 Getting to know games – Stage 4

Unit description

Students will learn and refine fundamental movement skills in a range of game contexts. Students will participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing. Students will participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests. After lessons students will be involved in discussion of the performance of the skills and activities. Focus of discussion will be the interchangeability of skills across a range of contexts and the importance of practice.

Unit duration

5 weeks

Syllabus strands

Movement, Skill and Performance

Syllabus outcomes, skills and evidence of learning

| Syllabus outcomes | PDHPE skills | Physical literacy continuum markers |
| --- | --- | --- |
| * PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
* PD4-5 transfers and adapts solutions to complex movement challenges
* PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences
 | Self-management* Decision making and problem solving

Interpersonal* Communication
* Collaboration, inclusion and relationship building

Movement* Fundamental and specialised movement skills and concepts
* Tactical and creative movement
 | Cluster 5Movement competencies* Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)
* Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts.
* Transfers similar movement skills and sequences appropriately across physical activity contexts

Tactical movement* Applies multiple tactics within a physical activity, for example, shows they have a number of options in a situation to change the way they move

Personal and social attributes* • Supports and encourages the enjoyable involvement of others
 |

This document references the [PDHPE K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © 2018 [Copyright NSW](http://syllabus.nesa.nsw.edu.au/copyright/) Education Standards Authority for and on behalf of the Crown in right of the State of New South Wales.

Learning goals

We are learning to:

* Demonstrate movement skills in a variety of minor and traditional net and court games.
* Participate effectively in team/group work activities.
* Understand and apply the skills needed for successful and enjoyable participation in a range of games.
* Position ourselves in the best place to defend space across different games.
* Positions ourselves to provide more than one option for the player on the ball.
* Exploits space to create opportunities, e.g. using an overlapping run, providing width in attack.

What I am looking for:

* Enthusiastic participation and cooperation in various practical situations.
* Active involvement in the focus questions during practical sessions.
* Adapting and combining movements according to purpose.
* Use of appropriate tactics at the right time in a changing situation and understanding of the importance of this.
* Transfer of understanding of tactics to participate in similar but different games.

Key inquiry questions and syllabus content

| Key inquiry questions | Syllabus content |
| --- | --- |
| How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations? | * participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing
	+ practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments M
	+ participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts M
	+ demonstrate movement skills through a range of experiences including rhythmic and expressive movement, individual/group/team physical activities, initiative/challenge physical activities, aquatics and lifelong physical activities
* use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)
	+ participate in activities which develop an understanding of the role of different forms of feedback on performance, including verbal, visual and kinaesthetic feedback S I M
	+ create and perform movement sequences that solve tactical problems, including creating, using and defending space and achieving and retaining possession
* demonstrate and explain how the elements of space, time, objects, effort and people can enhance movement sequences (ACPMP084)
	+ demonstrate refinement of movement concepts and strategies to enhance movement sequences M
	+ explain how changes to movement concepts, skills and tactics can improve performance I M
* practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)
	+ demonstrate their ability to use space and explore force and flow in different movement contexts M
	+ examine and demonstrate the similarities of strategies and tactics used in different physical activities and how they can be transferred to new movement situations M
	+ select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment S M
 |
| How can I make decisions to adapt to changing circumstances in different movement contexts? | * evaluate and justify reasons for decisions and actions when solving movement challenges (ACPMP087)
	+ valuate and justify the movement concepts, skill, strategies and tactics selected in response to movement challenges S I M
	+ identify factors that enable them to achieve success in movement activities and explain how these factors can be transferred to other movement contexts S I M
	+ identify strategies and tactics that are similar and transferable across different movement contexts M
 |
| How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity? | * practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)
	+ adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes I M
* modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)
	+ apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity I M
	+ modify rules, equipment or scoring systems to allow all participants to enjoy and succeed S I
 |

