

# H&PE Secondary: TGfU Sample Unit

Movement Competence & Active Living

Territory 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 use communication and teamwork skills so we can be successful working as a team. (1.1, 1.3, 1.4)
- We are learning to develop our personal fitness by actively participating to the best of our ability. (A1.1, A2.1)
- We are learning how to effectively move in games to increase our ability to send and receive passes. (B1.1 B1.2, B1.3, B1.4)
- We are learning to send and receive objects while moving. (B1.1, B1.2)
- We are learning to apply movement principles to refine our skills. (B1.4)
- We are learning to use problem-solving skills to react to our opponents' moves and devise our own strategies and tactics to be successful. (1.5, B2.1, B2.2)

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## Success Criteria

- I can use verbal and non-verbal means to communicate with my team members. (1.1, 1.2, A1.3)
- I can work collaboratively with my 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 move in different ways to get to open space to receive a pass. (1.1, B1.2)
- I can receive an object by keeping my eye on it and creating a target for my teammate. (1.1, B1.2)

- I can move in different ways and apply movement principles to send and receive an object. (1.1, B1.2, B1.4)
  - I can send an object using different passes. (1.5, B1.2)
  - I can use strategies such as a “give and go” play to get to open space to receive a pass. (1.1, 1.5, B2.1, B2.2)
  - I can read my opponents’ moves to successfully defend my territory or to intercept the ball. (1.1, 1.5, B2.1, B2.2)
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## Guiding Questions

- How can I best work as a team (e.g., advance the object) to get a point or score on my opponent's goal?
  - How can I position my body when sending and receiving to increase my chances of success at getting an object to my target or receiving an object?
  - What strategies can I use to move an object closer to my opponent’s goal to score a point?
  - How can I best defend my territory to gain possession of an object and/or stop my opponent from scoring? How can I make it difficult for my opponents to score a goal or get a point?
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## Culminating Task

### Activity

At the end of the unit students participate in a My Team My Territory Tournament: a one-day team tournament using the games played throughout the unit. While effectively participating as a team member, students will be assessed on the following:

- using a ready position;
- using sending and receiving skills;
- moving to open space and defending open space;
- using verbal and non-verbal communication; and
- using critical and creative thinking skills to devise team strategies and tactics.

### Assessment Tool

A [rating scale](#) will be used to assess movement skills and communication skills and 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

Play [Can't Touch This](#) using a mini round robin tournament.

### Assessment Tool

Use a [checklist](#) to assess use of verbal/non-verbal communication, teamwork skills, sending and receiving skills, moving to open space 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 work together as a team. (1.1, 1.3, 1.4)
- We are learning to develop our personal fitness by actively participating to the best of our ability. (1.2, A1.1, A2.1)
- We are learning to send and receive objects while moving. (B1.1, B1.2)
- We are learning to assess our sending and receiving technique and apply movement principles to refine our skills. (1.1, 1.5, B1.2, B1.4)

#### Success Criteria

- I can use verbal and non-verbal means to communicate with my team members. (1.1, 1.2, A1.3)
- I can participate to the best of my ability in each activity to develop my personal fitness. (1.2, A1.1, A2.1)
- I can apply appropriate force to an object by using a full range of motion with my throwing arm. (B1.2, B1.4)
- I can receive an object by keeping my eye on it and creating a target for my teammate. (B1.2, B2.2)
- I can analyze how I send and receive objects. (1.5, B1.2, B1.3, B1.4)
- I can apply movement principles to refine my sending and receiving skills. (1.1, B1.2, B1.4)

#### Guiding Questions

- How do I use verbal and non-verbal communication with my teammates when sending and receiving a pass?
- What do I need to do to complete a successful pass to my teammate or to receive a pass successfully?
- What factors do I need to consider when throwing an object? How much force and what angle do I need to use to score a goal?
- How do I apply the phases of movement in sending the object?
- How do I know I am working sufficiently to develop my fitness?

## Minds On

- Play [Can't Touch This](#) for a warm-up. Students reflect on what they did to be successful in scoring a point. Students talk to each other about body cues that signal that they are warmed up and ready to play.

## Action

- Introduce learning goals and co-construct success criteria.
- Review what verbal and non-verbal skills are as well as how students used them to be successful in [Can't Touch This](#).
- Students think about other skills they can focus on to achieve greater success as they play games.
- Review the importance of using the phases of movement effectively to send and receive the ball.
- Play [Bank It](#).
- Use a Coach's Time Out strategy to periodically stop play and ask guiding questions for students to reflect on including their use of communication skills and the phases of movement that help them to be successful at sending and receiving in the game.

## Consolidation

- Using a two stars and a wish exit pass, students reflect on and identify two successes in the game and one goal for the next game in the unit.

