

Invasion Games

Proposed Duration: 6 weeks **Grade Levels:** 2/3/4/5

Differentiate for the grades by using the listed variations.

What is our purpose?

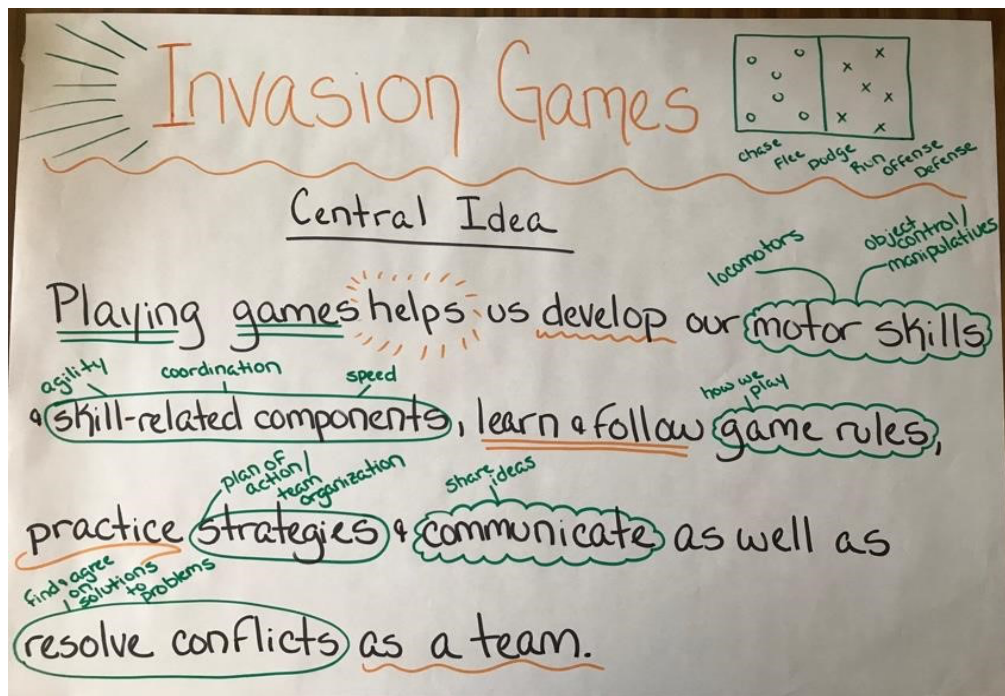
To inquire into the following transdisciplinary theme: How we organize ourselves

Specific Strands?

- Learner Profiles: communicator, inquirer, knowledgeable, principled, risk-taker
- Transdisciplinary Skills: communication, social, thinking
- Learning Attitudes: commitment, confidence, cooperation, enthusiasm, integrity, respect

Understanding of Central Idea

Games help us develop skills and components, learn and follow rules, practice strategies, communicate and resolve conflicts.



#2. How will we learn?

What are the primary learner profiles (balanced, caring, communicator, inquirer, knowledgeable, open-minded, principled, reflective, risk-taker, thinker) to be emphasized within this inquiry? What learning strands (active living, identity, interactions) are we focusing on?

The Learner Profile

Communicator:

Sharing and discussing ideas as a team about game strategies and creating tactical plans for attack another team's territory to score and defend a zone.

Inquirer:

Questioning the function and importance of games rules. Bringing forward curiosity and seeking out opportunities to create game strategies. Wonderings for development of game skills and skill-related components to increase team success.

Knowledgeable:

Learning and understanding the components of games from the objective, rules, skills used to apply strategy in offense and defense, analyzing opponent's tactical plays, synthesizing and evaluating results of observation, practice and feedback of competition.

Principled:

Through team work in games, players focus on following the rules, playing fairly, demonstrating good sportspersonship and practicing and competing with integrity.

Risk-Taker:

Trying new, challenging and lower organization invasion games with confidence, commitment and a positive attitude. Practicing and maintaining an open-mind and interest to improve if a game is difficult to understand or master quickly.

PSPE Learning Strands: Active Living, Identity, Interactions

PSPE Active Living: Movement Sequencing & Skill-Related Components

Throughout this unit students will learn, develop and practice a variety of invasion style games practicing various fundamental gross motor skills and skill-related components including agility, coordination and speed. Games provide opportunities to develop a range of movement sequencing while increasing physical literacy that supports a physically active lifestyle.

PSPE Interactions: Principled, Communication, Teamwork

Throughout this unit, interactions will be supported through group and teamwork game opportunities in both low and high organization games. Emphasis will be placed on working together as a team, respecting teammates and opponents, playing fairly, using good sportsmanship, communicating often and in a positive way, applying strategies to resolve personal and team conflicts and reflecting on team achievement - win or lose with a developing mindset and attitude.

#3: What are our main unit questions and inquiries?

Unit Questions

What lines of inquiry will define the scope of the inquiry into the central idea?

- Game rules and adhering to rules in a game serve a purpose and importance.
- Practicing skill-related components including coordination, agility and speed help develop our physical selves.
- Creating game strategies and tactics together engage our thinking skills.
- Practicing offense and defense skills enhances team success.
- Playing invasion games teaches us a variety of lead-up game skills and teamwork related to different sports.
- Using communication and being open-minded supports conflict resolution.
- Achieving a growth mindset and attitude toward both winning and losing.

What teacher questions/provocations will drive these inquiries?

- What is an invasion game? Similarities, differences to sports we are familiar with?
- Why do games have rules and strategies?
- How does a team think of, create and plan strategies and tactics in a game?
- What are the differences in offensive and defensive practices and strategies?
- What skills are we using and practicing improving our physical selves in game play?
- How can I contribute as a player to my team?
- To be a successful player, what attributes and skills should I develop?
- Why is communication a key ingredient to team success?
- How can I maintain an open-mind and think of resolutions when conflicts arise in game play?
- How are both winning and losing an opportunity for player and team development?



#4. How might we know what we have learned?

What are the possible ways of assessing students' prior knowledge and skills? What are the possible ways of assessing student learning in the context of the lines of inquiry?

Understanding Invasion Games:

Performance in invasion team games and sports (ITS) is highly dependent on the appropriate execution of an efficient team strategy by the players. Strategy enables individual and group actions to be organized in order to produce collective execution, increasing the diversity and unpredictability of the team's actions. First, the organization of collective play was defined by modeling the strategic control of players' actions and the coordination of cooperative actions between two or more players. Second, a model was constructed that supports the design of strategies, including constraints that ensure effective usefulness of the strategy. Third, the integration between the strategy model and the dynamical structure of the confront was established through the match model. The presented model may provide insight for team training, match analysis, support the development of intelligent software to help coaches design team strategies and as prior information about the collective movements of the team players acquired from automatic player recognition using digital video images.

Invasion team sports: Strategy and match modeling (PDF Download Available). Available from: <https://www.researchgate.net/publication/262947289> *Invasion team sports Strategy and match modeling* [accessed Oct 25 2017].

Assessment: Live Action Invasion Game Video and Commentary

This interactive assessment sparks student's creativity in capturing live action footage of an invasion game and actively participating as a commentator (such as radio or tv sports commentators). Players will share the opportunity to both be the commentator of a game as well as actively play an invasion game for other sports commentators. Students will focus on narrating the actions and systems of a game including skills of the game (running, chasing, fleeing, dodging), game rules, goals of the game, how a team attacks and defends their territory, scoring system, types of decision making and strategies, types of communication, how teamwork is involved and how conflicts arise and are resolved.

Assessment: Invasion Games Partner Interview

In this peer interview assessment, partners will interview one another by selecting, asking, responding and recording several invasion game related inquiry questions. Partners will take turns being both the interviewer and the interviewee. Questions range from application of skills, demonstration of strategies, importance and understanding of game rules, the process of decision making in tactical planning, benefits and successes of good communication, the practice of teamwork and the implications of conflicts and practices for conflict resolution. With these guiding questions, partners can also write their own question that may stir another inquiry. Here, students are provided the opportunity to question, reflect and share their ideas, knowledge and understandings while using interview skills.

