Let’s get skilled to perform - Stage 5

This 10-week integrated unit of work enables students to have a clear understanding of the impact of movement skill and performance on an individual's participation in physical activity. Students will engage in activities that develop the skills required to adjust and modify movements for improved skill development and performance in increasingly complex and challenging situations. They will explore different learning environments and safety implications that allow for successful skill development in a variety of physical activities.

Students will increase their ICT skills through actively creating and participating in activities that make a clear link between movement and creative web based and program based operations. This unit models the use of OneNote to maintain a student work portfolio. Teachers may identify alternate ways to use ICT, collect and store work throughout the unit. These are school based decisions.

Central concepts – What do we want students to learn?

We want students to know that:
- movement skills and concepts can be transferred between a variety of sports
- improved performance in sport requires dedication and analysis of many aspects of movement skill development
- there are a variety of influences on skill development and performance that need to be considered when trying to improve performance, i.e. students should not expect to be experts after one try at a sport

Why does this learning matter?
- Students can demonstrate knowledge and understanding of how to improve performance without having to master all skills
- Research indicates that students who perceive themselves at having a low ability in sport skills are less likely to participate. This unit demonstrates the many aspects involved in improving performance and provides students with the knowledge and skills to feel like expert.
- Physical education involves many higher order thinking skills and application which are demonstrated throughout this unit.

Knowledge and understanding and skills outcomes:

- 5.4 adapts transfers and improvises movement skills and concepts to improve performance
- 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14 confidently uses movement to satisfy personal needs and interests
- 5.15 devises, justifies and implements plans that reflect a capacity to priorities, think creatively and use resources effectively
- 5.16 predicts potential problems and develops, justifies and evaluates solutions
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Assessment

Assessment of student achievement in this unit consists of an overall judgement of performance in individual tasks contained in each lesson. Students should be given time at the conclusion of the unit to send their completed portfolio of work to the teacher via email. The suggested tasks included in the portfolio should be the following:

**Lesson 1** - Aspects of movement skill development  
Student video

**Lesson 2** - Body control and awareness, object manipulation and control  
Player profile  
Awareness presentation

**Lesson 3** - Anticipation, timing and technique  
Presentation  
Sports data collection  
Research / checklist of technique pointers

**Lesson 4** - Influences on skill development and performance  
Improvement email

**Lesson 5** - Transfer of skills and concepts  
Creation of skill transfer game.  
Athlete profile *PowerPoint*.

**Lesson 6** - Learning environments and safety  
Develop a coaching session

**Lesson 7** - Importance of practice and feedback  
Feedback via Web cam

**Lesson 8** - The role of rules and regulations in safe participation  
Create your own game

**Lesson 9** - Applying mechanical principles to enhance performance  
Skill drill for modification of a mechanical principle

**Lesson 10** - Absorbing Force  
Absorbing force experiments

The completion of the portfolio by each student allows individual students to display the knowledge and skills they have learnt in a creative manner using ICT. Teachers can mark and insert constructive feedback on each task digitally. This can be inserted this into the individual student’s portfolio and send back to the student via email.

The assessment task serves as an example only for this unit. Teachers should use their professional judgement in determining the relevance and significance to a school community.
Sample teaching and learning activities

Lesson sequence 1 – Aspects of movement skill development

Overview:

Students gain an understanding of aspects of movement skill development. Students also develop knowledge of movement performance and movement analysis. This will allow students to improve their own and others, skill development practices.

ENGAGEMENT - What makes a skilled performer and a skilled performance?

Students use the PowerPoint as a guide to explore the question - What makes a skilled performer and a skilled performance?

Discuss what makes athletes skilled performers?

- Is it their genes?
- Is it their size?
- Is their equipment?
- Is the amount of training they perform?
- Is it their understanding of the sports skills?
- Could it be all of the above?

Research an athlete who is considered one of the best at their chosen sport.

- Who are they, make do they do, what makes them the best in the world?
- What do you see in their movement that allows them to be at the top of their sport?
- What do you see in their body shape or physique that allows them to be the best in their sport?
- What mental qualities do they possess that allows them to dominate their sport?
- What skills do they have that others do not have?
- What helps them to be at the top of their sport?
INFORMATIVE - Skill development video

Students think of an activity they engage in that allows them to progress and develop their body control and awareness, object manipulation and control, anticipation and timing and technique.