## Opportunity For Assessment

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

## Period 2

### 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)
- By actively participating each day we are developing our fitness to participate to the best of our ability. (1.2, A1.1, A2.1)
- We are learning how to move in games while successfully sending or receiving an object. (B1.1, B1.2)

### Success Criteria

- I can use verbal and non-verbal means to communicate with my team members. (1.1, 1.2, A1.3)
- I can participate to the best of my ability in each activity. (A1.1)
- I can send an object using different amounts of force and in different ways. (B1.2, B1.3, B1.4)
- I can receive an object by keeping my eye on it and creating a target for my teammate. (B1.2, B2.2)
- I can move and use a "give and go" to receive an object. (1.1, 1.5, B1.2, B2.2)
- I can stay between my opponent and the object to receive a pass. (1.1, 1.5, B1.2, B2.2)
- I can move to open space to receive an object. (A1.3, B2.1, B2.2)

## Guiding Questions

- What do I need to consider in order to be successful when passing an object?
- How do I apply force to effectively send an object?
- How can the way that we position ourselves in the area of play increase our team's chances of successfully sending and receiving passes?
- How can we make a plan and use strategies to be successful as a team when sending and receiving passes?

## Minds On

- Students think about their communication and manipulation skills and what they did as a team and individually to be successful in scoring a goal in [Bank It](#).
- Play a tag game such as Hoop Tag. Three students are designated as "It". When students are tagged by an "It" they must stand in one of the hula hoops scattered around the gym. Students try to free those in the hoop by lifting the hula hoop over the head of students who are standing in the hula hoop. If all the hoops are filled at any one time, the game is done. At the end of the game, students think about how they had to move in a variety of ways and speeds to avoid being tagged.

## Action

- Introduce learning goals and co-construct success criteria.
- Focus on the importance of effective movement when sending and receiving using the tag game in the Minds On as an example of all the ways to move.
- Recall phases of movement and how they can be applied to effectively send and receive while moving.
- Students apply sending and receiving while moving by playing a second round of hoop tag, freeing students in the hoops by completing a pass with an object such as a soft skin ball or bean bag to free them while the taggers try to intercept the pass.
- Students think about how they used space to be successful such as moving to an open space while others defended open space and the role communication played in successful offence and defence.
- Play a game such as [Targets Away](#) or [Tennis Ball Soccer](#).
- Students practise using communication, sending and receiving skills and strategies to move to open space or defend space.
- Students practise tactical solutions to effectively send an object to knock down or hit a target while defending their own target and when to move an object into their opponent's territory (i.e., when to take a risk.)
- Modify the games to require students to apply different tactics for success by restricting mobility or adding an additional target to [Target Aways](#) or an additional ball to [Tennis Ball Soccer](#).
- Teams periodically "huddle up" to strategize tactical solutions and/or to discuss what they have to do to effectively send the ball to a teammate or receive a pass from a teammate.

## Consolidation

- Using a Walk and Talk strategy students share their responses to these questions as they walk around the gym: What did you do differently today to be more successful at sending and receiving the ball? What risks did you take in the game today? How did you decide when it was to your advantage to take a risk?

## Opportunity For Assessment

Strategy/Tool: Teacher observation of combining locomotion and manipulation skills and problem-solving (use of tactical solutions).

## Period 3

### 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 effectively move in games while sending or receiving an object. (B1.1, B1.2, B1.3, B1.4)
- We are learning to use problem-solving skills to react to our opponents' moves so we can implement tactical solutions. (1.5, B2.1, B2.2)

### Success Criteria

- I can use verbal and non-verbal means to communicate with my team members. (1.1, 1.2, A1.3)
- I can work with my teammates to devise game strategies and work together to use those strategies. (1.4, A1.3, B2.1, B2.2)
- I can use a variety of tactics on offence in order to successfully maintain possession of the ball, invade my opponent's zone and score a goal. (1.5, B1.2, B2.1, B2.2)
- I can use a variety of tactics on defence to guard my opponent, intercept a pass and help my team defend our goal. (1.5, B1.2, B2.1, B2.2)

### Guiding Questions

- How does communication play a role when we are on offence and defence?
- What do I need to do to maintain possession of the ball?
- What do I need to do to score?
- How do I decide which goal to shoot at?
- How does the addition of another ball affect our play?
- How can I best defend my territory and make it difficult for my opponents to score?
- How do we work together as a team to successfully defend the goal and gain possession of the ball?

## Minds On

- Students review their self-assessment from the previous period to set a goal based on what they need to improve while participating in territory games. Students pair up and share their goal with their partner. Pairs will coach each other toward their goal while playing Speedball during this period.

