

# H&PE Secondary: TGfU Sample Unit

Movement Competence & Active Living

Target Games

Unit Length: 7 Periods



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## Curriculum Expectations

A1.1, A1.3, 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 follow rules for our own safety and the safety of others. (A3.1)
- We are learning to apply movement principles in order to refine our skills. (B1.4)
- We are learning to assess our technique while performing manipulation skills to determine what adjustments we could make to improve our performance. (1.1, 1.2, 1.5, B1.2)
- We are learning to refine our movement skills by using self-assessment and feedback from others. (1.1, B1.2)
- We are learning to effectively move in games to send objects toward a target. (B1.1, B1.2)
- We are learning to use problem-solving skills so we can implement tactical solutions to be successful in target games. (1.5, B2.1, B2.2)
- We are learning to make appropriate tactical decisions when competing against others in target games. (1.5, B2.1, B2.2)
- We are learning that these skills are transferable from one category of game to another. (1.5, B1.1, B1.2, B2.1)

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## Success Criteria

- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (1.1, 1.2, A3.1)
- I can apply movement principles and manipulation skills to send an object toward a target. (B1.2, B1.4)

- I can move my body in different ways to effectively send an object toward a target. (B1.1, B1.2)
  - I can apply principles and skills I have learned in other games to be more successful in target games. (1.5, B1.4)
  - I can focus and block out external distractions to improve my aim and accuracy. (1.5, B2.2)
  - I can assess my technique and make adjustments to improve my performance. (1.1, B1.1, B1.2, B2.2)
  - I can refine my movement skills by using self-assessment and feedback from others. (1.1, B1.1, B1.2)
  - I can make appropriate tactical decisions at different points in a game. (1.5, B2.1, B2.2)
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## Guiding Questions

- How can I apply movement concepts and principles to refine my skills?
  - What movement principles and strategies can I use to successfully send an object toward a target?
  - How can I best use feedback from others and self-assessment to make adjustments and refine my skills?
  - What strategy can I use to improve my aim and accuracy?
  - What strategy can I decide to use at different points in the game?
  - How can I apply the same concepts, principles and skills to other target games?
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## Culminating Task

### Activity

At the end of the unit students will choose to participate in either three rounds of Bocce Ball or [Croquet Ball](#) to demonstrate their application of movement concepts, principles and strategies for target games.

### Assessment Tool

Use a [rating scale](#) to assess application of movement concepts and principles.

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## Assessing for Learning

### Activity

Students will rotate through two stations to play [21](#) and [3-2-1](#).

### Assessment Tool

Use of a [checklist](#) to assess sending skills to hit a target using strategies to succeed in the objective of the game and communication skills.

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## 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 to apply movement principles in order to refine our skills. (B1.4)
- We are learning to assess our technique when performing manipulation skills to determine what adjustments we could make to improve our performance. (1.1, 1.2, 1.5, B2.1)
- We are learning to refine our movements by using self-assessment and feedback from others. (1.1, B1.1, B1.2)
- We are learning to effectively move in games to send objects toward a target. (B1.1, B1.2)
- We are learning that these skills are transferable from one category of game to another. (1.5, B1.1, B1.2, B2.1)

#### Success Criteria

- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (1.1, 1.2, A3.1)
- I can apply movement concepts and principles to send an object toward a target. (B1.2, B1.3, B1.4)
- I can apply principles and skills I have learned in other games to be more successful in target games. (1.5, B1.1, B1.2, B1.4)
- I can move my body in different ways to effectively send an object toward a target. (B1.1, B1.2)
- I can focus and block out external distractions to improve my aim and accuracy. (1.5, B2.2)
- I can assess my technique and make adjustments to improve my performance. (1.1, B1.1, B1.2, B2.2)
- I can refine my movement skills by using self-assessment and feedback from others in order to improve my body position during different phases of the movement skill. (1.1, B1.2, B1.3)
- I can make appropriate decisions at different points in an activity. (B2.1, B2.2)

## Guiding Questions

- How can I use movement principles in order to refine my skills?
- How can I apply movement principles when sending an object toward a target?
- How can I apply principles and skills I have learned in other games to be more successful in target games?
- How can I use my body position to send an object with aim and accuracy?
- How does the force I apply change when I throw from different distances or to varying sizes of targets?
- How can I best use feedback from others and self-assessment to make adjustments and refine my skills?