Record and explain how these aspects of skill development are used and developed through the activity.

APPLICATION - Observation of skill development in physical education

In pairs, during a physical education lesson, observe each other's performances of the four aspects of skill development through one task, activity or game:

- body control and awareness
- object manipulation and control
- anticipation and timing
- technique

At the conclusion of the lesson allocate time for students to record examples of how their partner displayed the four aspects of skill development.

Students then share their summary and discuss with their partner.

APPLICATION - Video of performance

Students create a video recording of their own performance. This could be done during a physical education lesson, school sport session or outside of school time.

Students can use the examples derived from the observation of skill development task to strengthen their points or examples during the video.
Students use these questions as a guide:

- How did I demonstrate body control and awareness, object manipulation and control, anticipation and timing and technique really well?
- What can I do to work on this aspect to make improvements?
- What advice did my partner give me that may allow me to keep improving my performance?

**INVESTIGATING - Research task**

Students research one sport or recreational activity of their choice. They source a picture or video that illustrates a person displaying each of the aspects of skill development.

Students share or store the photos into a share file, such as a One Note.

Students annotate each photo providing explanations of how each photo illustrates different aspects of movement skill development.

**APPLICATION - Student video on aspects of movement skill development**

In groups of two to four, students create a video (using their mobile phones or digital cameras) that highlights each aspect of movement skill development in a chosen sport.

Suggested concepts for the video include:

- an advertisement for the chosen sport
- a highlights reel from the chosen sport
- an instructional video for the chosen sport.

Students should aim to be creative while ensuring that each aspect is highlighted in the video. *Adobe Professional* may be used to edit the collected video footage. The completed video should be saved in the student’s portfolio to form part of their assessment task.
Lesson sequence 2 – Body control and awareness; object manipulation and control

Overview:

Students will enhance their understanding of the concepts of body control and awareness and object manipulation and control, building upon the knowledge learnt in lesson one. Students will gain experience in activities that promote both body control and awareness along with object manipulation and control. Students will be able to recognise and analyse the two aspects with the aim of improving their own and others skill development.

ENGAGEMENT

Choose one of the three tasks below or complete all three:

Body shapes lab

In pairs, students are to use their own bodies to create different shapes (e.g. letters, objects or animals) with their eyes closed.

The partner observing the task gives verbal feedback to their partner on the success of their movement. The observing partner takes photos of the actions for further analysis and discussion. Students save and store their photos as a part of their portfolio

Hitting the target lab

Students attempt to shoot a piece of paper into the class bin or at a target, while their eyes are closed.

Partners give verbal feedback on the success of the shots along with tips for improvement in future shots.

Students should complete three attempts then swap with their partner.

On conclusion reflect on the activity.

• What make the task easier?
• What made the task more difficult?
• Describe effective feedback – what were the parts of your partner’s feedback that heled you with your task? How could your partner improve their feedback?
Find the pen and write

In pairs, partner 1 holds a pen out in front of their body while partner 2 has their eyes closed.

Partner 2 uses their body awareness to try and retrieve the pen from partner 1’s hands.

Once Partner 2 has retrieved the pen, they try to write one sentence on a piece of paper.

Partner 1 and 2 then swap and complete the task again.

When both students have completed the activity, they are to type a short description of how successful they were.

INFORMATIVE - Body control and awareness audio file

Students interact with and listen to the Lesson 2, Task 5 audio file. It contains an extract from a cricket athlete discussing the implications of body control and awareness in their chosen sport.

Students make a summary of what is discussed in the audio files.

INFORMATIVE - Object manipulation audio file

Students interact with and listen to the Lesson 2, Task 6 audio file. It contains an extract from a bike rider discussing the implications of object manipulation and control in their chosen sport.

Students make a summary of what is discussed in the audio files.

APPLICATION - Analysis body control and awareness

Students create drawings or diagrams to recreate the activities that students undertook in their last physical education lesson. For this task students can use paper and pen, Google Sketch Up or the drawing applications in a program such as OneNote.

For each activity, students are label where the body should be in relation to the equipment in order to obtain maximum success.