#5 What trans-disciplinary skills, learning concepts and attitudes do we need?

- How are our trans-disciplinary skills (social skills, communication skills, research skills, thinking skills, self-management skills) used in this unit?
- What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?
- What learner attitudes (appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, tolerance) will we exemplify during this unit?

Transdisciplinary Skills

Social Skills:

Students will work together in groups and teams, adopting a variety of team roles as well as making group decisions, in a range of invasion games that develop aspects of group work and teamwork. Students will take on and share responsibilities as a team player with their ideas and strategies. Practice listening to all members of their team as well as work cooperatively toward achieving team goals. Demonstrate the ability to be both a follow and lead within a group and team and develop skills to support resolving conflicts when they arise in game play.

Communication Skills:

Speaking, Listening, Writing, Viewing, Non-Verbal –

Students will practice both listening by engaging throughout instruction and team strategy building as well as speaking by effectively communicating their ideas as a player in a team. Recording information will come in the form of live action activity videos and partner interviews, where students will compile their games knowledge and understanding as engaged commentators, interviewers and interviewees. Students will view, observe and participate in a range of invasion style games to construct a deeper understanding through experiences. This unit is highly kinesthetic and hands on. Non-verbal communication opportunities will develop as teams dissect game and strategy play.

Thinking Skills:

Acquiring knowledge of a range of gross motor skills practices and transferring knowledge to be a skillful player in using these skills and techniques within strategies. Applying and analyzing knowledge and understanding of the components of a game – objective, rules, equipment, strategies, penalties, fouls, skills used. Synthesizing all game information in order to make the best judgements and use of skills, strategies, understandings. Evaluating self and team performance to provide feedback and questions for development.

Key Concepts

Function: Students will learn the functions of invasion games, the role and purpose of components of a game including rules, fouls, penalties, strategies and tactics, scoring systems.

Connection: Students will be able to identify how playing a variety of invasion games supports the practice and development of more traditional games and sports skills. Making connections between different games and how they are related through rules, objectives, scoring systems, penalty systems,

strategies and tactics. Learning in and through these connections to support developing knowledgeable and responsible players.

Responsibility: Students will practice participating safely in all games, following directions and instructions, adhering to game rules, working cooperatively and with respect with other players and demonstrating accountability for one's own learning and as part of a team.

Learner Attitudes:

Commitment: dedicated to improving and practicing game skills, demonstrating a positive attitude and not giving up when something gets challenging.

Confidence: maintaining a positive mindset through practice and play, practicing and attempting all games with a good attitude.

Cooperation: working well and collaborating as an open-minded player in a team.

Enthusiasm: engaging in all games with interest and keenness.

Integrity: following game rules (even if no one is looking), playing honestly and fairly, demonstrating good sportsmanship.

Respect: listening to and treating peers, teammates and teachers with high regard and demonstrating consideration of others feelings.

#6. What resources need to be gathered?

Resources and Equipment Needed:

Whiteboard markers
 Stereo and music playlists
 Seesaw – online platform
 Seesaw – assessments formative and summative
 Cones – half, medium and tall
 Penalty box bench
 Hula hoops
 Gator Balls
 Basketballs
 Soccer balls
 Poly Spots
 Tennis balls
 Pop up goals
 Short basketball hoops
 Wristbands – colored
 Yarn balls
 Scarves/flags
 Beanbags

Noodles

½ Noodles

Accordion mats

Scooter boards

Pinnies

#7 Grading Scale

Students in the PYP years use number grades 1-4 denoting the following:

Above Expectations	4
At Expectations	3
Approaching Expectations	2
Below Expectations	1
Not Applicable	N/A

8 Games PYP Grading Rubric

Physical Education Assessment Rubric: Invasion Games Unit

Central Idea: Games help us develop skills and components, learn and follow rules, practice strategies, communicate and resolve conflicts.

Learning Outcomes/Lines of Inquiry:
<ul style="list-style-type: none"> • Game rules and adhering to rules in a game serve a purpose and importance. • Practicing skill-related components including coordination, agility and speed help develop our physical selves. • Creating game strategies and tactics together engage our thinking skills. • Practicing offense and defense skills enhances team success. • Playing invasion games teaches us a variety of lead-up game skills and teamwork related to different sports. • Using communication and being open-minded supports conflict resolution. • Achieving a growth mindset and attitude toward both winning and losing.

Physical Education – Invasion Games Grading Rubric				
	4	3	2	1
Participation – Practice and demonstration of appropriate motor skills	Demonstrates proper form and practice of gross motor skills and skill-related components. Participates as a leader, with enthusiasm and commitment to game play.	Demonstrates form and practice of gross motor skills and skill-related components. Participates with enthusiasm and commitment to game play.	Demonstrates developing form and practice of gross motor skills and skill-related components. Participates with some enthusiasm and interest in game play.	Demonstrates emerging form and practice of gross motor skills and skill-related components. Minimal participation, lack of enthusiasm and interest in game play.
Understanding – Applying game rules, strategies.	Consistently follows game rules, applies knowledge and collaborates towards creating strategies.	Usually follows game rules, applies knowledge and cooperates towards creating strategies.	Sometimes follows game rules, learning strategic development and tries strategies offered by others.	Minimally follows game rules, lacks strategic development and closed to trying strategies offered by others.
Cooperation Skills- Communication, decision-making, teamwork, fair play, sportsmanship, conflict resolution	Consistently communicates, cooperates and shares ideas in groups and teams. Demonstrates leadership and teamwork through fair play and sportsmanship. An exemplar in resolving conflicts.	Usually communicates, cooperates and shares ideas in groups and teams. Demonstrates teamwork, fair play and sportsmanship. Contributes to resolving conflicts.	Sometimes communicates, cooperates and shares ideas in groups and teams. Demonstrates some teamwork, while continues to learn sportsmanship and playing fair. Sometimes attempts to contribute to resolving conflicts.	Minimally communicates, cooperates or shares ideas in groups or teams. Learning to be a team player, implement and follow rules and how to resolve versus start a conflict.
Ownership of Learning - Live Action Games Video & Partner Interview	Demonstrates higher level thinking, understanding and decision-making in viewing, practice and theory of invasion games. Clear communication and practice of game systems, concepts, strategies and conflict resolution.	Demonstrates thinking, understanding and decision-making in viewing, practice and theory of invasion games. Communicates and practices game systems, concepts, strategies and conflict resolution.	Demonstrates some thinking skills, understanding or decision-making in viewing, practice and theory of invasion games. Some communication or practice of game systems, concepts, strategies and conflict resolution.	Minimally demonstrates thinking skills, understanding or decision-making in viewing, practice and theory of invasion games. Lacks communication or practice of game systems, concepts, strategies or conflict resolution.
Safe, Respectful, Responsible	Consistently demonstrates the ability to move safely, responsibly and respectfully during games.	Usually demonstrates the ability to move safely, responsibly and respectfully during games.	Sometimes demonstrates the ability to move safely, responsibly and respectfully during games.	Rarely demonstrates the ability to move safely, responsibly or respectfully during games.