Teaching considerations

* Teachers should follow the suggested outline of the games as close as possible to ensure students understand how and why the games were played.
* Teachers should attempt at all times to use the highlighted language that is referred to in the outline of the games.
	+ Describe – name the game. Present the rules making them as simple as possible.
	+ Demonstrate – brief demonstration can be used to clarify rules.
	+ Ask questions – check to see if all players have an understanding.
	+ Do – select teams and play. Even if some students are unsure they should learn as they play.
	+ Ask questions – to teach for knowledge and Understanding: Check to see students understand the skills, rules and strategies of the game and also the cultural significance the game reflects.
	+ Adapt – check to see if players are having fun. If students are losing interest vary the rules or change to the next game.
	+ Reflection – allow students to discuss and write down their thoughts on the game and their understanding of the cultural significance.
* The games in this unit have been written in a sequence so that students can progressively build on their skills.
* The number of games schools choose to participate in will depend on the time allocated to the practical sessions.

Sample learning experiences

| Sample learning experiences and instructions | Register and date |
| --- | --- |
| Lesson 1Tag tails – in pairs, students form 2 lines facing each other approx. 20 metres apart. 1 player has a tag and tail. On ‘go’, the players without the tags and tails attempt to cross their opponents’ lines without losing their tag and tail. Points are scored for the number of tags and tails stolen. Players swap roles.Discuss* When running how could you use space effectively?
* How did you avoid being tagged?
* If you were a tagger how did you work together to tag runners?
* What movement patterns do you combine together in this game to avoid tagging?

Beat the ball – in groups of 8-10, students stand in a circle with one ball. The ball is passed across or around the circle. On ‘freeze’ the student caught with the ball runs around the circle and the remaining players try to pass the ball around the circle before the runner returns to their position. (Ball can be rolled, underarm pass, bounced and difficulty can be increased by adding extra balls).Wall rebound – students develop throwing and catching skills by passing and catching against the wall or in pairs. Apply movement concepts by introducing different heights, speeds, forces, overarm, underarm throws.10 passes – aim of game is for one team to pass the ball 10 times without losing possession to gain a point. Opposition aims to intercept the ball and take possession. Once possession is achieved, swap. Can be used for frisbee or sofcrosse lead up activity. Ask students:When attacking how could you use space effectively to score?* What did you do when you did not have the ball? Ow did you know where to move?
* How did you make decision about when you should pass to a team mate?
* What influenced your decision?
* How did you decide what type of pass would be most suited to the situation?
* How did you work together as a team/ group to keep possession of the ball?
* How did you work together as a team/ group to pressure the opposition and gain possession of the ball?
 |       |
| Lesson 2Attack and defence – introduce attacking and defensive strategies. Divide students into groups of 4-5. Each group is to develop an attacking strategy using all students in the group with the aim of scoring a goal and try. Have groups try their strategy. After each trial, have groups discuss where their strategy worked and failed to work. Evaluate and reassess. Attempt trial 2. Provide feedback on all groups. As a class, discuss which strategy worked best? Why?End Ball Frisbee and Netball – 2 teams (for example – 5 versus 5) with one player (goalie) from each team standing behind their own score line in a grid 30m by 15m. The game starts with one team in possession of the ball at the halfway line. All other players except the goalie are on the court. The ball and frisbee is passed down the court among team mates until it can be thrown to the goalie for a point to be scored. If the goalie does not catch the ball no points are scored and the ball is given to the other team from their opponents score line. Players cannot run with the ball or cross their score line and the goalie cannot enter the playing area. No contact between players. Defenders must be 1metre away from an attacker with the ball. Once a goal is scored, rotate goalie. The ball is given to the opposition so that play can restart from the score line.Feedback: Students self-reflect on their skills in this game and their ability to transfer these skills to other catching and throwing situations.Discuss* When attacking how could you use space effectively to score?
* When should you pass to a team mate or goalie?
* What type of pass is most effective?
* How can you work together as a team to keep possession of the ball?
* What can you do if you move into a space to receive the ball and are not passed the ball?
* If your team is defending, how can you stop the attackers from scoring?
* If your opponent has the ball, how can you make it difficult for them to get a pass away?
* Once your opponent has passed the ball, how can you make it difficult to stop them receiving another pass?
* What can you do as defenders to make the pass to the attacking goalie difficult?
* What movement skills and patterns do you combine together in this game to perform a sequence?
 |       |
| Lesson 3Defensive demons! In pairs, students practise ‘shadowing’ an opponent. Score points for each time the attacker ‘breaks free’ of their opponent. Compete for 20 seconds and swap roles (player to player defence). Progressively introduce equipment – dribble a ball (soccer, hockey) while shadowing and following a partner.Possession session – n a defined area, all students dribble (soccer or hockey) a ball. The aim of the game is for students to defend their own ball and hit other students’ balls out of the defined area. Once students are eliminated they dribble around the defined area. This game could be used for soccer or hockey.* How did you keep control of the ball?
* If the ball was stolen, what can you do differently next time to prevent this happening?
* As a robber, when was a good time to try and steal the ball?
* What did the dribblers do to prevent you getting the ball?
* What can you do individually and as a team to try and get the ball?
* What role does rhythm and timing play in this game as an attacking and, as a defender?