Students save their diagrams as part of their portfolio.
APPLICATION - Equipment list

Students use Microsoft Excel to create a list of the equipment used in their last physical education lesson.

- What was the equipment?
- Describe how it was used
- Draw a picture of the equipment
- How did the piece of equipment aid body control and awareness, technique or object manipulation and control?
- How would a participant best manipulate and control this piece of equipment or object to best increase their skill development?

Students save their completed Microsoft Excel document as part of their portfolio.

INVESTIGATING / CONCRETING - Player profile

Students research their favourite athlete or performer and create a portfolio. This could be done using the Adobe Portfolio function in Adobe Acrobat Pro.

The portfolio should display examples of the how the athlete demonstrates high level body control and awareness, object manipulation and control, anticipation and timing and technique in their chosen sport.

Students can use articles, photos, videos, interviews or diagrams to enhance their player profiles.

For each piece of evidence explain how it demonstrates one of the aspects of movement skill development.

Students save their completed player portfolios to form part of their assessment task.

INVESTIGATING / CONCRETING - Slideshow

Students work in groups of 4-5. Each group will participate in one or more of the following activities to fully understand the object manipulation and body control experienced during participation.

- Tennis
- Kicking a conversion in rugby league or rugby union
• Skateboarding
• A forward roll (gymnastics)
• A lay up in basketball
• Dribbling with a hockey stick

While performing one of the chosen tasks above, students in each group take photos of the action being performed. The photos should demonstrate body control and object manipulation evident in that activity.

Students place each photo in order of how the activity must be performed and give an explanation of why this is important in the chosen activity. A program such as PowerPoint or Adobe PhotoShop can be used to create a slideshow of the photos and explanations.

Once completed students save the slideshow to their personal portfolio as part of their assessment.

An example of an image slideshow created in Adobe Captivate has been provided as a model.
Lesson 3 – Anticipation, timing and technique

Overview:

Students will engage in movement skill development opportunities in a variety of sports and activities, while gathering a deep understanding of the importance of technique along with anticipation and timing. Students will gather skills in analysing movement sequences and implementation of key strategies to improve anticipation and timing for participants of physical activity.

ENGAGEMENT - Anticipation and timing video

Students research to find and view a video showing examples of outstanding anticipation and timing in various sports and activities, e.g. intercepts in invasion games, superbly timed strikes in striking or net/wall games, outstanding receptive skills such as catching/goalkeeping.

ENGAGEMENT - Timing and anticipation labs

Students design and create some simple activities to participate in which use and develop timing and anticipation. Some examples of reaction time drills are available at http://www.brianmac.co.uk/reaction.htm

As a group of 4-5 participate in the activity they have created. Use mobile devices to record the activity and the results of the activity.

Share the activity with another group and record the results of the activity.

Students save their recordings in their portfolio.

ENGAGEMENT - Article analysis / technique photos

Provide students with photos of different athletes participating in a variety of sports to observe. Students select the best technique from each photo line.

INFORMATIVE - PowerPoint production

Students work in groups of four to five with one laptop in their designated work area.
Groups choose one sport and create a presentation explaining the importance of timing, anticipation and technique in that sport. Use examples to highlight each aspect of skill development.

Students save their completed PowerPoint in their portfolios to form part of their assessment task.

**INFORMATIVE - Presentation**

Groups deliver their presentation to the remainder of the class (or produce in video to view at a later time). Each group member should have a role to play in the presentation.

Each group's presentation is followed by discussion about the key messages.

**APPLICATION - Physical education lab/video production**

The teacher sets up skill drills that promote anticipation and timing.

These could include:

- intercept drills and striking drills that enhance the timing of striking or catching
- walking in, used in fielding, in the sport of cricket
- using agility balls on concrete.

Students create a video, describing how they thought each activity promoted anticipation and timing. Use guiding questions such as:

- What examples illustrated your ability to use anticipation and timing?
- What were your thoughts when trying to use timing in any of the skills?
- Why was anticipation so important in the skills you covered today?
- What would happen if you did not have timing in any of the activities you completed today?
- How can you improve your anticipation and timing in the sport you are participating in?
APPLICATION - Technique video recording and analysis

Allow students time in their physical education lesson to record videos of each other, while working in pairs. The videos should aim to capture each student’s technique whilst performing the tasks during the physical education lesson.