## Minds On

- Students play a game such as [21](#) for a warm-up.
- Students reflect and respond to these questions: How does the force you apply change for the different cone distances? How did you maintain control of the object you were throwing when you were closer or farther away from the target? How did you choose which target to aim for? Did your strategy change as your score changed? Identify sports that use strategies similar to the ones used in this game.

## Action

- Introduce learning goals and co-construct success criteria.
- Students reflect on and share what they know about target games and the skills needed for success.
- Brainstorm and establish safety rules related to target games for the unit.
- Students play one round of a game such as Archers Away attempting to get as many pool noodles through the hoop without missing.
- Students reflect on the importance of applying movement concepts and principles to be successful at hitting a target.
- Students play two additional rounds of Archers Away while applying movement concepts and principles learned to be more successful than round one. After each round students can choose to change the game by changing the distance from which to send the object, changing the object and angle of the object sent toward the target or changing the size of the target.
- Throughout the rounds of play, students pause the game to reflect on and answer the guiding questions, assess their technique and make adjustments to improve their aim and accuracy.
- After each round students receive feedback from their peers and adjust their body position to improve their performance.

## Consolidation

- Students complete an exit card to record the following:
  - Movement used
  - Strategies I do well
  - Feedback I received
  - Strategies I need to improve

## Opportunity For Assessment

Strategy/Tool: Teacher observation of movement skills using a [checklist](#).

### 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 effectively move in games to send objects toward a target. (B1.1, B1.2)
- We are learning to use problem-solving skills so we can implement tactical solutions to be successful in target games. (1.5, B2.1, B2.2)
- We are learning to make appropriate tactical decisions when competing against others in target games. (1.5, B2.1, B2.2)
- We are learning that these skills are transferable from one category of game to another. (1.5, B1.1, B1.2, B2.1)
- We are learning to make appropriate decisions at different points in the game. (1.5, B2.1, B2.2)

#### Success Criteria

- I can participate to the best of my ability in each activity. (A1.1)
- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (1.1, A.2, A3.1)
- I can move my body in different ways to effectively send an object toward a target. (1.1, B1.1, B1.2)
- I can focus and block out external distractions to improve my aim and accuracy. (1.5, B2.2)
- I can make appropriate tactical decisions at different points in an activity. (1.5, B2.1, B2.2)

#### Guiding Questions

- How can I use my body position and movement skills to send the ball with aim and accuracy?
- How does the force I apply change when I send the ball toward the gate?
- What strategy can I use to improve my aim and accuracy?
- When playing against others, how do I choose when to aim for the gate or when to aim to hit the other participants' balls out of the way?
- What strategies can I use to get ahead of their opponents and to prevent the other participants from getting their ball through the gate?

#### Minds On

- Review how students used movement skills and strategies in order to be successful in [Archers Away](#).
- Ask students how sending skills may need to be adjusted when using an implement.

## Action

- Introduce learning goals and co-construct success criteria.
- Students reflect on and share what they know about strategies that apply to target games.
- Students play one round of a game such as [Croquet Ball](#) in teams of three using the strategies that were generated by the class.
- At the end of round one, students reflect on and share strategies they used to be successful at the game and identify a strategy they will attempt to use to be more successful during round two.
- Students decide how to make the game more challenging by making the gates narrower and/or using other ways to send the ball.
- Students play two more rounds of the game, applying different amounts of force, strategies for avoiding obstacles and strategies to get ahead of their opponents and to prevent others from getting their ball through the gate.

## Consolidation

- In groups of three, have students complete the TAG card.
  - **T** Tell two of their partners one thing they did well in the game.
  - **A** Ask a question related to the success criteria.
  - **G** Give their partners a positive suggestion for improvement.

## Opportunity For Assessment

Strategy/Tool: The teacher reviews the TAG cards to assess students' needs and next steps in learning.