Calming Corner Zones Reflections/Strategies (Cards in 4 corners of the gym)

Blue Zone - rest stop/I feel tired or sick:

- I can take a break
- I can go get some water
- I can draw a picture
- I can talk to an adult I trust
- I can go for a walk
- I can sit on a yoga ball

Yellow Zone - slow down/I feel worried, annoyed, anxious:

- I can take a break
- I can use a sensory tool or go to the sensory room
- I can talk to an adult I trust
- I can take a walk

- I can look at the size of my problem

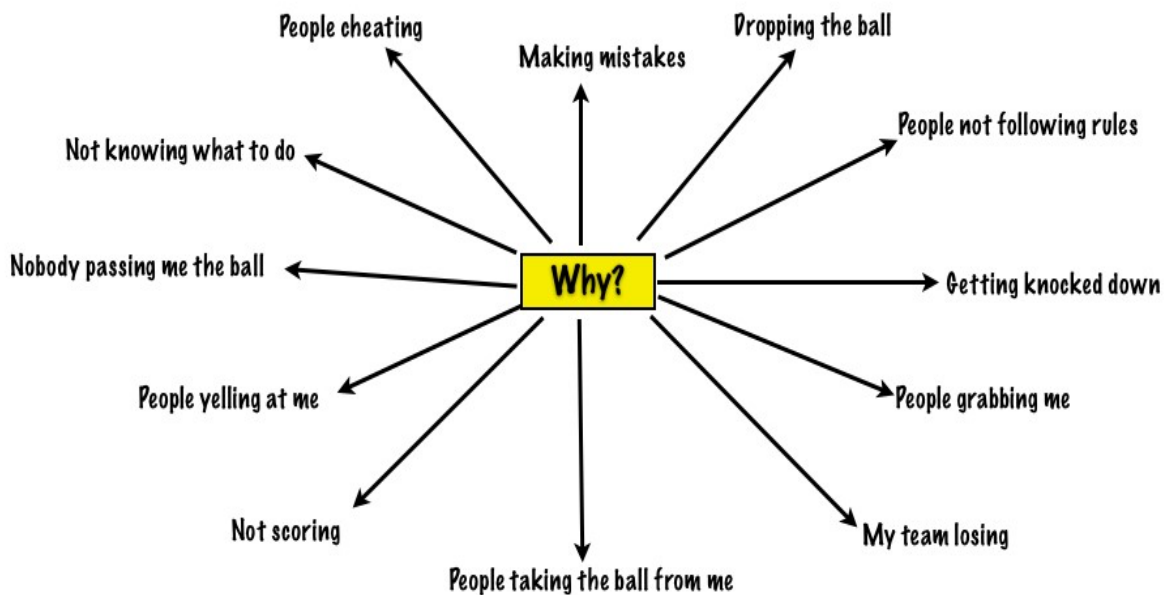
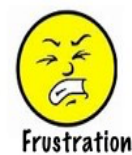
Green Zone – good to go/I feel good:

- I can help others
- I can think happy thoughts
- I can help my teacher with something

Red Zone – take a break/I feel angry, frustrated, upset:

- I can go talk to an adult I trust
- I can go take a break somewhere else (with adult, or in sight)
- I can practice breathing until I calm down
- I can go let out my energy in the sensory room (with adult)
- I can look at the size of my problem

My Feelings and Emotions While Playing Invasion Games



Calming Corner:

Location: In a designated corner with the calming corner poster

What is it?: To be used when you feel in the blue, yellow or red zones and are experiencing emotions of upset, bothered, frustrated, or need a break from active play due to heightened emotions.

How it works: Identify your current zone. Select and use a calming technique. Identify what happened and what was my part. Describe what you can do next time. After, re-identify your zone. Return to activit

Lesson 1

Energizer: Paper-Rock-Scissors Tag

Skills: Chasing, fleeing, dodging

Equipment: Cones

Objective: Class finds a partner. Partners stand across from each other on opposite sides of the line (cones). Partners play rock-paper-scissors and the winner becomes the tagger and chases their partner who is flee to the opposite wall. If the chaser tags the flee they get 1 point, if the flee makes it to the wall without being tagged they get 1 point. Game repeats until one player gets 5 points. Partners then split up to find different partners and start the game over.

Variations: Assign locomotor skills instead of running.

Penalty Box:

Location: Designated bench, corner or box

What is it?: 30 seconds for self-called penalty. 60 seconds for teacher-called penalty.

How it Works: If you break a rule – go to the penalty box, similar to hockey. After brief penalty of 30 or 60 seconds and then return to the game!

Team Game: Hula Hut Throwdown

Equipment: A bunch of hula hoops ~36 (1 hula hut = 6 hoops same size), gator balls, cones to divide gym in half, 2 small basketball hoops (portable), 4 tall cones, 4 tennis balls

Resource: <https://www.youtube.com/watch?v=DsfJgEm0uXc>

Construction: How to build a hula hut. One lying flat as the base, two tilted in the middle for wall 1 and 2, two more tilted on the opposite direction for wall 3 and 4, one on top for the roof. As a team, build your hula hut.

Objective:

1. Divide class into 2 teams. For each team = 1 small basketball hoop (mid-court), 2 tall cones with a ball on top (in between hula huts), 2 hula huts (toward sidelines).
2. Rules: Each basket earns 3 points. Each hit of the tennis ball off a cone earns 2 points. Each knockdown of a hula hut earns 1 point. If a ball or hula hut is knocked down, the team rebuilds it. Teams should assign a group of guards/builders as well as a group of throwers. Every 3-5 minutes rotate positions.
 - Team Roles: Guards + builders (defense), throwers (offense) – should rotate!
 - Strategy + Reinforcements: Focus on your job as defense (guards/builders) or offense (throwers) for the most opportunities to succeed as a team.
 - Penalties: If a player crosses over the mid-line.

Inquiries

Lines of inquiry –

- How is hula hut knockdown a cooperative style game that uses invasion game strategies?
- Game rules are important. How can following game rules like in hula hut throwdown, support game participation and enjoyment?
- How can each player contribute to a team's success in the game?

Lesson 2**Energizer: Paper-Rock-Scissors Tag****Team Game: Hula Hut Throwdown****Inquiries**

Lines of inquiry –

- How was teamwork needed in hula hut throwdown?

Did you find a more successful strategy to make a basket? Guard and build hula huts them?

- Describe a strategy (plan of action) your team used to reach the game goal?

Concepts – (Function, Connection, Responsibility)

- Each player has a responsibility. How do these player responsibilities drive team success?

Guard, thrower, builder, shooter...

Energizer: Catch Me If You Can

Equipment: Small or medium gator balls, music, half court space

Resource: https://www.youtube.com/watch?time_continue=37&v=Kr9istSIMQw

Objective: In this tag game, students partner up with one ball between them. When the music is on, the players play throw and catch from a comfortable distance – not too far apart. When the music stops, the player with the ball becomes the tagger and then chases their partner until they are tagged! If the ball is in the air when the music stops, it is the player who last tossed (touched the ball) that is the tagger. When the music is on again, the players continue throwing and catching.

Variations: Every 1-2 minutes rotate partners.

Warm-Up Game: R.P.S Showdown

Skills: Reaction timing, throwing, rolling a ball

Resource:

https://www.youtube.com/watch?time_continue=125&v=8g6quWegVg0&feature=emb_logo

Equipment: 10 poly spots, 10 yarn balls

Objective: Similar to paper-rock-scissors tag, partners are versus one another. Between each partners is a poly spot with a yarn ball on top. Partners play rock, paper, scissors. The winning

partner grabs the ball, the losing partner races for their wall. The winning partner must roll or throw the ball from where they stand to target their partner below the shoulder. If the ball gets their partner before they reach the wall, they get a point. However, if their partner reaches the wall before they are hit, they get the point. Partners play to 5 points and then rotate partners if time allows.

Team Game: Avanzadas

Skills: Dodging, fleeing, throwing, catching

Equipment: 10 half cones, 2 pop up goals, gator ball (easy) or **yarn ball** (medium) or tennis ball (hard)

Set-Up: 2 teams divided onto half court, split the court with cones down the middle, each with their own goal at the end of the court.

Objective: To start one team throws the ball to the other team – if a player catches the ball their team gets to advance “avanzar”. If the team does not catch the ball, they now throw the ball to the other team to try and catch – repeat until a team has caught the ball. Throws must be underhand and upward – providing an opportunity to catch. The team with the ball now makes a huddle (small enough to be secret) to decide which teammate will cover and carry the ball under their shirt. After the player is selected, all players run and invade the other teams side. The player with the ball is trying not to be tagged and make it to the goal to throw the ball into the goal. Tags must be with one-hand only. If they are successful in not being tagged and throwing the ball into the goal, their team gets a point. The team that advanced now begins a new round by throwing to the other team.

Penalties: Crossing over the mid-line if your team is not advancing. Two hand tags (push).

Inquiries

Lines of inquiry:

- As a defender in avanzadas, what was your team strategy to tag?
- As an offensive player, what was your player strategy to flee and dodge taggers?