Save their video. Use a screen casting or annotation tool to provide suggested improvements to the technique, highlighting key points in skill execution for that improvement.

In pairs, the students work with the teacher over the next couple of lessons to improve their technique in their chosen skill.

When satisfied with the improvements made, a final video is to be taken of the improved technique. Students save the final video into their portfolio.

Again use the screencast or annotation tool to highlight the changes or improvements they were able to make to their technique throughout the skill development period.

INVESTIGATION - Sports data collection

Students view a video of a game relevant to the community, e.g. Rugby, Rugby League, Soccer, AFL, Basketball or Netball (other sports can be used).

Students select one player in the game and watch that player’s participation in the game.

Students collect data on the amount of times that a player demonstrates anticipation or timing throughout the game and record their data in a Microsoft Excel document. Students save the completed Microsoft Excel document to their portfolios to form part of their assessment.

INVESTIGATION - Research / checklist of technique pointers

Students research a sport or activity of their choice and select an individual skill from that sport. They create a checklist of the technique points needed to be successful in their selected skill. Students need to display the correct sequence of skill movements and illustrate their checklist with screen shots or photos of the technique being performed.

Students save their completed checklist in their portfolio to form part of their assessment.
Lesson 4 – Influences on skill development and performance

Overview:

Students develop a deep knowledge of the influences on skill development and performance. Students will gain skills in determining the positive and negative influences on skill development and performance. Students will understand how to setup and maintain a safe learning environment that allows for successful skill and performance development in a variety of sports and recreational activities.

ENGAGEMENT - Influences on learning new skills

Students work in pairs. One person from the pair adopts the ‘maker’ role and one adopts the ‘influencer/ distractor’ role. Swap roles after the task is complete.

‘Makers’ read instructions on how to build a paper aeroplane. ‘Makers’ must stand up during the making phase of this task.

‘Influencers/ distractors’ make as much noise as possible while makers complete the task. Provide negative feedback to their partner about how they are completing the task.

Once the task has been completed, swap roles.

On completion, students complete the questions below:

- Describe the classroom environment during the completion of the plane making task.
- Explain how the classroom environment impacted on your ability to interpret and understand the instructions and complete the task?
- What impact did the negative feedback or lack of constructive feedback have on your ability to complete the task?

Discuss as a class.
ENGAGEMENT - Safe practice

Outside, students perform a skill, for example:

- pass a soccer ball into a one metre goal from 10 metres away
- kick a football to land near a marker from 20 metres away
- shoot a basketball into the hoop from the free throw line
- shoot a netball into the ring from one and a half metres away

Students have five attempts at their chosen skill and record their results.

Allocate five minutes for students to practice the skill with the help of their partner.

At the conclusion of the five minutes, the students attempt the skill five more times and record their results.

Discuss the students' results.

- What influence did practice have on the results?
- Explain what would impact on the results in a negative way or a positive way, e.g. fatigue, motivation, feedback.

INFORMATIVE - Influences on skill development and performance

Students list the various influences on skill development and performance. Discuss in groups.

Provide photos, diagrams and videos illustrating the impact of each influence.

INFORMATIVE - Positive learning experiences

Students work in pairs to reflect on and discuss previous positive sporting or physical activity experiences, e.g. students may have been at basketball coaching session and were able to learn and execute a lay-up in one training session, or students were able to learn how to juggle with the help of their friend in one week or perform a dance move or gymnastics routine as a result of practice and feedback.

- Describe why it was a positive learning experience, e.g. positive feedback, great facilities, knowledgeable coach or lots of friends around.
• Discuss a time when you were able to learn a skill very quickly and easily. What made that learning possible?
• When have you been in a successful team? What were the team practice sessions like? Describe an example.
• What do you believe is required for an athlete to learn and develop their skills most effectively? Explain your thoughts using examples.

APPLICATION - Teacher observation

Students observe your teaching in their next physical education lesson. At the conclusion of the lesson, students’ record answers to the following questions.

• Describe the learning environment, e.g. positive, fun.
• What influences on skill were evident throughout the lesson that promoted success at the chosen activity?
• What methods did your teacher use to set up a positive skill related learning environment? Explain using examples.
• What negative influences could you observe throughout the lesson? Explain using examples.
• How important do you believe it is to have a positive skill focused learning environment when trying to improve movement skills? Explain your thoughts.
• How could this positive learning environment be created in PE?