## 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 apply movement principles in order to refine our skills. (B1.4)
- We are learning to assess our technique when performing manipulation skills to determine what adjustments we could make to improve our performance. (1.1, 1.2, 1.5, B1.2)
- We are learning to refine our movement skills by using self-assessment and feedback from others. (1.1, B1.2)
- We are learning to effectively move in games to send objects to a target. (B1.1, B1.2)
- We are learning to use problem-solving so we can implement tactical solutions to be successful in target games. (1.5, B2.1, B2.2)
- We are learning to make appropriate tactical decisions when competing against others in target games. (1.5, B2.1, B2.2)
- We are learning that these skills are transferable from one category of game to another. (1.5, B1.1, B1.2, B2.1)

## Success Criteria

- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (1.1, 1.2, A3.1)
- I can apply movement principles and manipulation skills to send an object toward a target. (B1.2, B1.4)
- I can move my body in different ways to effectively send an object toward a target. (1.1, B1.2)
- I can apply principles and skills I have learned in other games to be more successful in target games. (1.5, B1.1, B1.2, B1.4, B2.1)
- I can focus and block out external distractions to improve my aim and accuracy. (1.5, B2.2)
- I can assess my technique and make adjustments to improve my performance. (1.1, B1.1, B1.2, B2.2)
- I can refine my movement skills by using self-assessment and feedback from others. (1.1, B1.1, B1.2)
- I can make appropriate tactical decisions at different points in a game. (1.5, B2.1, B2.2)

## Guiding Questions

- How can I use movement principles in order to refine my skills?
- What movement principles and strategies can I use to successfully send an object toward a target?
- How can I apply movement principles when sending an object toward a target?
- How can I apply principles and skills I learned in other games to be more successful in target games?
- How can I use my body position and movement skills to send the object with aim and accuracy?
- How does the force I apply change when I send a disc toward a target?
- How can I best use feedback from others and self-assessment to make adjustments and refine my skills?
- What strategies can I use to improve my aim and accuracy?

## Minds On

- Students play a game such as [Zig Zag Snake Toss](#) to warm up.
- Students reflect on how they have applied their learning in the unit so far to be successful in scoring points.
- Students identify strategies they will use to try to improve their aim and accuracy for the remainder of the unit.

## Action

- Introduce learning goals and co-construct success criteria.
- Recall the movement concepts, principles and strategies that students have learned so far in the unit that they will continue to try to apply.
- Students reflect on how movement concepts, principles and strategies might change when participating in target games outdoors.
- Establish safety rules and have students play a game such as Disc Golf, applying concepts, principles and strategies for success in an outdoor environment.
- Periodically throughout play, students pause and assess their success and makes adjustments to body position and movement principles in order to improve their aim and accuracy.

## Consolidation

- Using an exit card, students reflect upon what they did to be successful at sending the disc to a target and what they can do to improve their aim and accuracy when sending objects when playing target games in an outdoor environment. Students also set a goal for the second round of Disc Golf in the unit.

## Opportunity For Assessment

Strategy/Tool: Use a [checklist](#) to assess students' application of concepts, principles and strategies in a target game.

## 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 apply movement principles in order to refine our skills. (B1.4)
- We are learning to assess our technique when performing manipulation skills to determine what adjustments we could make to improve our performance. (1.1, 1.2, 1.5, B1.2)
- We are learning to refine our movements by using self-assessment and feedback from others. (1.1, B1.2)
- We are learning to effectively move in games to send objects toward a target. (B1.1, B1.2)
- We are learning to use problem-solving skills so we can implement tactical solutions to be successful in target games. (1.5, B2.1, B2.2)
- We are learning to make appropriate tactical decisions when competing against others in target games. (1.5, B2.1, B2.2)



## Success Criteria

- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (1.1, 1.2, A3.1)
- I can move my body in different ways to effectively send an object toward a target. (B1.1, B1.2)
- I can focus and block out external distractions to improve my aim and accuracy. (1.5, B2.2)
- I can assess my technique and make adjustments to improve my performance. (1.1, B1.1, B1.2, B2.2)
- I can refine my movement skills by using self-assessment and feedback from others. (1.1, B1.1, B1.2)
- I can make appropriate tactical decisions at different points in a game. (1.5, B2.1, B2.2)

## Guiding Questions

- How can I use movement principles in order to refine my skills?
- What movement principles and strategies can I use to successfully send a disc toward a target?
- How can I apply movement principles when sending a disc toward a target?
- How can I apply principles and skills I have learned in other games to be more successful in target games?
- How can I use my body position and movement skills to send the disc with aim and accuracy?
- How does the force I apply change when I send the disc toward the target?
- How can I best use feedback from others and self-assessment to make adjustments and refine my skills?
- What strategies can I use to improve my aim and accuracy?

## Minds On

- Using the guiding questions and their exit cards from the previous period, in pairs, students reflect on how they applied movement concepts, principles and strategies to be successful in Disc Golf.
- Students recall their goals and identify principles and strategies they will apply to try to improve their success while participating in a second round of Disc Golf.