Concepts – (Function, Connection, Responsibility)

- Connections - What other sports use similar skills or rules to avanzadas?

Lesson 3

Energizer: Catch Me If You Can

Warm-Up Game: Toss it Up

Equipment: 20 tennis balls

Objective: Individual players in a half court space, each with their own tennis ball. Objective is to toss the ball up and catch it without letting it hit the floor. Players should be walking and moving inside the court space. As long as a player has successfully tossed and caught the ball, they continue moving in general space. If a player has tossed and dropped their ball, they must do 1 push-up before they can continue tossing and catching. Players can decide how low or high to toss their ball, the higher the riskier the success of the catch.

Team Game: Avanzadas

Inquiries

Lines of inquiry –

- What makes avanzadas an invasion game?
- How did you apply the skill-related component (agility and speed) during this game?

Concepts – (Function, Connection, Responsibility)

- What is the function of communication in an invasion game like avanzadas? How can you apply communication as a player to support your team?

Lesson 4

Energizer: Team Tag

Equipment: 3-4 team colored wristbands (or pinnies), cones for boundaries

Skills: Cooperation, teamwork, dodging and evading

Objective: Divide the class into 3-4 teams with 3-4 colors. The goal is to tag a player from any other team (excluding your own team). On the signal, all players can begin tagging. If a player is tagged, they must sit down until a player from their team color high-fives them. Once a tagged player who is sitting down receives a high five they are free again. No guarding tagged players.

Helpful Hints: If all players from the same team are tagged, begin a new game. Safety first – tag with 1 hand (not 2 to avoid pushing), head safety = no tagging head or neck.

Warm-Up Game: Team Relays

Equipment: Team colored cones, small team hoops, 30-40 objects to collect (10 per team) Objective: In the same 3-4 teams as the energizer, team's line up behind their relay cone. Players race individually to collect objects from their team hoop – one object at a time. Once all objects are collected, as a team they all sit down to signal they're done. Repeat with levels if time.

Variations: Differentiate locomotor skills for relay levels. Level 1 – walking, level 2 – skipping, level 3 – running.

Team Game: 4-Way Capture the Flag

Equipment: 20 scarves (4 colors), 4 mats + 4 hoops "safe zone", cones for dividing court into quadrants, 8 orange cones for 2 "jails" (on opposite sides), 4 team wrist bands

Skills: Chasing/fleeing/dodging, running, gathering, teamwork and strategy

Set-Up: Divide the area into 4 equal playing fields with cones. Make 2 square jails at opposite sides. Place a mat with 5 scarves inside a hoop in each zone. Divide the class into 4 equal teams.

Objective: To try to capture the most scarves “flags” for your team without getting captured and sent to another team’s jail.

Rules: Flags can be stolen only one at a time. Players can be tagged if invading another team’s area and tagged players go to a jail. Teammates can be rescued by giving up a captured flag and giving it back to the original team – if a team has no flags they aren’t able to rescue any teammates. Mats are safe areas (ie no tag areas). Guarding players cannot stand inside the safety mat (only invading players). At the end of a round of play, the team with the most flags wins that round. Players are allowed to steal back their own team’s flag instead of another flag.

Penalties: Stealing more than 1 flag at a time. Guards standing inside their own safe mat. 2 hand tags.

Inquiries

Lines of inquiry –

- To be successful as a team, how should a team plan or organize?
- How can losing a game be an opportunity for player and team development?

Concepts – (Function, Connection, Responsibility) •

How can we be responsible and safe players?

- As conflicts arise when playing, what are ways we can support resolving our own conflicts as well as support other teammates and players through conflict resolution?

Lesson 5

Energizer: Team Tag

Warm-Up Game: Team Hoop Relays

Equipment: 2 sets of team colored cones (6-8), 3-4 medium team hoops

Objective: In the same 3-4 teams as the energizer, team’s line up behind their relay cone. Assign player numbers 1, 2, 3, 4, 5. Player 1 (holding the hoop) races around the cone and back, add player 2 now both players (holding the hoop) race around the cone, add player 3 then player 4 then player 5. Final lap will have all players holding onto the hoop and racing around the cone and back. Once all arrive back and sit down, signals they are finished.

Variations: Differentiate locomotor skills for relay levels. Level 1 – walking, level 2 – skipping, level 3 – running.

Team Game: Fort Knox “Capture the Gold”

Equipment: 20 scarves (2 colors), 2 mats for treasure chest “safe zone”, 2 large hoops for scarves, half cones for dividing court, wrist bands or pinnies for teams.

Background: Fort Knox is the United States Bullion Depository located within the US Army which is a fortified vault where much of the gold reserves are held.

Skills: Chasing/fleeing/dodging, running, gathering, teamwork and strategy

Set-Up: The court is split in half, one team per side. Place a mat “safe zone” on each end with 10 pieces of treasure. Divide class into 2 teams with wrist bands or jerseys.

Objective: Two teams, assign runner and guards per team surround the “gold” (10 scarves) in their treasure chest inside a hoop on the mat “safe zone”. Runners and guards (on whistle should rotate

positions) every 5 minutes. Opponent players attempt to capture the gold by invading the other team's territory, dodging and fleeing the other team players from being tagged. If opponent players make it to the treasure chest without being tagged they're in the "safe zone" and can collect a piece of gold from their treasure chest. No maximum number of opposing players can be on the safety mat. However, no offensive players can be inside their own treasure chest "mat". Each player is only allowed to carry 1 piece of gold at a time! If tagged, the player must return to their own territory and return any "gold" they were carrying. Game is over when 1 team has successfully captured all 10 pieces of gold from the other team.

Penalties: Offensive players inside their own treasure chest. Defensive players carrying more than 1 piece of gold at a time.

Inquiries

Lines of inquiry –

- What types of team strategies or tactics did you create to capture the gold?
- How did your team use or not use teamwork? Concepts – (Function, Connection, Responsibility)
- What is a player's responsibility in offense (invading a territory) and defense (guarding a territory)?

Lesson 6

Energizer: 10 Second Tag

Equipment: Cones to mark a smaller boundary

Resource: https://www.youtube.com/watch?v=1URdg-cqLXc&feature=emb_logo

Objective: This is a fast-moving tag game, where the tagger is constantly switching (every 10 seconds or sooner). The players start in a playing area (maybe within a quarter of the gym) and the remaining players form a line waiting for their shift to tag. Begin with 3-5 in line and the rest of the players inside the boundary. Taggers don't wait long, as the teacher blows the whistle every 10 seconds or sooner, the next tagger in line enters to become the new tagger. The old tagger now becomes a player fleeing. Any player who is tagged simply goes to the back of the tagging line, and the game continues on as such. Tagging with one hand only.

Variation: To speed it up even more, try having 2 players go in to tag at a time.

Warm-Up Game: Foot Dribble Freeze

Equipment: 20 soccer balls, music, 4 large orange cones

Objective: All individual players have their own soccer ball. 4 cones are placed in a large square as the boundaries. When the music is on, players can dribble, kick and move their ball in the boundaries. When the music is off, they must freeze with their foot on top of the ball (to stop the ball). If a player doesn't have control and stop their ball when the music is off, they lose their ball and now jog around the outside of the boundaries while the music is on. 5 minute round to see how many players can successfully maintain control of their dribble.

Team Game: 4 Corners Scooter Soccer

Skills: Kicking, dribbling, offense/defense, team play, strategy

Equipment: 8 colored cones (2 cones each team color), 2 indoor soccer balls, 16 scooter boards, wrist bands for teams.

Set-Up: In each corner place at a diagonal 2 team color cones. Balls begin in the middle of the court.

Objective:

Split group into 4 teams. To identify teams – each team has a different color wristband. Each team can assign 1 goalie (goalies are without a scooter board) and can be standing and use hands. All other players are on a scooter board – must have hands on the handles and can move only by pushing with their feet. Scooter soccer players, move and dribble the available 2 soccer balls to attempt to shoot and score on any team’s goal (that is not their own). If a team is scored on, the goalie must switch with a scooter soccer player on their team.

