

## MODULE OVERVIEW

### ABOUT THIS MODULE

Invasion sports involve an offensive team working to maintain possession of an object while attacking (or invading) a defensive team's goal or target area. Development of specific skills and skill combinations that involve passing, receiving, shooting, and defending are targeted learning outcomes. Classic invasion sports include soccer, basketball, football, hockey, ultimate, and rugby. This module provides lead-up activities aimed at developing the motor skills, movement patterns, and strategic knowledge commonly associated with invasion sports.

This module includes activities that use the GenMove MultiGoal. This piece of equipment is recommended because it is versatile and provides for developmental adaptations that enhance student learning. However, it's important to remember that any activity can be modified to work with equipment that you have on hand.

### NATIONAL STANDARDS AND OUTCOMES FOCUS

**Standard 1.** Demonstrates competency in a variety of motor skills and movement patterns.

- ✔ **Outcome [E1.4 & 5c]** Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basketball) (5c).
- ✔ **Outcome [E6.4]** Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✔ **Outcome [E13&14.3-5b]** Throws underhand to a partner or target with reasonable accuracy (3). Throws overarm to a partner or target with accuracy at a reasonable distance (4b); Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a). Throws (both underhand and overarm) to a large target with accuracy (5b).
- ✔ **Outcome [E15.4-5b]** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (4). Throws with accuracy, both partners moving (5a). Throws with reasonable accuracy in dynamic, small-sided practice tasks.
- ✔ **Outcome [E16.4-5c]** Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).
- ✔ **Outcome [E20.4-5]** Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting) (4). Hand/foot-dribbles with mature patterns in a variety of small-sided game forms (5).

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NATIONAL  
STANDARDS  
AND  
OUTCOMES  
FOCUS

**Standard 1 (cont...)**

- ✔ **Outcome [E25.3-5]** Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick) (3); Strikes an object with a long-handled implement (e.g., hockey stick) while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through) (4); Combines striking with a long implement with receiving and traveling skills in a small-sided game (5b).

**Standard 2.** Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- ✔ **Outcome [E1.3-5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Applies the concept of closing spaces in small-sided practice tasks (4b); Dribbles in general space with changes in direction and speed (4c); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- ✔ **Outcome [E2.3-5c]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- ✔ **Outcome [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target (4b); Applies movement concepts to strategy in game situations (5a); Applies the concepts of direction and force to strike an object with a long-handled implement (5b); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- ✔ **Outcome [E5.3-5]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b); Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a); Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks (5b); Recognizes the type of throw, volley, or striking action needed for different games/sports situations (5c).

*NOTE: Additional standards and outcomes addressed are specified on each activity plan.*

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MODULE OVERVIEW

PLANNING  
COMPLETE  
LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

- |                                      |                      |
|--------------------------------------|----------------------|
| Instant Activity (not on block plan) | <i>5-10 minutes</i>  |
| + Skill Activity with Debrief        | <i>10-15 minutes</i> |
| + Skill Activity with Debrief        | <i>10-15 minutes</i> |
| + Check for Understanding            | <i>5 minutes</i>     |

**Important:** Suggestions are what they say they are – suggestions. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Three types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

SELF  
ASSESSMENT  
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Over There. At the end of this activity, students would complete the Pre and Goal columns for Striking with a Long-Handled Implement (and possibly safety). Passing, Catching, Offense, & Defense would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the Module's Invasion Triathlon lesson.

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USING  
THE SELF  
ASSESSMENT  
FOR  
EVALUATION  
(GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

*NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.*

HOLISTIC  
RUBRIC  
FOR  
PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Invasion Triathlon Day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Fitness Relay + Over There + The Grouch	Enhance, Fitness, Health-Related Fitness, Skill-Related Fitness, Safety Principles, Invasion Games, Strike, Long-Handled Implement, Skill Cues, Grip, Stance, Body Orientation, Swing Plane, Follow-Through
2	Fitness Relay + Over There + Golden Goalie	Accuracy, Target, Independent, Safe, Control, Enjoyment, Challenge, Goalie, Mature Pattern, Rule, Etiquette, Accumulate, Movement Concept, Positioning
3	Fitness Relay + Golden Goalie + Four Corners	Combine, Offense, Defense, Strategy, Health Benefits
4	The Grouch + Four Corners + Switch	Skill Cue, Pass, Shoot, Advantage, Accurately
5	Over There + Four Corners + Switch	Combine, Offense, Defense, Strategy, Health Benefits, Skill Cue, Pass, Shoot, Advantage, Accurately
6	The Grouch + Switch + Team Handball	Apply, Skill, Movement Concept, Combination, Open Space
7	Fitness Relay + Team Handball	Apply, Skill, Movement Concept, Combination, Open Space
8	Invasion Triathlon	Choose words from selected activities.