## Action

- Review learning goals and co-construct success criteria.
- Recall the safety rules.
- Students play Disc Golf, applying concepts, principles and strategies for success in an outdoor environment.
- Periodically throughout play, students pause and assess their success and make adjustments to their body position and movement principles used in order to improve their aim and accuracy.

## Consolidation

- Using their exit card from the prior period, students reflect on the degree to which they met their goals.

## Opportunity For Assessment

Strategy/Tool: Continue to use a [checklist](#) to assess students' application of concepts, principles and strategies to target games.

### 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 apply movement principles in order to refine our skills. (B1.4)
- We are learning to refine our movement skills by using self-assessment and feedback from others. (1.1, B1.2)
- We are learning to effectively move in games to send objects toward a target. (B1.1, B1.2)
- We are learning to use problem-solving so we can implement tactical solutions to be successful in target games. (1.5, B2.1, B2.2)
- We are learning to make appropriate tactical decisions when competing against others in target games. (1.5, B2.1, B2.2)
- We are learning that these skills are transferable from one category of game to another. (1.5, B1.1, B1.2, B2.1)

#### Success Criteria

- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (1.1, 1.2, A3.1)
- I can apply movement principles and manipulation skills to send an object toward a target. (B1.2, B1.4)
- I can move my body in different ways to effectively send an object toward a target. (B1.1, B1.2)
- I can apply principles and skills I have learned in other games to be more successful in target games. (1.5, B1.1, B1.2, B1.4, B2.1)
- I can focus and block out external distractions to improve my aim and accuracy. (1.5, B2.2)
- I can refine my movement skills by using self-assessment and feedback from others. (1.1, B1.1, B1.2)
- I can make appropriate tactical decisions at different points in a game. (1.5, B2.1, B2.2)

#### Guiding Questions

- What movement principles and strategies can I use to successfully send an object toward a target?
- How can I apply principles and skills I have learned in other games to be more successful in target games?
- How can I use my body position and movement skills to send an object with aim and accuracy?
- How does the force I apply change when I send the object toward a target?
- How can I best use feedback from others and self-assessment to make adjustments and refine my skills?
- What strategy can I use to improve my aim and accuracy?
- What strategies can I use to get ahead and to prevent the other participants from scoring points?

## Minds On

- Play a game such as [Target 5](#) for a warm-up. Students reflect on how they applied the skills and strategies they have learned in this unit to be successful.
- Students recall what they know about bowling or bocce ball as a target game.

## Action

- Introduce learning goals and co-construct success criteria.
- Introduce the rules of play for Bocce Ball.
- Before beginning to play, students identify movement concepts, principles and strategies they have learned that they will apply when they play Bocce Ball.
- Students play Bocce Ball applying movement concepts, principles and strategies.
- After game one, students reflect on strategies they used to score points and to prevent the other participants from scoring points.
- Throughout the game, students take turns being the coach of a participant and provide feedback to help their “athlete” refine their sending skills and application of strategies. Students apply the feedback to refine their skills and use of strategies.

## Consolidation

- Students complete a “3,2,1” reflection. List three things you remember from this unit. Give two examples of what you have learned. Write one question you still have or one skill you would like to improve.

## Opportunity For Assessment

Strategy/Tool: Use the student feedback to determine next steps of learning before the culminating task of the unit.

## 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 apply movement principles in order to refine our skills. (B1.4)
- We are learning to refine our movement skills by using self-assessment and feedback from others. (1.1, B1.2)
- We are learning to use problem-solving skills so we can implement tactical solutions to be successful in target games. (1.5, B2.1, B2.2)
- We are learning that these skills are transferable from one category of game to another. (1.5, B1.1, B1.2, B2.1)

## Success Criteria

- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (1.1, 1.2, A3.1)
- I can apply movement principles and manipulation skills to send an object. (B1.2, B1.4)
- I can move my body in different ways to effectively send an object toward a target. (B1.1, B1.2)
- I can apply principles and skills I have learned in other games to be more successful in target games. (1.5, B1.1, B1.2, B1.4, B2.1)
- I can focus and block out external distractions to improve my aim and accuracy. (1.5, B2.2)
- I can refine my movement skills by using self-assessment and feedback from others. (1.1, B1.1, B1.2)
- I can make appropriate tactical decisions at different points in a game. (1.5, B2.1, B2.2)

## Guiding Questions

- How can I use movement principles in order to refine my skills?
- How can I apply movement principles when sending an object toward the target?
- How does the use of an implement change how I move to successfully send the object to the target?
- How can I apply principles and strategies I have learned in other games to be more successful in target games?
- How can I use my body position and movement skills to send an object with aim and accuracy?
- How does the force I apply change when I send the object toward the target?
- How can I best use feedback from others and self-assessment to make adjustments and refine my skills?
- What strategy can I use to improve my aim and accuracy?