Penalties: Scooter soccer players use hands.

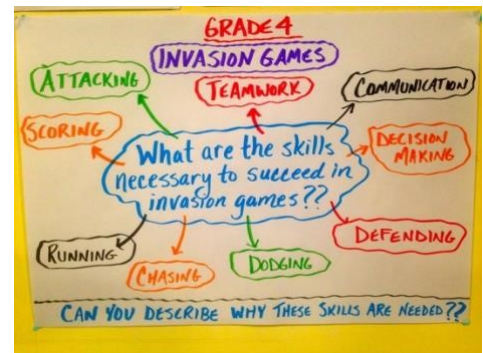
Inquiries

Lines of inquiry –

- In 4 corners scooter soccer, how did your team work together?
- Did your team create a strategy to score? Was this strategy successful or not? Why do you think?

Concepts – (Function, Connection, Responsibility)

- Connection - How can you use the strategies you practiced today in other invasion games?



Lesson 7

Energizer: 10 Second Tag

Warm-Up Game: Soccer Ball Thieves

Equipment: 10 soft indoor soccer balls, cones for boundaries

Skills: Kicking, dribbling, chasing/fleeing/dodging

Objective: Begin with half of the players a soccer ball (offense) and the other half of the players without a ball (defense or thieves). Players with the ball want to maintain possession of the ball by dribbling and keeping control. Players without the ball want to try and steal a ball from an offense player. A ball is considered stolen if a defense player is able to get the ball away from the offense player. The roles then switch and the player who stole the ball, is now an offense player and the player without the ball is a defense player. Offense players who had their ball stolen, can’t steal back from who stole from them.

Safety rules: Maintaining eyes forward when moving around other players. No physical contact.

Disagreements on a stolen ball use rock, paper, scissors.

Penalties: Physical contact. Stealing back from who stole from you.

Team Game: Backwards Soccer

Skills: Kicking, dribbling, offense/defense, team play and strategy in a modified soccer game

Equipment: 2 soft foam soccer ball, 4 goals, wrist bands/pinnies for teams

Set-Up: Divide the gym into 2 playing fields (smaller playing fields). Create 4 teams. Place the goals facing backwards (facing towards the walls) at opposite ends on the “fields”.

Resource: <https://www.youtube.com/watch?v=rBQllrNQcvM>

Objective:

Split group into 4 teams. To identify teams – each team has a different color wristband. Play and rules are similar to soccer. However, the goals are facing backwards towards the walls, 1 goalie allowed and 1 point per goal. Players play dribbling, passing and shooting when they have an available shot. If a team scores a goal, the ball begins back at the mid-court line and the goalie positions rotate. Rotate teams every 5 minutes to play 2-3 teams total.

Penalties: Touching the ball with hands or arms.

Variations: Play with 2 larger teams. Use a different ball – beach ball, American football, gator ball to add challenge. Make the goal size larger or smaller. Add more goalies per goal or play without goalies.

Inquiries

Lines of inquiry –

- Did you use a tactic to steal during soccer thieves? Did you need to change your tactic to be more successful?
- What makes backwards soccer a type of invasion game?

Concepts – (Function, Connection, Responsibility)

- How are the rules of backwards soccer similar to the sport of soccer

Lesson 8

Energizer: Rainbow Tag

Warm-Up Game: Dribble Red Light/Green Light

Equipment: 20 Basketballs, optional: red/green light cards

Objective: All players begin at one side of the gym. One player or the teacher in the middle calls out red light or green light. On red light, players freeze and catch/hold their basketball with two hands. On green light, players hand dribble with one hand while moving forward. If when the caller calls out red light – a player is still dribbling or loses control of their ball, they return to the start line. The first player to make it to the finish line will be the caller on the next round.

Variation: Use visual red/green light signs (instead of auditory calls).

Lead-Up Game: Around the World

Equipment: 4 basketballs, 4 hoops, 4 sets of 9 numbered poly spots (36 spots)

Resource:

<https://www.youtube.com/watch?v=VksVq2aAyFU&list=PL2SgL8sFniOx6bRVK7BmkzRph1T8CJSMP&index=36>

Set-Up: Divide the class into 4 groups of 5, with 1 group at each of the 4 basketball hoops. At each basketball hoop, place 9 poly spots (sequentially) around the free throw box.

Objective: For a player to shoot and make a basket at each of the 9 spots. First player in line at spot 1 shoots, if they make it they progress to spot 2 and try again, if they miss pass the ball to the second player and then go to the end of the line. As long as a player makes a successful basket they continue to shoot and move up spot numbers. If a player misses, they do not progress and either go to the end of that spot “number” line or stay on that number until they make that basket.

Challenge: A player that misses a shoot can repeat the shoot one time “gamble” from the same spot...if they make it they progress BUT if they miss they must return to the first spot.

Inquiries

Lines of inquiry –

- How did you apply the skill-related component (coordination) during these hand dribbling and shooting games?

Concepts – (Function, Connection, Responsibility)

- Why is it important to practice our skills through lead-up games before we play competitive games?

Lesson 9

Energizer: Rainbow Tag

Warm-Up Game: Dribble Knockout

Equipment: 20 Basketballs, cones to mark boundaries

Set-Up: Review arm bar and eyes forward while dribbling.

Objective: Inside a smaller boundary (such as the inside the 3-point box), each player is dribbling and moving, trying to protect their own ball as well as knock another player’s basketball away from them with their non-dribbling hand (free hand).

- Round 1 - If a ball gets knocked away, you must dribble one time around the outside of the “box” or cones to return to the game.

- Round 2 – If a ball gets knocked away, you must do 5 jumping jacks before returning to the game.

Team Game: Modified Half-Court Basketball

Equipment: 2 Basketballs, wristbands or pinnies for teams

Objective: Divide the class into 4 equal teams. Two teams for each half of the basketball court. Team 1 v 2; 3 v 4. Teams play a modified half-court version of basketball using only one hoop and practicing skills including hand dribbling, pivoting, passing and shooting.

Rules: Players must make 3 or 4 passes (depending on if grade 3 or grade 4) to different teammates before shooting (at least one female player). Players can call out 1, 2, 3, 4 to keep track of the number of passes. With the number of needed passes, a basket is not counted as a point. After a basket, the ball goes to the other team beginning back at the half court line. No strips of the ball (slapping the ball out of hands of ball handler). One point per basket only (no 2 or 3 point baskets).

Penalties: Strip off ball.

Inquiries

Lines of inquiry –

- How can using player-player defense in basketball support your team's success?
- What strategies did your team use in the half-court basketball game?

Concepts – (Function, Connection, Responsibility)

- What are some positive ways to resolve a conflict between opponent players in a basketball game?
- How can team players demonstrate a respectful winning attitude? A respectful losing attitude?

Lesson 10

Final Team Game: Speed Ball – Round 1

Skills: Kicking, passing, shooting, dribbling, defending, attacking (offense), teamwork

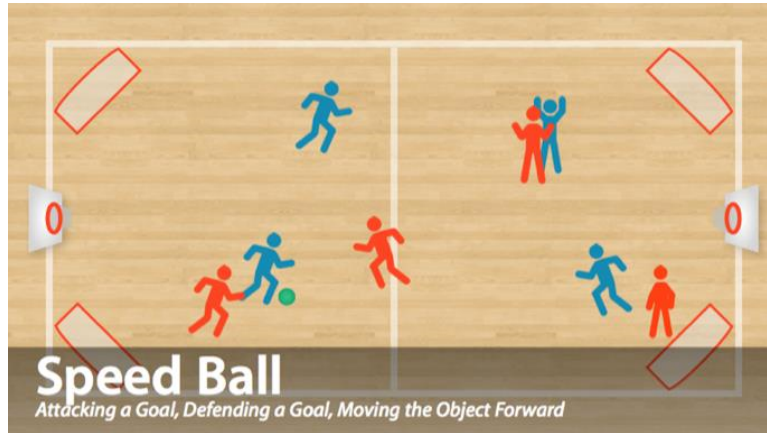
Equipment: 2 basketball hoops, 4 pop up goals, cones, 2 low bounce balls, wrist bands

Objective: Class is divided into four teams on two half courts. Each team has a basketball hoop and two pop up soccer goals. Teams combine the skills of basketball and soccer to score either a basket in the hoop or a goal in one of the two pop up goals. Players can pass the ball around in the air (throw, catch, dribble) like in basketball or foot dribble (pass and shoot) like in soccer. To play the ball like a basketball, a player must kick the ball into the air for his teammate to catch (ball can't be picked up off the floor). A player can hand dribble, pass or shoot but NOT run with the ball. If the ball is thrown into the basket, that team receives 2 points. To play soccer, a player can foot dribble and shoot but NOT pick it up with hands. If the ball is kicked into a soccer goal, that team receives 1 point. The goal is to score more points than the opponents. Players from either team can score into any of the baskets or soccer goals. Teams can have (or not have) one goalie per soccer goal.