Zone defence – in teams of 5, students practise defending a semi-circle (netball) or circle (soccer and hockey) using zone defence.Breaking through – in teams of 5, students practise running in a straight line as a defensive strategy. The opposing team scores points for a ‘break through’ the defence. In pairs, students practise dodging and marking without equipment (soccer, touch, hockey, netball). Progressively introduce a stationary opponent (marker cones) then passive defenders then active defenders, then beat the clock. |       |
| Lesson 4Guard ball – the aim of the game is for students to pass the ball (soccer, hockey, netball, Frisbee) back and forth between players on opposite sides of a grid. The defence players are attempting to guard, block and defend the area inside the grid by catching and trapping the ball. Points are scored for successful defence.the aim of the game is for students to pass the ball (soccer, hockey, netball, Frisbee) back and forth between players on opposite sides of a grid. The defence players are attempting to guard, block and defend the area inside the grid by catching and trapping the ball. Points are scored for successful defence.Stealing space – students form teams of 6-8 players facing each other approx. 10 metres apart. The aim of the game is for students to pass the ball or Frisbee back to their own home line without being tagged. Each team member has a number. When numbers are called the players with those numbers run to the ball and pass between their team mates until they reach their home line. If they are tagged, possession goes to the other team. For example, teacher calls 2, 3 and 4. Students with these numbers run from their home line collect the ball from the centre of the space and pass between themselves until they reach their home line. Their opponents try to intercept the ball and/or tag them.Skittle guard – students divide into 2 teams. Each team forms a circle. The aim of the game is for students to knock over the cone in the centre of the circle with a ball or Frisbee. One player from the opposing team is protecting the skittle in their opponents’ circle. Players may retrieve the ball from within the circle but must throw or kick the ball or Frisbee from outside the circle. Change guards regularly. Use small circles of 6 students.End ball – students divide into 2 teams of 8-10 players. 4 of these students act as ‘end zone’ players. The aim of the game is for students to throw the ball to one of their end zone players. The game starts with an end zone player with the ball who throws the ball to one of their team fielders. Fielders of both teams try to catch the ball and throw it to their end zone players. The end zone players cannot leave their zone. After 5 points rotate the end zone players. Discuss:* What do you need to think about when passing the ball?
* What should you do to receive a pass?
* If a team mate is in possession, where will you move? Why?
* Where/when will you pass?
* What is the purpose of the game in attack?
* What can you do as an attacker to increase your scoring opportunities individually and, as a team?
* How can you keep possession of the ball?
* What is the purpose of the game in defence? What can you do as a defender to decrease the attacking teams scoring opportunities individually and, as a team?
* What are the best ways to beat a defender?
 |       |
| Lesson 5-6Game design – design a game by designating a small grid in groups and have students design a basic game. Discuss* What are the rules of your game? Were they effective?
* What is the purpose of the game?
* What are the movement skills required to play this game?
* Where should you throw/ hit the ball?
* Where should you best position yourself to receive the ball?
* What kind of pass/throw is necessary to win points?
* How can you defend space to prevent your opposition scoring?
* When you are an attacker what do you have to do in order to be successful?
* When you are a defender what do you have to do in order to be successful?
* What are some different ways we could score this game?

Students teach their games to others in the class and allow the class to participate. Evaluate each game and provide feedback to its creators. |       |

Unit evaluation