## Minds On

- Play a game such as cone target challenge for a warm up. Students set up two cones as targets a set distance from each other. Students choose an object such as a bean bag or disc to send to try and hit the target. Starting at the first target, students send their object while stationary to hit the second target. Students follow their throw, retrieve their object and then send it back trying to hit the original target. Students try to complete as many throws and retrieves as possible in a given time.
- Students recall the phases of movement and principles they applied to be successful in the cone target challenge.

## Action

- Introduce learning goals and co-construct success criteria.
- Students brainstorm on how using an implement to send a ball might make it more challenging and the concepts and principles they need to apply to be successful at striking an object to send it a variety of distances.
- Set the safety rules for a game of whiffle golf.
- While striking a plastic golf ball, students practise applying the phases of movement, principles of stability and laws of motion to send the ball to different targets and different distances.
- In partners students play a round of golf using plastic balls and small hoops or cones as targets applying movement concepts, principles and strategies.
- After completion of the round of golf, students use the guiding questions to reflect on their performance.

## Consolidation

- Students complete a two stars and wish exit pass, stating two concepts, principles or strategies they demonstrated and one that they will continue to try to apply in the final culminating activity of the unit.

## Opportunity For Assessment

Strategy/Tool: Use students' completed two stars and wish exit pass to provide feedback for students to use in the culminating task of the unit.

## Period 7: Culminating Task

### Learning Goals

- We are learning to follow rules for our own and the safety of others. (A3.1)
- We are learning to apply movement principles in order to refine our skills. (B1.4)
- We are learning to assess our technique when performing manipulation skills to determine what adjustments we could make to improve our performance. (1.1, 1.2, 1.5, B1.2)
- We are learning to refine our movement skills by using self-assessment and feedback from others. (1.1, B1.2)
- We are learning to effectively move in games to send objects to a target. (B1.1, B1.2)
- We are learning to use problem-solving skills so we can implement tactical solutions to be successful in target games. (1.5, B2.2)
- We are learning to make appropriate tactical decisions when competing against others in target games. (1.5, B2.1, B2.2)
- We are learning that these skills are transferable from one category of game to another. (1.5, B1.1 B1.2, B2.1)

## Success Criteria

- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (1.1, A3.1)
- I can apply movement principles and manipulation skills to send an object. (B1.2, B1.4)
- I can move my body in different ways to effectively send an object toward a target. (B1.1, B1.2)
- I can apply principles and skills I have learned in other games to be more successful in target games. (1.5, B1.1, B1.2, B1.4, B2.1)
- I can focus and block out external distractions to improve my aim and accuracy. (1.5, B2.2)
- I can assess my technique and make adjustments to improve my performance. (1.1, B1.1, B1.2, B2.2)
- I can refine my movement skills by using self-assessment and feedback from others. (1.1, B1.1, B1.2)
- I can make appropriate tactical decisions at different points in a game. (1.5, B2.1, B2.2)

## Guiding Questions

- How can I best work collaboratively with my partner or team to send an object toward a target?
- How can I apply movement concepts and principles to refine my skills?
- What movement principles and strategies can I use to successfully send an object toward a target?
- How can I best use feedback from others and self-assessment to make adjustments and refine my skills?
- What strategies can I use to improve my aim and accuracy?
- What strategy can I decide to use at different points in the activity?
- How can I apply the same concepts, principles and skills to other target games?

## Minds On

- Students recall their two stars and wish exit pass and read the feedback received to focus their efforts in the final culminating task. Students share their feedback with a peer who will check on their progress halfway through the culminating task.

## Action

- Students choose to participate in three rounds of Bocce Ball or [Croquet Ball](#) to demonstrate their application of movement concepts, principles and strategies for target games.
- Students play three rounds of their chosen game.

## Consolidation

- Students complete a self-assessment rating scale to assess their application of movement concepts, principles and strategies in their chosen game and set a goal for next steps in learning for the next target unit.

## Opportunity For Assessment

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

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## Additional Resources

[www.playsport.net](http://www.playsport.net)