Rotation: 15 minute games. Half court game. • Game 1 Team 1 v 2 and Team 3 v 4;

- Game 2 Team 1 v 3 and Team 2 v 4.

Penalties: Picking the ball up off the floor. Running with the ball in hands.



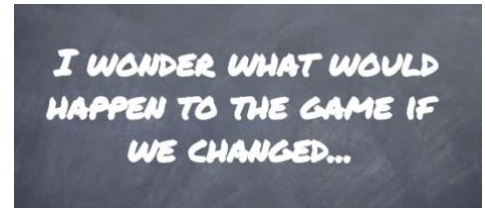
Inquiries

Lines of inquiry:

- What are the similarities between the Speed Ball and more traditional sport games such as soccer, basketball, hockey?
- I wonder what would happen to the game if we changed....?

Concepts – (Function, Connection, Responsibility)

- Function - What makes a game, a game?
- Responsibility – What is our responsibility as a player in a game?
- Connection – How can we transfer our skills from one game to another?



Lesson 11

Final Team Game: Speed Ball – Round 2

Skills: Kicking, passing, shooting, dribbling, defending, attacking (offense), teamwork

Equipment: 2 basketball hoops, 4 pop up goals, cones, 2 low bounce balls, wrist bands

Objective: Class is divided into four teams on two half courts. Each team has a basketball hoop and two pop up soccer goals. Teams combine the skills of basketball and soccer to score either a basket in the hoop or a goal in one of the two pop up goals. Players can pass the ball around in the air (throw, catch, dribble) like in basketball or foot dribble (pass and shoot) like in soccer. To play the ball like a basketball, a player must kick the ball into the air for his teammate to catch (ball can't be picked up off the floor). A player can hand dribble, pass or shoot but NOT run with the ball. If the ball is thrown into the basket, that team receives 2 points. To play soccer, a player can foot dribble and shoot but NOT pick it up with hands. If the ball is kicked into a soccer goal, that team receives 1 point. The goal is to score more points than the opponents. Players from either team can score into any of the baskets or soccer goals. Teams can have (or not have) one goalie per soccer goal.

Rotation for Assessment: 15 minute games. Full court game.

- Game 1 Teams 1 v 2 Play – Teams 3 & 4 Video, Record and Assess
- Game 2 Teams 3 v 4 Play – Teams 1 & 2 Video, Record and Assess

Penalties: Picking the ball up off the floor. Running with the ball in hands.

Summative Assessment Options:**1. Summative Assessment: Live Action Invasion Game Video**

- In partners. Create a short 1-2 minute video with live action commentary like a REAL sports game video describing the systems of an invasion game: skills of the game (running, chasing, fleeing, dodging), game rules, goals of the game, how a team attacks and defends their territory, scoring system, types of decision making, types of communication, how teamwork is involved, how we resolve conflicts. Add a title to the video. Add all members involved. Submit.

2. Summative Assessment: Partner Interview

- Partners will be interviewing their partner about how we organize ourselves in invasion games. Partner 1 will begin as the interviewer and partner 2 will begin as the interviewee. Select, ask and respond to the number of questions – in relation to your grade level. Switching roles - each partner should have a chance to be both the interviewer and interviewee. The interviewer should use the interviewees iPad for their interview. Use your regular video NOT seesaw video.

Summative: Live Action Invasion Game Video

Central Idea: Games help us develop skills and components, learn and follow rules, practice strategies, communicate and resolve conflicts.

Directions:

Create a short 1-5 min video  with live action commentary  like a **REAL** sports game!





Observe the game of Speed Ball between two teams. Video part of the game and answer questions about the game as you video.

Try to answer between 3-5 questions.

Questions:

1. What skills do you see the players using in the game (running, chasing, fleeing, dodging, throwing, catching?)
2. What are the game rules?
3. What is the goal of the game?
4. How does a player attack the goal?
5. How does a player defend their goal?
6. How does a player score?
7. Do you see players using a strategy to score a goal OR defend their goal?
8. How are players communicating?
9. What kinds of teamwork to you see?
10. Was there a conflict between players? How were conflicts resolved?

To submit:

1. Upload your video  by adding to the assessment in Toddle
2. 
3. Add a title **T** or captain  to the video. "Live Action Invasion Game Video".
4. Submit 

Summative: Invasion Games Partner Interview

Central Idea: Games help us develop skills and components, learn and follow rules, practice strategies, communicate and resolve conflicts.

Directions: You will be interviewing a partner about how we organize ourselves in invasion games. Partner 1 will begin as the interviewer and partner 2 will begin as the interviewee. Select, ask and respond to the number of questions – in relation to your grade level. Switching roles - each partner should have a chance to be both the interviewer and interviewee. The interviewer should use the interviewees iPad for their interview. Use your regular video NOT seesaw video.

Grade 3 – select and respond to **3 questions** in detail.

Grade 4 – select and respond to **4 questions** in detail.

Invasion Game Inquiry Questions:

1. Why are running, chasing, fleeing and dodging important skills in invasion games?
 2. How does a team attack the goal (this is playing offense)?
 3. How does a team defend the goal (this is playing defense)?
 4. Why is it very important to follow the game rules as a player and team?
 5. As a player, how can you create strategies and make decisions in a game?
 6. Why should players communicate with their team? How does this help your team?
 7. How does teamwork help a team be more successful?
 8. When a conflict comes up, how can players work together to resolve the conflict in a game?
(Such as breaking a rule, being disrespectful with words or behaviors, not playing fairly)
-

Toddle Assessment Directions: 1.

Select Partner 1 and Partner 2.

