

THOMAS REDDALL HIGH SCHOOL PDHPE UNIT PLAN

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|---|---|---|
| Unit Title: <i>Volleyball 2</i> | Unit Length: 4 x 50 minute practical lessons | Year: 9 – Term 3 |
| Syllabus Outcomes | | Skills that enhance learning in PDHPE |
| <p>5.4 adapts, transfers and improvises movement skills and concepts to improve performance</p> <p>5.5 composes, performs and appraises movement in a variety of challenging contexts</p> | <p>5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations (<i>Communicating</i>)</p> <p>5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives (<i>Interacting</i>)</p> <p>5.14 confidently uses movement to satisfy personal needs and interests (<i>Moving</i>)</p> | |
| Evidence of Learning (What students will know, understand, be able to do) | | |
| <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Demonstrate movement skills in increasingly complex and challenging activities from net/court games Adapt, transfer and improvise movement in increasingly demanding contexts Participate in a range of increasingly complex and challenging movement activities to further develop their ability to use features of movement composition Use movement to effectively communicate and interact in group/team contexts | | |
| Physical Literacy Continuum Focus: Tactical Movement (TM) & Personal and Social Attributes (PSA) Cluster 4, 5 & 6 Markers (End of Year 6 through to End of 10) | | |
| <p>TACTICAL MOVEMENT (TM)</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p> | <p>Thinking in action (A)</p> | <p>TM a4.1 Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move</p> <p>TM a4.2 Implements tactics which account for the strengths of self and others within a physical activity</p> |
| <p>Knowledge of physical activity contexts (B)</p> | <p>TM b4.1 Recognises similarities and differences between tactics used to achieve specific purposes in physical activities</p> <p>TM b4.2 Creates a plan to succeed in physical activity which takes account of individual strengths</p> | <p>TM a5.1 Applies multiple tactics appropriately to achieve success within a range of physical activities</p> <p>TM a5.2 Transfers tactics across physical activities</p> <p>TM b5.1 Compares tactics and how they can be used across multiple physical activities</p> <p>TM b5.2 Creates a plan to succeed in physical activity which takes account of the abilities of self and others</p> |
| <p>PERSONAL AND SOCIAL ATTRIBUTES (PSA)</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p> | <p>Safety (A)</p> | <p>PSA a4.1 Consistently participates within the rules and etiquette of different physical activities</p> <p>PSA a4.2 Applies or modifies rules to ensure their own and others' safety</p> <p>PSA a4.3 Creates solutions to promote a safe environment</p> |
| <p>Conflict resolution (B)</p> | <p>PSA b4.1 Uses appropriate strategies to negotiate conflict independently for positive outcomes</p> <p>PSA b4.2 Recognises that reflecting on and learning from conflict situations is an important part of the resolution process</p> | <p>PSA a5.1 Assesses and adjusts the physical environment to ensure safety in physical activity for self and others</p> <p>PSA b5.1 Resolves personal conflict in a sensitive manner using appropriate strategies</p> <p>PSA b5.2 Reflects on conflict situations to devise plans to reduce conflict in the future</p> |
| <p>Inclusion (C)</p> | <p>PSA c4.1 Takes initiative to encourage respect for others in physical activity</p> | <p>PSA c5.1 Selects and role models strategies that promote inclusion in physical activity</p> <p>PSA c5.2 Demonstrates actions that support the rights and feelings of others</p> |
| <p>Cooperation and communication (D)</p> | <p>PSA d4.1 Actively involves others in physical activity</p> <p>PSA d4.2 Participates and takes responsibility for own actions in a group</p> <p>PSA d4.3 Adopts roles where appropriate in physical activity, e.g. leader</p> | <p>PSA d5.1 Interacts confidently with others in physical activities</p> <p>PSA d5.2 Makes individual compromises based on the strengths of self and others to work effectively as a group</p> <p>PSA d5.3 Supports and encourages the enjoyable involvement of others</p> <p>PSA d5.4 Responds positively to the needs of others</p> |
| <p>PSA b6.1 Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer mentoring and officiating</p> | <p>PSA b6.1 Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict</p> <p>PSA b6.2 Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation</p> | <p>PSA c6.1 Encourages and positively influences others to demonstrate respect and inclusive behaviours</p> <p>PSA c6.2 Advocates for the inclusion of others</p> |
| <p>PSA d6.1 Adopts a leadership role that positively influences physical activity behaviours, e.g. volunteering, coaching and mentoring</p> | | |

| Cross-curriculum content | Resources |
|--------------------------|--|
| | <ul style="list-style-type: none"> BOS NSW (2003). <i>Personal Development, Health & Physical Education – Years 7-10 Syllabus</i>. Sydney: Author. Adapted from Skills and Strategies for Games – Multimedia. 2007http://www.tale.edu.au www.mrgym.com/SportsGames mm.afl.com.au/afl_archive/cp2/c2/webi/article/218421ag.doc http://www.humankinetics.com/products/all-products/101-fun-warm-up-and-cool-down-games http://www.y-coach.com/CD/Coaching.htm#Volleyball_Drills.htm http://www.sportplan.net/drills/Volleyball/1-T-techniques |