## Action

- Introduce learning goals and co-construct success criteria.
- Begin with a small sided soccer game where participants attempt to score a goal using their feet. On a signal from the teacher, students switch to handball.
- Play one round. Teams then reflect on one strategy they used to be successful and one strategy they might have used more effectively.
- Introduce and play Speedball. In this round players may start with soccer but can manipulate the ball to catch it. Once a player catches the ball the game reverts to handball.
- Periodically through the rest of the rounds, pairs coach each other toward the goal they set during the Minds On.
- Modify the game by adding an additional ball and restricting mobility for students to apply different tactics for success.
- Students apply a variety of tactical solutions to move into their opponent's territory and successfully score a goal.
- Students practise a variety of tactical solutions to guard an opponent in their territory or to intercept the ball or defend their goal.

## Consolidation

- In their pairs from the Minds On, students complete a TAG card.
  - **T** Tell your partner one thing they did well in the games.
  - **A** Ask a guiding question like the ones that have been asked throughout the unit.
  - **G** Give your partner a positive suggestion for improvement related to the success criteria of the lesson in preparation for the culminating task.

## Opportunity For Assessment

Strategy/Tool: The teacher reviews the TAG cards to assess the 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 a team. (1.1, 1.3, 1.4)
- We are learning to use problem-solving skills to read the play and our opponents' moves so we can implement tactical solutions. (1.5, B2.1, B2.2)

## Success Criteria

- I can use verbal and non-verbal means to communicate with my team members. (1.1, 1.2, A1.3)
- I can work with my teammates to devise game strategies and work together to use those strategies. (1.4, 1.5, A1.3, B2.1, B2.2)
- I can use a variety of tactics to defend my goal from my opponent or to score a point when I'm on offence. (1.5, B1.2, B2.1, B2.2)

## Guiding Questions

- How does communication play a role when we are on offence and defence?
- How can the way that we position ourselves in the area of play increase our team's chances of being successful?
- How can we make a plan and use the strategies to be successful as a team?
- How can I help my teammates move into the other team's territory?
- How can I help defend our territory?

## Minds On

- Play a game such as Amoeba Tag to warm up. One student starts as the amoeba and tries to bond (tag) to another amoeba. Once the amoeba tags another amoeba, they join to create a bond and begin to seek and bond with other amoeba, eventually creating a giant chain. The game is over when all students are bonded in one big chain.

## Action

- Introduce learning goals and co-construct success criteria.
- Students reflect on their decisions in the warm-up game using the following questions: When you were an amoeba, what strategies did you use to avoid being tagged? Once you became part of a bond, what strategies did you use to tag as many amoeba as possible? How did your group of amoeba work together to be successful in the game? How are these strategies similar to strategies you have used in previous games in this unit?
- Play a game such as Capture the Flag.
- Students work in teams applying communication skills and team tactical solutions to move into their opponent's territory and successfully touch/take their opponent's object/flag or to tag an opponent in their territory or to protect their object/flag.
- Using the Think like a Coach strategy, have players rotate in and out of the game using the observation checklist to assess their team's use of communication skills and strategies. At each time out, players provide feedback to their team members and then switch roles.
- Use a Coach's Time Out to periodically stop play and ask the guiding questions for groups to assess their use of communication and problem-solving skills (e.g. How is the protector defending the protected object and how can your team respond to avoid being tagged? What other tactics might your team try to be successful in this game?)



## Consolidation

- Using “Got it,” “Getting there,” “Need to” sentence stems, students complete a self-assessment checklist using the success criteria for the unit in preparation for demonstrating learning in the culminating team tournament.

## Opportunity For Assessment

Strategy/Tool: Teacher reviews student self-assessments to determine next steps for the last lesson before the culminating task.

## 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 territory games. (A2.2)
- I can select exercises and activities that will help me develop those fitness components. (1.5, 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 territory games?
- What skill-related fitness components do I need to develop to actively participate in territory games?
- What activities or exercises should I choose to develop and improve my fitness to participate in territory 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 play Chase the Dragon’s Tail to warm up.
- Divide the class into teams of five. Each team is a “dragon” whose goal is to try to catch the other dragons’ “tails”. If a team’s tail is tagged by another dragon, this team joins the end of the dragon that tagged it to form one large dragon. The game ends when the final dragon tail is tagged.
- Students check their heart rate at the end of the warm-up and notice the target heart rate zone they were in during the race.