Teachers can determine the best approach for students to share this feedback. An anonymous feedback drop might be useful to guide teachers in evaluations of their learning environments. Sharing information with the class as a result of this activity promotes transparency and demonstrates a teacher’s recognition of student feedback and action to make changes to support student learning.

INVESTIGATION/ CONCRETING - Improvement email

Students write an email of advice to a coach or administrator on how to improve a training session.

They outline the changes they believe are needed in the training session to allow the participants to further improve their skill development and performance.

The email is sent to the teacher for feedback and analysis and replied with constructive feedback. Students save their completed email in their student portfolios to form part of their assessment task.
Lesson 5 - Transfer of skills and concepts

Overview:

Students will engage in a variety of learning experiences around the concept of transfer of skills and concepts when learning new skills. Students will learn through practical activities along with critical thinking tasks that promote the understanding of prior skill knowledge and the ability of athletes and participants to adapt to new sports. Students will study athletes that show excellent working examples of the possibilities when transferring skills. Students will also break down and analyse the skills that transfer from one sport to another.

ENGAGEMENT - List of skills and sports

Students use their previous knowledge in sport and physical activity to make a list of sports which have skills that transfer from one sport to another.

Facilitate a classroom discussion with students related to the students completed lists. Ask student to explain how each skill is transferred or which components of the skill transfer.

ENGAGEMENT - Let's play

Choose a modified/ hybrid game for the class to play. It might be a combination of soccer/ AFL and touch football or AFL/ Basketball.

Explain the rules and negotiate rules to suit the class. Students participate in the modified/ hybrid game outside for roughly 10-15 mins.

On return to class students create a table. The table should highlight the links between the two original games which form the hybrid game and the specific skills that linked between the two games.

- What rules, skills and concepts are similar and different between the two original games?

INFORMATIVE - Article analysis of skill and concept transfer

In groups of two to three, with one laptop per group, students source and read an article relating to athletes who have been able to switch sports and transfer skills they had in one sport to another sport. Examples might include Elyse Perry – Australian Soccer/ Cricketer, Israel Folau – Rugby/ Rugby League, Anthony Mundine Rugby League/ Boxing, Scott Draper Golf/ Tennis, Nova Peris Hockey/ Athletics.
INFORMATIVE - Creation of audio file on skill and concept transfer

In the same groups, students use their knowledge from the article provided to create a podcast or audio file. They use the microphone function on a laptop or their mobile phone audio app to complete this task. Students save the audio file share with the remainder of the class.

INVESTIGATION / CONCRETING - Skill to photo link

Students compile a list of skills or movements they utilised in their last physical education lesson. Students then join the skills list they have created, to photos of sports that they believe the skills could be transferred to.

APPLICATION – Create a skill transfer game

In groups of three to four, students develop a game that incorporates transferring skills and concepts. The game can have as many sports or activities associated to it as students desire.

The groups should create a document to outline the rules and strategies, a diagram of the play space, which skills/ tactics or concepts can be transferred within the game and why and how their game promotes the transfer of skills.

Use the questions as a guide:

- Name your sport
- Name the three different sports that are a part of your game
- Give a quick description of the sport and how it works
- Write down the specific skills that are a part of your game
- Describe how each of your skills transfer across all of the three sports in your game

Write down the equipment needed for your game

Students save their work in their student portfolio to form part of their assessment.
APPLICATION – Play the game

Use a PE lessons to students to play the games developed by each group.

It is up to your discretion on who runs the games (either you or the student groups). The game should only be played briefly.

Questioning and discussion of the transfer of skills should follow the conclusion of each game.

APPLICATION – Athlete profile PowerPoint

Students research one athlete who has successfully transferred from one sport to another. For example, Elyse Perry – Australian Soccer/ Cricketer, Israel Folau – Rugby/ Rugby League, Anthony Mundine Rugby League/ Boxing, Scott Draper Golf/ Tennis, Nova Peris Hockey/ Athletics.

