiding Questions

- How can we demonstrate behaviours and apply procedures in order to ensure our safety and the safety of others?
- How can I best use the phases of movement to refine my skills?
- What movement principles and strategies can I use to successfully participate in individual activities?
- What tactics and strategies can I use to be successful in a variety of individual activities?
- How can I best give feedback and use feedback from others and self-assessment to make adjustments and refine my skills?

Minds On

- Students reflect and identify how they used what they have learned in the unit to apply movement principles and strategies to successfully complete their routine in the previous lesson.
- Review the success criteria for the unit and students consider how they can best demonstrate the success criteria through their participation in the culminating task.

Action

- Students choose to demonstrate the movement skills they learned in the unit, while participating in one of the lead up wrestling activities from period 4 or a fitness or yoga sequence selected from the sequences created by the students in periods 5 and 6.
- Students participate in all three activities but are observed for assessment purposes during their chosen activity.

Consolidation

- Students complete a self-assessment rating scale to assess the development of their movement skills through their active participation in this unit and explain how they tried to apply movement concepts and principles in the culminating activity.

Opportunity For Assessment

Strategy/Tool: Use a [rating scale](#) to assess understanding and application of movement concepts and principles.