

Teacher(s)	Hugo Pires	Subject group and discipline	Physical and health education		
Unit title	Games: Invasion games (Soccer/Basketball)	MYP year	2 - 3 - 4	Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication	Funcion, systems	Identities and relationships

Statement of inquiry

Teams with strong game sense gain a competitive advantage

Inquiry questions

Factual:

- How does your position on the field advantage your team?
- How is it best to execute a skill?
- How can team members communicate?

Conceptual:

- How do we use communication during game play?
- How can a system provide a team with competitive advantage?
- How can we create usable space?

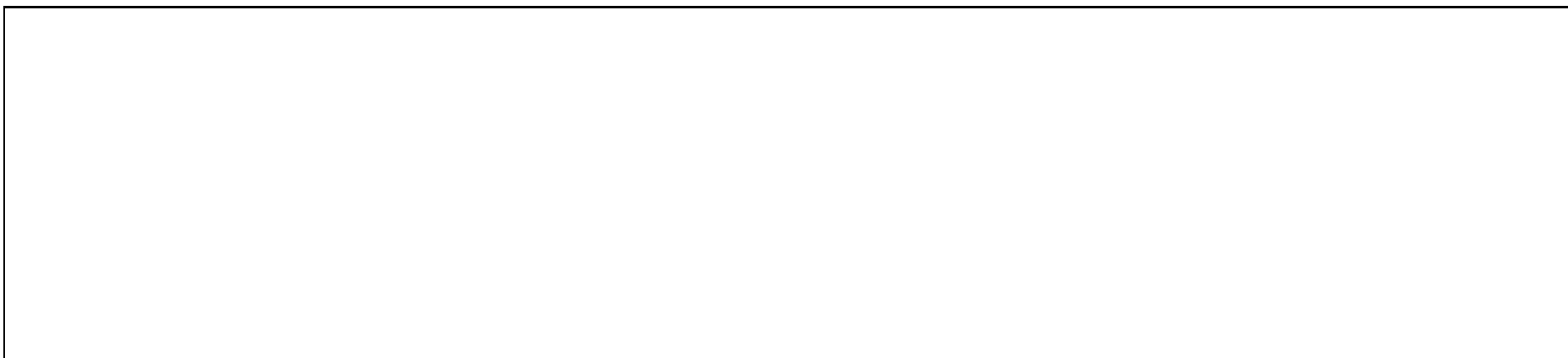
Debatable:

- Is the best form of defense, attacking?
- What makes an effective system of communication during game play?

- Do teams that effectively use space create more scoring opportunities?

Objectives	Summative assessment	
<p>C- Applying and performing</p> <p>C1. demonstrate and apply a range of skills and techniques effectively</p> <p>C2. demonstrate and apply a range of strategies and movement concepts effectively</p> <p>C3. analyse and apply information to perform effectively</p> <p>D - Reflecting and improving performance</p> <p>D1. explain and demonstrate strategies to enhance interpersonal skills</p> <p>D2. analyse and evaluate the effectiveness of a plan based on the outcome</p> <p>D3. analyse and evaluate performance.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><u>Criterion C - Game sense assessment</u></p> <p>Students will be assessed on how effectively they demonstrate effective positioning, skill execution and communication whilst involved in game play throughout the unit. This will be by ongoing teacher's observation.</p> <p><u>Criterion D - Game play analysis reflection</u></p> <p>Students will be asked to reflect on their team's use of space and communication by watching a video of their team's performance during a game of soccer and basketball.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will reflect on their performance within a team and demonstrate an understanding of how teams who have good game sense have a competitive advantage. This will include but is not limited to positioning, balance of positions, moving in and out of space, communication.</p>

Approaches to learning (ATL)		
<p>Skill: Communication</p> <p>I. Communication skills (Exchanging thoughts, messages and information effectively through interaction)</p> <p>Give and receive meaningful feedback</p> <p>Interpret and use effectively modes of non-verbal communication</p> <p>Negotiate ideas and knowledge with peers and teachers</p> <p>Skill: Social</p> <p>II. Collaboration skills (Working effectively with others)</p> <p>Delegate and share responsibility for decision-making</p> <p>Help others to succeed</p> <p>Take responsibility for one's own actions</p> <p>Manage and resolve conflict and work collaboratively in teams</p> <p>Listen actively to other perspectives and ideas</p> <p>Encourage others to contribute</p> <p>Exercise leadership and take on a variety of roles within groups</p> <p>Give and receive meaningful feedback</p> <p>Skill: Thinking</p> <p>VIII. Critical thinking skills (Analyzing and evaluating issues and ideas)</p> <p>Identify obstacles and challenges</p>		



Action: Teaching and learning through inquiry

Content	Learning process
<p>Lesson Structure</p> <p>Teachers will need to explain and exemplify the following areas of study: Soccer and Basketball). This should be completed using a game sense approach.</p> <p>Positioning</p> <ul style="list-style-type: none">- Are the players crowding the ball?- As a team, are they spreading out and making good use of the playing area?- Are the players that are calling for the ball moving into space?	<p>Learning experiences and teaching strategies</p> <p>(Week 1-3) Basketball</p> <ul style="list-style-type: none">- Pre-assessment- Passing, dribbling, shooting- Plays and strategies- Teamwork skills- Small-sided games (3 x 3)- Game situation- Formative assessment <p>(Week 4-6) Soccer</p> <ul style="list-style-type: none">- Passing, dribbling, kicking

<p>- Is the team including all players within the play?</p> <p>Skill Execution</p> <p>- Do players on the team pass effectively?</p> <p>- Do players maintain possession under pressure?</p> <p>Communication</p> <p>- Are players from both teams calling effectively for the ball?</p> <p>- Are there players on the team directing the play?</p> <p>- Is there any evidence of non-verbal communication?</p>	<p>- Plays and strategies</p> <p>- Teamwork skills</p> <p>- Small sided games (3x3)</p> <p>- Game situation</p> <p>- Summative assessment</p> <p>Through class discussion with emphasis on unit planner conceptual understandings, statement of inquiry and global context at the beginning of the lesson and through debriefing from activities.</p> <p>Learning profile highlighted through each small sided game (game play) and through language used.</p> <p>Concept based learning activities</p> <p>Different instructional modes for teaching P.E such as peer teaching, collaborative, teaching games for understanding, etc.</p>
<p>Students will practice a variety of activities specific to game sense where they can understand their role of game play strategies that can be transferred across a range of invasion games.</p>	<p>Formative assessment</p> <p>- Prior knowledge</p> <p>- Self and peer assessment</p> <p>- Group discussions</p> <p>- Teacher observation</p> <p>- Written assessment</p>
	<p>Differentiation</p> <ul style="list-style-type: none"> • Variety of game specific equipment

	<ul style="list-style-type: none"> • Group discussion opportunities • Variety of difficulty levels in small sided games • Grouping according similar levels
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Resources

<ul style="list-style-type: none"> - Computer room - https://openphysed.org/35-intermediate-mods Basketball and soccer activities - Soccer and basketballs - Outside field (when possible) - Coloured bibs - Cones and markers - Clipboards and pencils
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Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit

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