Students create a PowerPoint presentation outlining:

- What makes the athlete a great example of an athlete that can transfer skills from sport to sport?
- How was the athlete able to transfer from one sport to another?
- Explain the skills that were transferable from one sport to the other.
- How long did it take for the athlete to gain full transfer of skill from one sport to the other?

Students can use photos, videos, articles or any other form of evidence to support their presentation. Students save their PowerPoint to their portfolios to form part of their assessment.
Lesson 6 - Activity sequence - Learning environments and safety

Overview:

Students gain an understanding of the influences on skill development in different learning environments along with applying their knowledge on setting up safe learning environments to identify and regulate safe participation in sport and recreation.

ENGAGEMENT - Learning environments and safety observation

Students walk around the school observing and taking photos of places where physical activity is undertaken.

Focus on the places where their physical education programs are run, such as the basketball courts or the oval.

Students complete a risk assessment on these areas.

APPLICATION - Coaching session

In pairs, students design a five-minute coaching session in a chosen sport. Students explain how they will accommodate for a positive learning environment in their coaching session.

Students submit their session for marking and feedback.

Allow the students to complete five minutes of coaching during a physical education lesson. They should use their coaching plan from the previous task.

Discussion should follow each pair’s session relating to the student’s ability to setup a strong learning environment.

APPLICATION - Sport learning environment checklist

Students create a checklist for coaches on how to setup a safe environment for a chosen sport or activity.

Students consider what activities are safe for different learning stages and also the equipment and environment needed for safe practice of the games skills (diagrams and pictures may be helpful).
Lesson 7 - Importance of practice and feedback

Overview:

Students will develop an understanding of the importance of the different types of practice and the types of skills important in a variety of physical activities. Students use this knowledge to develop their own practice sessions and identify activities that allow skill development through practice. Students will also learn the importance of feedback in skill development, and how to positively affect movement and skill development through the application of feedback.

INFORMATIVE - Giving feedback

Students discuss and record the type of feedback that can be provided to athletes or performers and give examples of what that looks like in their chosen sport, e.g. positive, negative or constructive.

ENGAGEMENT - Feedback laboratory

In pairs, students participate in a variety of simple skills such as shooting a basketball or trying to pass a ball to their partner with their eyes closed.

One student will perform a skill with their eyes shut and their partner will give them feedback on how they performed it and how they could improve that skill in their next attempt. The students swap roles.

Allow students numerous attempts at different skills.

Students comment on whether or not they improved the skill as a direct impact of the feedback given.

ENGAGEMENT - Feedback video

Students record a video after their physical education lesson about how they received feedback in their last physical education lesson and whether it had a positive or negative impact on their skill development.

Students share their video via an online space or save to their portfolio to form part of their assessment.
ENGAGEMENT - Practice videos

Show students a range of footage of athletes practicing and training in a variety of sports.

APPLICATION- Types of practice

Brainstorm a range of activities currently being undertaken through physical education.

Highlight examples of the different types of practice: Distributed and Massed, Whole v Part used though the range of activities in the lesson.

INVESTIGATION / CONCRETING - Coach for a day, let's practice

Students will be the coach for the day. They choose a physical activity, game or sport and create a detailed practice session.

They can include photos of themselves performing different types of practice in the session to bolster their examples.
Lesson 8 - The role of rules and regulations in safe participation

Overview:

Students will develop an understanding of the importance of rules and regulations in sport. They will be creating their own game and modifying an activity so that it provides the participants with a safe environment for the development of skill. Students will also develop their understanding of the importance of officiating (umpiring and refereeing) in providing a safe skill development environment.

ENGAGEMENT - Broken rules or no rules – what are the consequences?

Facilitate class discussion on the negatives that can arise from rule breakages.

Place the equipment outside for a game and set teams. Invite students to play a game using that equipment. Step back and allow students to design and officiate the game (unless activity becomes unsafe).

Stop the game after several minutes and discuss the process the group and teams went through. What worked well? What didn’t work well? What role do rules play in any game? What are the consequences of having no rules?

This activity should take approximately 10 minutes.

ENGAGEMENT - Reflection on rules

Students use their learning and knowledge of rules to record (written, audio, video) their thoughts on the game from the previous task (officiated and non-officiated).

- Describe the environment with no officiating or rules?
- How did this change when rules were introduced and regulated?
- What did you refer and why?

