PDHPE

Design a modified activity

In groups, students design a modified physical activity to improve performance and promote safe participation in practical situations. They teach the rest of the class and participate in the modified game.

Syllabus links:
5.4 A student adapts, transfers and improvises movement skills and concepts to improve performance
5.13 A student adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives

Students learn about:
Influences on skill development and performance
- feedback
- safety
- the roles of rules and regulations in safe participation

Students learn to:
Design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations

Resources/ Preparation
Mobile devices, e.g. tablets, smart phones, video camera
Video recording, screen casting and note taking applications

Learning activity description

Explain to students that they will be working in groups to play a modified game and then will have the opportunity to design their own modified activity for practising a skill or solving a tactical problem such as passing into space, fielding, striking the ball into space, zone defence.

Groups need to decide on a skill or tactical problem and design an activity that is safe for participants and aims to improve performance. Students need to design rules and movement patterns. They will need to give specific feedback to participants. The steps in the activity are outlined below.

Students are encouraged to access video recording, screen casting and note taking applications to complete and share their work.

1. Students participate in a modified activity aimed at improving the skill of passing into space and the tactical movement of creating space and defending space.
   a. In a 10 m x 10 m grid, one team of 5-7 players aims to make ten successful passes of the ball.
   b. The attacking team cannot run with the ball.
c. The defending team aims to stop them from making ten successful passes by knocking the ball down or intercepting the ball.

d. There is no contact allowed.

e. When the ball goes to ground or is dropped, the teams swap roles.

2. Discuss with students how the activity can improve performance of passing into space. The following questions will aid in developing their understanding:

   − Where should you aim to pass the ball?
   − How do you know where the person is moving to?
   − When is the correct time to pass the ball?

3. Organise the class into teams to play the modified activity in grids. Give specific feedback to students and teams about how they can improve their performance.

   After a brief period of game play, stop the game and question students:

   − Which is the best type of pass to make in this game? Why?
   − Who made ten successful passes? Explain your strategy
   − What rules do you think would make the game fairer? e.g. you cannot pass the ball back to the same person.

4. Introduce one or two rules from suggestions by students. Change the opposing teams and play another brief period, incorporating all the strategies and new rules.

5. Ask students the following questions:

   Is this a safe game? Why or why not?

   − What makes a game safe?
   − Do we need to make any changes to this game to make it even safer?
   − Swap the teams again to play a new team for another period Increase the size of the playing field.

6. Explain to students that, in groups of three to four, they will be designing their own modified activity. They need to select a skill or tactical problem and record their modified game to share with the class. Groups will need to:

   − demonstrate the game
   − explain to the class how the game will improve their chosen skill or tactical problem
   − give specific feedback to the class on how to improve their performance in the chosen skill or tactical problem
   − identify rules and/or regulations which ensure the game is safe.
This could be done using videos and interviews, video and screen casting software to explain the game or use of photos and images with text to explain the game in a presentation.

7. Organise a place for students to save their files, e.g. class blog, OneDrive.

8. Organise each group to show their game or present and explain the requirements of their modified game to the class and play the game.

9. Give detailed feedback to each group on their tasks.