

# Physical Education Invasion Games Unit Plan

Grade Level(s) Grades 7-12

Duration of Unit: 8 lessons (more lessons might be needed for performances)

## Specific Learning Outcomes

By the end of this unit, students will be able to:

- Show a willingness to participate in various invasion games throughout the unit
- Demonstrate ways to receive, retain and send an object with varying speed and accuracy
- Create invasion games that incorporate simple and more challenging strategies
- Follow rules and routines for safety
- Demonstrate good communication and leadership skills

## Assessments (Formative & Summative)

- LEAPP Daily Mark
- What do you already know about invasion games OR Invasion Games Knowledge Rating Scale
- Exit Tickets
- Peer Assessments (Invasion Games & Create an Invasion Game)
- Effort Checklist
- Self Assessments
- Create an Invasion Game Handout & Teacher Rubric
- Cooperation, Effort and Safety End of Unit Self-Assessment (Google Form or print copy)

Physical Literacy Environments (Select all that apply):  Land  Air  Water  Snow  Ice

## Teaching and Learning Activities

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>What do you know?</p> <p>Quadrant Warm-Ups</p> <p>Vortex Ball</p> <p>Stretch it Out &amp; Exit Activity (Complete rating scale before leaving)</p>	<p>RPS Warm-Up</p> <p>Ultimate Frisbee Activities (Passing, 2 vs. 2, 4 vs 4 Keep Away, Modified Ultimate)</p> <p>Similarities/ Differences (Vortex Ball &amp; Ultimate)</p>	<p>Four-Sided Warm-Up</p> <p>Ultimate Frisbee Cont'd...(peers assess)</p> <p>Group Toss</p>	<p>Can't Touch This Warm-Up</p> <p>Speedball Activities</p> <p>Stretch &amp; Complete Exit Card</p>	<p>Sticky Note Fitness Challenge</p> <p>Speedball Part 2</p> <p>Stretch &amp; Create a Game Discussion</p>
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<p>Pass and Tag</p> <p>Create an Invasion Game</p> <p>Stretch and Talk</p>	<p>Warm-Up Activity</p> <p>Create an Invasion Game Cont'd...</p> <p>Self Assessment</p>	<p>Partner Pursuit Warm-Up</p> <p>Create a Game Sharing</p> <p>Unit Plan Assessment</p>		

## Resources/Equipment

Cut pool noodles for tag      Bean Bags      Music and Speakers      Handouts (see lessons)

## Additional Curriculum areas

- Technology       Learning Languages
- Social Studies       Arts
- Science       Mathematics
- English

## Achievement Objective(s) to be assessed:

Students will:

If video is used, some technology outcomes could be achieved in this unit.

**Dimension** (circle one): *Types of Gymnastics, Dance, Games, Individual Activities, Alternative Environment*

**Physical Education Lesson Plan # 1 of 8**

Grade: 7-12 Unit: Invasion Games

Date: \_\_\_\_\_

**Introduction:**

**Make the Learning Visible:** When students walk in, show video of an invasion game. An example of Australian Rules Football can be found here: <https://www.youtube.com/watch?v=Mnv32s8jPz0&list=PL9NYvjxBy6SOxm8UjvbqXmpBDsvJLDClw&index=23> After showing the video, do a brainstorm activity and ask, "What do you know about invasion games?" Record responses on a chart paper or on whiteboard.

**Warm-Up:**

**Quadrant Warm-Ups**

**Equipment:** Tagging implements, objects for passing (at least one per group) (Vortex balls, foam Frisbees, rubber chickens, etc.)

**Organization:** Students will take part in a variety of activities in small groups within a four-cornered space. 1. Fitness Tag: If tagged, move to sideline of quadrant and complete 5 exercises of one's choice. 2. Circle Pass: Students create a circle and pass object across circle until everyone has received it once. Once a pattern is formed, students make a pass then run around the outside of the circle back to their spot and wait to receive another pass. 3. Follow the Pass: Students form two equal lines (or close to equal) facing each other. One student at the front of a line starts with the object and passes it to the front person of the opposite line. Once a pass is made, he/she follows the pass and goes to the back of the opposite line. 4. Keep away (3 vs 1): Students each rotate into defender position on whistle or when a pass is intercepted or knocked down.

**Learning Activities/Teaching Strategies:**

**Vortex Ball**

**Equipment:** Vortex Balls, Flags, Pylons

**Organization:** Introduce students to Vortex Ball. This game uses the same rules as Australian Rules Football, except the following:

- A vortex ball is used.
- The vortex can only be thrown (not kicked or struck with the hand like in Aussie Rules Football).
- If the vortex lands on the ground, the first player to pick it up secures it, but must throw it from that position.
- Players can run with the vortex, but if tagged (or flag is removed) a penalty throw is awarded to the opposition.
- The game commences after a goal when the non-scoring team throws it from the halfway line.
- Points are awarded – 6 for a goal and 1 for a behind.

Explain that they will be playing Vortex Ball in stages. See Games below:

**Game 1:** All players have limit of 5 steps before having to pass/shoot. (10 min)

**Game 2:** A Two-hand tag rule is introduced or stealing of flags (if available). (10 min) Briefly question students before game 3.

-How does the tag rule change the way you moved around the field and pass?

-What decisions must you make when receiving the vortex?

-What happened to your passing with the new rule?

-Was possession more/less difficult?

-What strategies did you use to keep the ball away from your opponent?

**Game 3:** Players must stay inside designated zones for their position (forward, mid and back). (10 min)

-How did pass choices change with the new zones?

-Did teams move more or less in their zones to create space?

-Did the catcher have more/less space?

-How did teams shut down play and pressure the vortex in defense?

**Game 4:** A designated player must catch the vortex in the end zone to score points. (10 min)

**Assessment** (Formative and/or Summative): Use the *Invasion Games Knowledge Rating Scale* as an Exit Activity and indicator of what students know at the beginning of this unit. (see Closure/Cool Down).

**Closure/Cool Down:**

**Stretch/Exit Activity:** Explain the exit activity while students are stretching. Hand out dot stickers to each student and invite them to place the stickers on the appropriate place on the chart before leaving.

**Fundamental Movement Skills Explored (circle below):**

- Nonlocomotor/Stability: turn, twist, swing, balance, dodge, bend, land, stretch, hang, lift, sit, stand, crouch, squat, lean, kneel, push, pull
- Locomotor: walk, march, run, hop, jump, leap, roll (log, pencil), gallop, climb, slide, shuffle, tiptoe, crawl, skip, dive, swim, cycle, dance, hike, skate, glide
- Object Manipulative: catch, collect, dribble, roll, bounce, trap, throw (overhand & underhand), kick, strike, volley, punt

**Physical Literacy Environments-** air, water, **land**, ice/snow (indoor & outdoor)