INFORMATIVE - Video rulings

Students choose a sport and conduct an analysis of the rules involved and the reasons for each rule.

Consider rules for safety, rules to promote tactics and rules which dictate fitness needs of players, e.g. transitions or interchange.
• Discuss the consequences and severity of consequences for rules broken.
• What dictates the severity of the consequence for different sports?
• Is this severity similar across sports, e.g. breach of a safety rule?

APPLICATION - Let’s learn the rules

Actively highlight the sports rules and regulations through the previous physical education lesson.

Students create a poster or video to teach new participants the rules and regulations of a game or sport. The poster/video should be visually appealing and quickly highlight the key rules.

Students can use the internet to research any rules that were not covered or not fully explained.

APPLICATION - Let’s be officials

Students use the knowledge and skills gained in the previous task to complete this activity.

Allow time in the next physical education lesson for students to be umpires or referees in the current sport or games being played.

Students can complete this task in pairs or as individuals depending on time allocated. Assist students who may lack the confidence for this task by modifying the task or by supporting the students in the task when it is their turn.

INVESTIGATION / CONCRETING - Create your own game

In groups of three to four, students develop their own game and rules for the game.

Groups create a policy document outlining the rules and regulations of their new game. Students explain the inclusion of each rule, what role it plays and how it promotes safe skill development.

Students save the completed document into their portfolio to form part of their assessment.
Lesson 9 - Applying mechanical principles to enhance performance

Overview:

Students will discover the impact of mechanical principles on skill development and performance. Students will be involved in activities that promote the understanding of each mechanical principle and gain skills in modifying actions and equipment for improved performance using the mechanical principles.

APPLICATION - Let's improve our technique using mechanical principles

In pairs, allow students time in the physical education lesson to pinpoint one area of skill performance from their current game that needs improvement. They take the necessary equipment to a designated area to try and improve their chosen skill area.

Using their knowledge in mechanical principles, students explore activities that will improve their partner’s chosen skill area.

Move around each group and provide guidance and support in setting up the practice along with advising students of possible improvements to focus on. This activity may be completed in one or two periods.

INVESTIGATION / CONCRETING – Skill modification using mechanical principles

Using the skill that was explored in the previous task, students create an activity or drill that enhances one of the mechanical principles studied in their chosen sport.

Students research sporting equipment that can be used in this drill to enhance the mechanical principles studied.

Create a list and give a brief description of how each piece of equipment enhances that specific mechanical principle.
Lessons 10 - Force

Overview:

Students will gain an understanding of the impact of force absorption on player's techniques and be able to inform others on the necessary body changes and equipment modifications needed to successfully deal with force absorption.

ENGAGEMENT - Eddy the egg

In groups of four to five, students participate in an outdoor laboratory.

In Eddy the Egg, groups are given a packet of straws, sticky tape and an egg. Students develop a platform that will absorb the force of an egg, dropped from a height of one metre. They can only use the resources provided.

Students film their experiment with their mobile phones or the class video camera. They save their videos for discussion.

Facilitate a discussion to address what was learnt through the experiment. Introduce the concept of absorbing force.

ENGAGEMENT - Shoes - what do they absorb?

Outside, students are to run a distance of 20 metres with their shoes on. If the surface is suitable, students then run a distance of 20 metres with their shoes off.

Discuss the differences felt during the activity.

APPLICATION - Absorbing force with technique and equipment

Set up a range of activities that allow students to experiment with absorbing force.

Students should have the opportunity to experience the absorption of force in different sports and adapt their techniques to accommodate the force.
Some examples of activities are provided, such as:

- hitting a range of different balls with a tennis racquet
- dropping a variety of balls (such as a shot put and a golf ball) onto wet ground and measuring the depth of the divot the ball created
- catching a variety of balls in different sports and using equipment such as softball mitts to absorb the force.

The above examples are only a small sample of what could be done in physical education lessons to demonstrate absorption of force.

**INVESTIGATION / CONCRETING - Techniques used in sport**

Students analyse different sports that include absorption of force, e.g. cricket, baseball, AFL, netball, tennis and golf.

They compile a list of techniques used in each sport to absorb and control force.

Record their understanding of force and how it can be applied and absorbed in different sports with examples.