## 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 territory games.
- 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

- Using a Walk and Talk strategy, partners reflect on and share evidence that demonstrated that they participated in the fitness activity 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 students' 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 to send and receive objects while moving to avoid having the opponent steal or intercept the object. (B1.1, B1.2, B2.2)
- We are learning to use problem-solving skills to read the play and our opponents' moves so we can implement tactical solutions to be successful in a variety of physical activities. (1.5, B2.1, B2.2)

## Success Criteria

- I can use verbal and non-verbal means to communicate with my team members. (1.1, 1.2, A1.3)
- I can send the disc using different passes. (1.1, B1.2)
- I can use the phases of movement to throw the disc with appropriate force and direction. (1.1, B1.2, B1.3, B1.4)
- I can receive the disc by keeping my eye on it and creating a target for my teammate. (1.1, B1.2, B2.2)
- I can use a variety of strategies to get to open space for a pass. (1.5, B1.2, B2.2)
- I can move my body into position to maintain possession of the disc while evading an opponent. (1.5, B1.2, B2.2)
- I can make appropriate decisions at different points of the game such as whether to use a forehand or backhand throw. (1.5, B2.1, B2.2)
- I can read my opponent's moves to successfully defend my territory or to intercept the disc. (1.1, 1.5, B2.1, B2.2)

## Guiding Questions

- What factors do I need to consider when throwing the disc to be successful?
- What do I need to do to try to keep possession of the disc?
- When we have the disc, how can I help my teammates move it into the other team's territory?
- How can I best defend my territory and make it difficult for my opponents to score?

## Minds On

- Play a game such as [Triangle and One](#) as a warm-up.
- Students think about how they communicated and moved effectively in the game in order to move the ball into the opponent's territory and how they can apply the same strategies in [Triangle and One](#).

## Action

- Introduce learning goals and co-construct success criteria.
- Students reflect on their decisions in the warm-up game using the following questions: When you had the ball, how did you decide who to throw it to? What strategies did you use to successfully intercept the ball when you were on defence?
- Introduce a game such as Ultimate Disc.
- Students apply their skills and strategies to be successful in the game.
- Use a Coach's Time Out for students to periodically "huddle up", review the strategies and the tactics they are using to move the disc into their opponent's territory and what they need to do to effectively maintain possession of the disc.

## Consolidation

- Students complete a 3, 2, 1 reflection. List three skills they are learning to use in a variety of games in this unit. Give two examples of how they have demonstrated their learning. Write one question they still have or one skill they would like to continue to improve.

## Opportunity For Assessment

Strategy/Tool: Teacher observation of locomotion and manipulation skills and problem-solving (use of tactical solutions) using the previous [checklist](#) to assess improvement.

## 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 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 to increase our ability to send and receive passes. (B1.1, B1.2, B1.3, B1.4)
- We are learning to send and receive objects while moving. (B1.1, B1.2)
- We are learning to apply movement principles to refine our skills. (B1.4)
- We are learning to use problem-solving skills to react to our opponents' moves and devise our own strategies and tactics to be successful. (1.5, B2.1, B2.2)

### Success Criteria

- I can use verbal and non-verbal means to communicate with my team members. (1.1, 1.2, A1.3)
- I can work collaboratively with my team to achieve our goals. (1.4, A1.3)
- I can participate to the best of my ability in each activity. (1.1, B1.2)
- I can move in different ways to get to open space to receive a pass. (1.1, B1.2, B1.4)
- I can move in different ways and apply movement principles to send and receive an object. (1.1, B1.2, B1.4)
- I can send an object using different passes. (1.5, B1.2)
- I can use strategies such as a "give and go" play to get to open space to receive a pass. (1.1, 1.5, B2.1, B2.2)
- I can read my opponents' moves to successfully defend my territory or to intercept the object. (1.1, 1.5, B2.1, B2.2)

### Guiding Questions

- How can I best work as a team (e.g., advance the object) to get a point or score on my opponent's goal?
- What strategies can I use to retain an object or successfully send and receive an object?
- How can I use movement principles in order to refine my skills?
- How can I best defend my territory to gain possession of an object and/or stop my opponents from scoring?

## Minds On

- Play a game such as Wall Soccer for a warm-up. Half the team defends the whole wall of the gym using their hands and feet while the other half plays offence. Each time a goal is scored or a goal is saved, players switch roles.
- Students identify how they used the skills and strategies learned in the unit to score a point or defend against a point being scored on them.

## Action

- Students participate in the My Team My Territory tournament consisting of a round of Speedball, a round of Ultimate Disc and a round of [Can't Touch This](#).
- Introduce the format of the My Team My Territory tournament.
- Review the three games from the unit that will be played in the tournament.
- Assess students' application of skills and strategies in the games including ready position, sending and receiving skills, using and defending open space, verbal and non-verbal communication skills and offensive and defensive strategies and tactics.

## Consolidation

- Students complete a self-assessment rating scale to assess their development of communication, teamwork and movement skills and application of movement strategies to achieve success in a game situation.

## Opportunity For Assessment

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