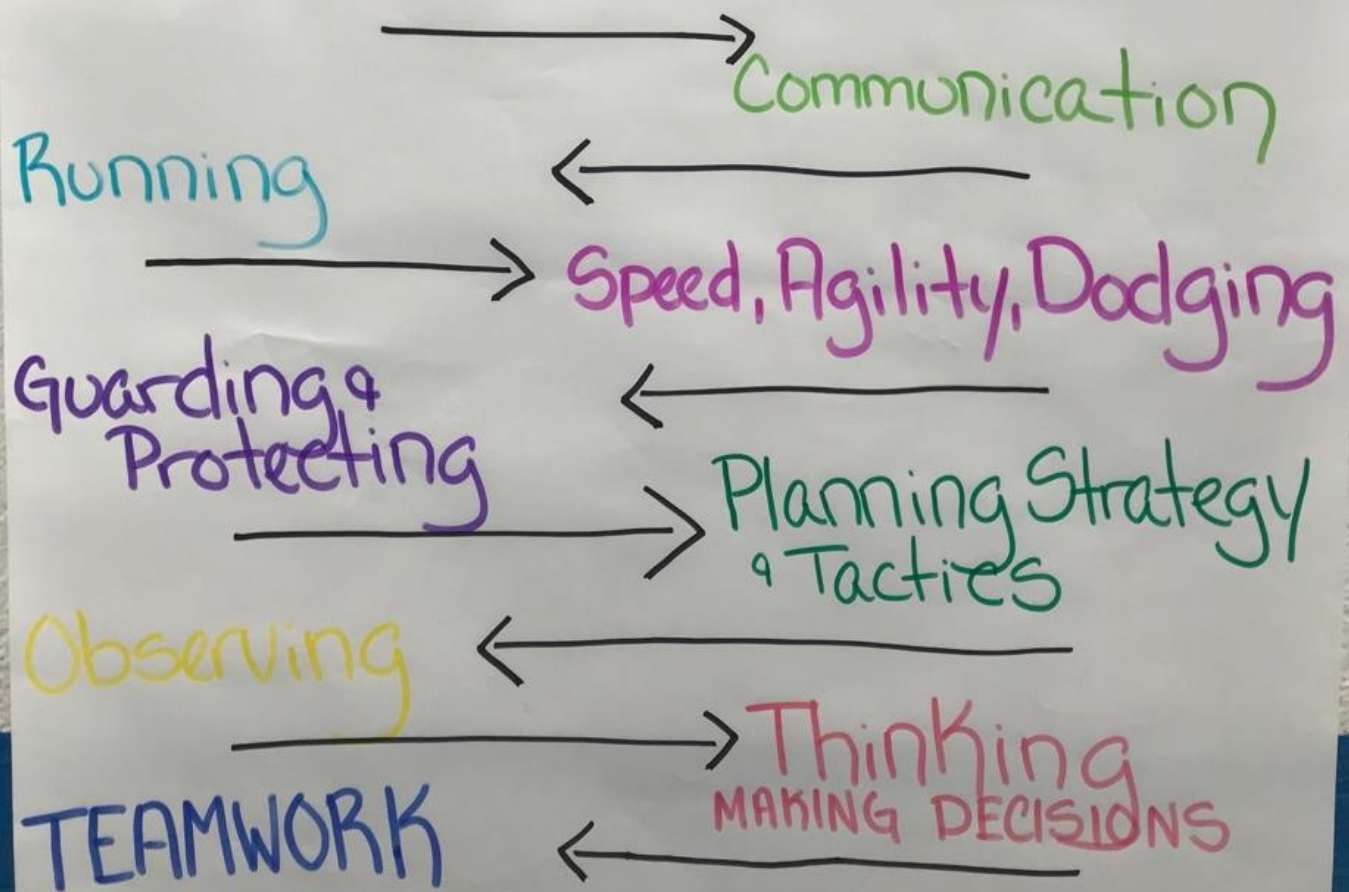
- a. Interview 1: Partner 1 is 1st interviewer; Partner 2 as interviewee
 - b. Interview 2: Partner 2 is 2nd interviewer; Partner 1 is now interviewee
2. Depending on your grade level select either 3 or 4 of the interview questions.
 3. Interviewer must use their partner's iPad to interview their partner.
 4. Open the video and from the iPad camera.
 5. Begin the interview. Create **ONE** video (not multiple short videos).

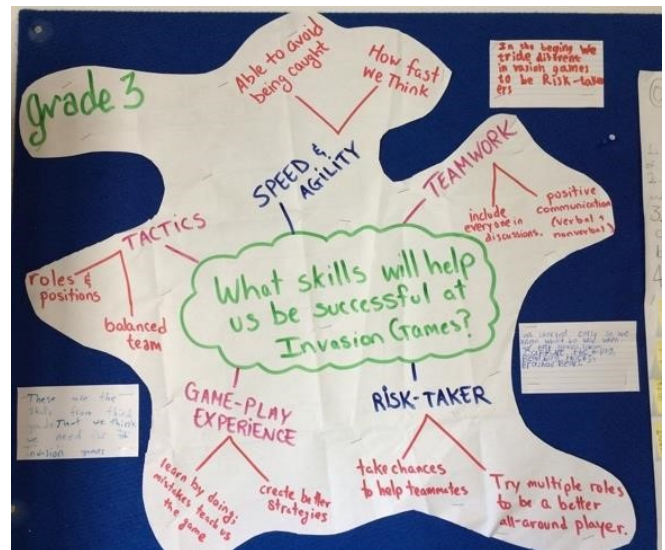
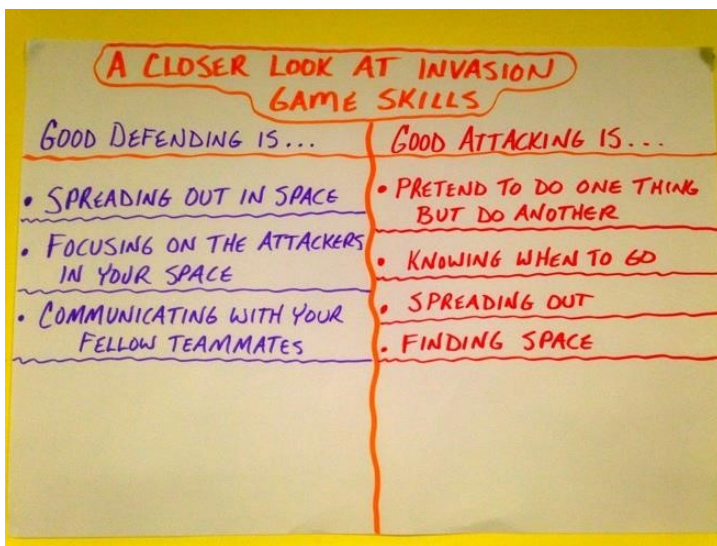
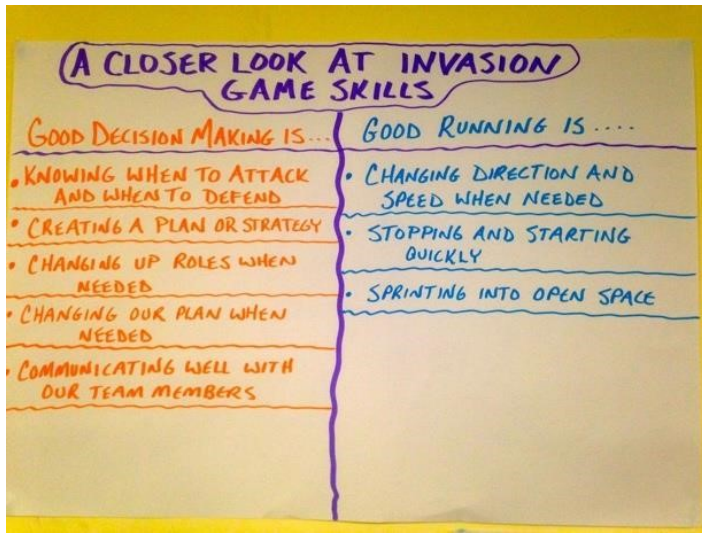
6. Open Toddle
7. Upload the assessment from activities folder – upload your video.
8. TITLE: **Invasion Games Partner Interview.**
9. Add to your **PE Folder.**

Invasion Games

What skills do we need when ATTACKING & DEFENDING space in invasion games?

Concentration & Focus





Additional Game and Activity Ideas:

Some Resource: Tag Games & Videos

<https://physedgames.com/category/tag-games/page/3/>

Energizer: Flag Tag

Equipment: Flags, wristbands – 2 colors, 2 boxes or hoops + 2 mats

Resource: https://www.youtube.com/watch?time_continue=137&v=e8IT6VRF1vQ

Objective: In 2 teams, the object is to collect flags from the opposite team. If a player pulls a flag off an opponent they put it in their team’s box/hoop. If a player gets their flag pulled, they return to their team box and either grab a flag their team has collected or wait on the mat for a flag to be brought. If a player is carrying flags and gets their own flag pulled, they must give up all the flags in their possession. Game ends if a team loses all their flag or time!

Penalty Box – 60 second “count” break if break a rule!

Energizer: Slide Tag

Skills: Chasing, fleeing, dodging

Equipment: Half cones to divide 4 zones, beanbags, team cones (4 colors), team hoops (4 colors)

Resource: <https://thephysicaleducator.com/game/slide-tag/>

Set-Up: Divide the court into 4 parts with 4 lines running horizontally about 5 meters apart from the other. Place a box of beanbags at the baseline or end of the run for the offensive players. Place team hoops at the opposite baseline (where beanbags can be collected).