| Learn About's | Learn To's | Teaching & Learning Strategies | Registration | | | | |
|---|---|---|--------------|-----|-----|-----|-----|
| | | | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| <ul style="list-style-type: none"> Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique | <ul style="list-style-type: none"> demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: - games | <ul style="list-style-type: none"> Four Way Newcomb ball (L1) TM a5.1, a5.2 PSA d5.1, d5.2, d5.3, d5.4 | | | | | |
| | | <ul style="list-style-type: none"> Four Way Volleyball (L1) TM a6.1 PSA d5.1, d5.2, d5.3, d5.4 | | | | | |
| | | <ul style="list-style-type: none"> Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4 | | | | | |
| | <ul style="list-style-type: none"> adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm | <ul style="list-style-type: none"> Four Way Newcomb ball (L1) TM a5.1, a5.2 PSA d5.1, d5.2, d5.3, d5.4 | | | | | |
| | | <ul style="list-style-type: none"> Four Way Volleyball (L1) TM a6.1 PSA d5.1, d5.2, d5.3, d5.4 | | | | | |
| | | <ul style="list-style-type: none"> Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4 Dig the Ball Across (L3) TM a6.1, a6.2, b6.1, b6.2 PSA c5.2, c6.1 | | | | | |
| <ul style="list-style-type: none"> Influences on skill development and performance - transfer of skills and concepts - learning environments - feedback - importance of practice - safety - the role of rules and regulations in safe participation | <ul style="list-style-type: none"> design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations | <ul style="list-style-type: none"> Four Way Newcomb ball (L1) TM a5.1, a5.2 PSA d5.1, d5.2, d5.3, d5.4 | | | | | |
| | | <ul style="list-style-type: none"> Four Way Volleyball (L1) TM a6.1 PSA d5.1, d5.2, d5.3, d5.4 | | | | | |
| | | <ul style="list-style-type: none"> Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4 | | | | | |
| <ul style="list-style-type: none"> Applying mechanical principles to enhance performance - absorbing and applying force - balance and stability - momentum | <ul style="list-style-type: none"> experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique | <ul style="list-style-type: none"> Setting Circles (L1) TM a4.1, a4.2 PSA c5.2, c6.1 | | | | | |
| | | <ul style="list-style-type: none"> Lowered Net Serving with Hoop Targets (L2) TM a4.1 | | | | | |
| | | <ul style="list-style-type: none"> Volleyball (L2) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1 | | | | | |
| | | <ul style="list-style-type: none"> Dig the Ball Across (L3) TM a6.1, a6.2, b6.1, b6.2 PSA c5.2, c6.1 | | | | | |
| | | <ul style="list-style-type: none"> Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4 | | | | | |

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|--|---|---|---|-----|-----|-----|-----|
| | | | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| <ul style="list-style-type: none"> • Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing | <ul style="list-style-type: none"> • participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition | <ul style="list-style-type: none"> • Volleyball (L2) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1 | | | | | |
| | | <ul style="list-style-type: none"> • Setting and Digging Circles(L4) TM a4.1, b4.1, b4.2 PSA c5.2, c6.1 | | | | | |
| | | <ul style="list-style-type: none"> • Volleyball Game (Assessment Finalisation) (L4/5) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1 | | | | | |
| | | <ul style="list-style-type: none"> • use movement to effectively communicate and interact in group/team contexts | <ul style="list-style-type: none"> • Tag ball stuck in the mud (L3) TM a5.1, b5.2 PSA a5.1, d5.1, d5.4 | | | | |
| | | <ul style="list-style-type: none"> • Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4 | | | | | |
| | | <ul style="list-style-type: none"> • Setting and Digging Circles (L4) TM a4.1, b4.1, b4.2 PSA c5.2, c6.1 | | | | | |
| | | <ul style="list-style-type: none"> • Volleyball Game (Assessment Finalisation) (L4/5) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1 | | | | | |
| | | <ul style="list-style-type: none"> • use performance feedback to improve quality of movement in a variety of contexts | <ul style="list-style-type: none"> • Lowered Net Serving with Hoop Targets (L2) TM a4.1 | | | | |
| <ul style="list-style-type: none"> • Appreciating movement composition and performance - aesthetic appreciation - qualities of performance - analytical techniques | | <ul style="list-style-type: none"> • Volleyball (L2) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1 | | | | | |
| | | <ul style="list-style-type: none"> • Assessment Introduction and Questioning (L4) TM a6.2, b6.2 | | | | | |
| | | <ul style="list-style-type: none"> • Volleyball Game (Assessment Finalisation) (L4/5) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1 | | | | | |