Objective: Divide the class into teams. Choose one team and have them make four rows of lines one in front of the other each about 10 feet away from each other. Each line should have 2-4 defender players. Have the rest of the class line up at the baseline of the gym. The objective is to get from one end to the other end without being touched by the defenders. The defenders can only slide along their line and can reach out to tag other players without coming off their line. Once a player passes them safely they can no longer tag that player – IE – can only tag in front of them, but not behind them. If a player is able to move his way through the 4 lines and reach the other end they pick up a bean bag (only one) and go around the outside of the court and place the bean bag in their team's hoop at the start. The player can now try again to get to the other side and retrieve another beanbag. If a player is tagged by a defender, they must exit the court on the left or the right and go back to the start again. Change the defender teams every five minutes.

Penalty Box – 60 second "count" break if break a rule!

Energizer Activity: Spider Tag

Equipment: 1-3 foam noodles (depending on number of teams) foam noodle

Skills: Cooperation, teamwork, dodging and evading

Objective: Divide the class into teams of 3. To build a spider, the three players forming a team will interlock elbows while standing back to back. Allow students a short time to practice moving together. Once they are able to move, begin the game. Select 1 or 2 teams to be the "its" and give the "its" 1 noodle (I use 1/2 noodles) per team. On the signal, the spiders who are "it" will attempt to tag another spider with the noodle (below the shoulders). Upon tagging another spider, they will give the noodle to the tagged spider and leave. The tagged spider must give the noodle to any one of their players, spin around 2 times, then they may chase after any other spider. Following are the basic rules to the game:

1. Spiders must be connected when tagging another team.
2. If a fleeing team comes apart, they are counted as tagged.
3. Each time a spider is tagged, a different player in the group must have the noodle.
4. Upon being tagged, spiders must spin 2 times before chasing.
5. Taggers must tag below the shoulders.

Helpful Hints: vary the number of "its" in this game. If you have too few "its", there is not enough action to keep all the spiders busy. Adjust the number of "its" as necessary.

Energizer Activity: Spin the Bottle Tag

Equipment: 6 tall cones, 4-5 rubber chickens, 1 large bottle

Skills: Chasing, fleeing, dodging

Resource: https://www.youtube.com/watch?time_continue=58&v=t87MVbFF6LA

Objective: In a circle players stand between the cones (4-5 players max between each cone). Rubber chickens lie in the middle near the bottle and teacher. Teacher spins the bottle and it when it stops spinning and lands on a section on the cones – the players between those cones become the taggers.

All other players begin fleeing and running inside the cones (marked boundaries). If tagged by a tagger with the rubber chicken (below the neck), that tagged player finds a spot to stand between two of the cones until the next round. After 1-2 minutes many players should be tagged and begin a new round.

Game: Matball

Equipment: 2-4 accordian mats, gator balls

Skills: Throwing, catching, passing, dodging

Resource: <https://thephysicaleducator.com/game/matball/>

Set-Up: Place 1-2 mats on each half of the court near the baseline. Divide the court with cones down the middle to split the playing field.

Objective: Divide the playing area into two halves and place a 2-4 mats in the back of each half. Divide your class into two teams. Each team has a passing zone (their half of the playing area) and 1-2 mats as the catching zone (which is in the other team's playing area). The teacher adds balls to the game. Players can pick up a ball and may move up to the half line to try to complete a pass to their catchers. Begin with 1 catcher on each team's mat. If a player completes a pass, they go join their catcher on the mat and become a catcher as well. The goal of the game is to get all of your team's players onto your mat (i.e. have them become catchers) before the other team does the same.

Penalties: Crossing over the mid-line. *Penalty Box – 60 second "count" break if break a rule!*

Game: Noodle Soccer

Skills: Striking with a long implement, offense/defense, team play and strategy in a modified 'traditional sport' game.

Equipment: 1 pool noodle per student, cones to mark goals/playing area, 1 beach ball (2-4 for variations), soccer ball (for challenge), wrist bands for teams

Set-Up: Place 2 cones at each end to mark the goals for the playing field/gym. 1 goalie per side.

Objective:

- Split group into 2 teams. Each player has a pool noodle, folding it in half and holding one end in each hand (making a horseshoe shape). To identify teams – each team can have the same color noodle.
- Play and rules are similar to soccer. However, players are only allowed to move the beach ball using their pool noodle and can block using their noodle or bodies.
- Play starts in the middle of the field with a face-off for the ball. Both teams then attempt to gain possession of the ball, passing to teammates and moving the ball to their opposing goal. A point is awarded if the ball enters the goal.

Variations:

- Play with 2 or more beach balls to increase playing opportunities.
- For a large class, split the class into 4 teams to make 2 games. Make the goal size larger and have 2 goalies per goal.
- Challenge: Play using a soccer ball or two.
- Play without goalies and without scoring.
- Challenge: Add locomotor patterns per game. Students must use only that locomotor pattern to move up and down the field.

Penalty Box – 60 second "count" break if break a rule!

Game: Crazy Ball Soccer

Equipment: 1 soft soccer ball, 1 foam American football, 1 large foam dice Set-Up:

Place 2 goals at the end of each baseline.

Resource: <https://www.youtube.com/watch?v=WAwM2ALII8c>

Objective: In this version of soccer, instead of just 1 ball add in a couple extra objects to keep the movement and playing going. All objects still can only be kicked or handled with the feet – no hands. Divide the players into 2 teams, each team can have 1 goalie. On the signal players can begin dribbling and kicking the objects toward the other team’s goal. Some of the objects will travel and move easily and others will be more difficult to control...extra fun for the kids! Additional rule – if a goalie is scored on, they rotate with another member of their team. Penalties: Using hands (except for goalie). *Penalty Box – 60 second “count” break if break a rule!*

Game: The Gauntlet Run

Equipment: 4-6 hoops, gator balls

Skills: Throwing, running, fleeing, dodging

Set-Up: Create 4-6 castles (hoops) lining the sidelines of gym.

Objective: Select 4-6 knights to guard their castles (hoops) each with their own cannon (gator ball), remaining players are the enemies and stand on the baseline. On signal, all enemy players run through the kingdom (from one baseline to the other) – all knights can fire (throw) their cannonball

(gator ball) to try to hit an enemy player (below the neck). Knights can only throw cannonballs if standing inside their castle – they can leave their castle to retrieve a cannonball. If an enemy player is hit, they join that knight in their castle and collect their own cannonball. Continue playing until all enemy players are captured and become knights. Penalties: Head/shoulder shoot. If a knight throws a ball from outside their castle (the hoop). *Penalty Box – 60 second “count” break if break a rule!*

Differentiation: Move castles closer to or further from middle. Have knights throw with their nondominant hands.

Variations:

1. Allow students to move the positions of the castles.
2. Have the castles as teams. They can also try to hit knights in other castles.



Game: Secret Agent Dodgeball

Equipment: Gator balls, 2 accordion mats, cones
Skills: Throwing, catching, dodging, fleeing

Set-Up: Divide the court in half using cones to create 2 equal sides. Place an accordion mat on each side for the “jail”.
Objective: Divide into 2 equal teams. Each team has their own jail (accordion mat). Line dodgeballs up along center line in between cones.

Select 1 player as a secret agent (on each team). All players begin by touching their teams end line or wall.

Each team’s goal is to jail all opposing team members by throwing and hitting them with a gator ball below the shoulders. If a player catches a dodgeball thrown (the player who threw it is jailed). If you are hit by a dodgeball OR had your ball caught by opposing player you are in your team’s jail. There are 2 ways to get freed: The secret agent must safely give a low five 5 to a jailed player OR another player can catch a ball from the opposing team’s throw and choose to save 1 jailed teammate by walking over and handing them the caught ball to be free. If the secret agent gets jailed, no one can be saved. Team with most players in the game at the end wins. Additional rules: Head/neck shoots don’t count. Penalties: Head/neck shoot by thrower, crossing the mid-line.

Penalty Box – 60 second “count” break if break a rule!

Variations: Add in a target on the back wall of each team’s side. If a player throws and hits the target, they free their whole jailed team.

