Play the game - dodge - Stage 2

Unit overview

This unit aims to assist teachers to reinforce the explicit teaching of the fundamental movement skill the dodge and revision of other fundamental movement skills. It provides opportunity for students to practise these skills in fun and challenging situations and through common activities which students can transfer to the playground and break times.

This unit provides students with a sequence of developmentally appropriate activities and equipment, instruction and feedback. Videos are provided to demonstrate the skills as part of the unit.

These activities may be reinforced over a number of weeks and can be revisited throughout the year. Teachers should choose a combination of activities which suit the space available and the student needs in your class. Some sessions may be used more than once to revise and build on previous skill development. Equipment awaiting use must be supervised. Equipment not in use must be stored to prevent unauthorised use.

Syllabus outcomes

ALS2.6 Discusses the relationship between regular and varied physical activity and health
GSS2.8 Participates and uses equipment in a variety of games and modified sports
V5 Willingly participates in regular physical activity

COS2.1 Uses a variety of ways to communicate with and within groups
INS2.3 Makes positive contributions in group activities
MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations

Physical literacy continuum markers (Cluster 3)

Movement competencies

- Performs stability skills with control and precision in a range of contexts, e.g. using different levels, directions and pathways depending on the context
- Performs locomotor movement skills with control and precision in a range of contexts, e.g. using different speeds, levels, directions, pathways and relationships to equipment and others depending on the context
- Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor)

Tactical movement

- Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move
- Implements a tactic based on individual strengths within a physical activity
• Describes the intent of tactics used in different physical activities

**Motivation and behavioural skills**

• Works independently on new skills and physical activities
• Reflects on how their efforts affect skills and achievements in physical activity
• Participates in physical activity with confidence

**Personal and social attributes**

• Modifies actions to ensure safety in physical activity without prompting
• Applies strategies for negotiating conflict
• Demonstrates respect for self, others, rules and equipment and the environment during physical activity
• Offers positive suggestions to facilitate physical activity to be inclusive of others
• Cooperates when working in a group
• Identifies situations where it is appropriate to adopt a role (e.g. leader or follower) in physical activity contexts
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| **Week 1 and 2**  
**Equipment:** Braids, markers  
**Focus:** dodge  
- Locomotor skills – running, dodging  
- Playing the game - effort and practice  | **Getting started - Huff and puff activities**  
**Tails.** Mark out a designated playing area and each student has a braid which is tucked into their shorts or pocket as a tail. Students run around trying to take as many tails as they can whilst protecting their own tail within a designated time frame.  
**Jockey and horse.** Set boundaries to designate the playing area. Students are divided into two groups: ‘horses’ and ‘jockeys’. The horses wear coloured braids and run free in the paddock. The jockeys run and catch their own horse by taking their braid and run back to the stable with it. Horses try to avoid being captured by dodging the jockeys. As soon as the jockey gets the horse back to the stable, the students swap roles and start again.  
**On your mark.** Allocate a square area approximately 20m by 20m. Students spread out in the area. They move according to the different commands including:  
- start line – students run to the side of the playing area designated as the start line  
- finish line – students run to the side of the playing area designated as the finish line  
- warm up – students jog on the spot  
**Glue.** Students work in pairs. They will be moving within the area by running and dodging. Student A must free themselves from student B who follows student A as closely as possible. When the teacher blows a whistle all students stop. Student B then sees if they can take one step and touch student A. Reverse the roles.  
**Practicing and developing the skill – Dodge**  
Use the Get Skilled Get Active FMS videos to show the skill components. Revise the components of the dodge.  
Revise the components of the dodge. Students spread out in a designated area. Ask students:  
- Can you dodge:  
  o high to a low level?  
  o low to a high level? | Refer to Get skilled: Get active for further information about the fundamental movement skills and their components.  
Use the Get Skilled Get Active FMS videos to show the skill components.  
**Skill components – Dodge**  
1. Changes direction by bending knee and pushing off the outside foot.  
2. Change of direction occurs in one step.  
3. Body lowered during change of direction or in the direction of travel.  
4. Eyes focused forward.  
5. Dodge repeated equally well on both sides.  
(Introductory components in bold)  
**Assessment strategy**  
The teacher observes student:  
- performing the dodge in a variety of games and activities  
- answering questions to demonstrate understanding of the dodge and its use in activities to create advantage  
- adjusting their movement technique |
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|                | o in different directions?  
|                | o sideways?  
|                | o backwards and forwards?  
|                | o as quickly or slowly as you can?  
|                | o with a great force?  
|                | - Which ways of dodging were easy? What made them easy?  
|                | - Which ways of dodging seemed awkward? What made them awkward?  
| **Putting the skill into action** | Island tag. Place a number of markers around the playing area. Each marker represents an island. Any student standing next to a marker cannot be tagged. No more than two students can stand next to each marker at a time. Choose four students to run between the islands to try to tag students as they run from island to island. When students are tagged they exchange roles. |
|                | Island tag. Place a number of markers around the playing area. Each marker represents an island. Any student standing next to a marker cannot be tagged. No more than two students can stand next to each marker at a time. Choose four students to run between the islands to try to tag students as they run from island to island. When students are tagged they exchange roles. |
|                | Finishing off  
|                | Follow the line. Set up an area 20m x 20m, preferably use a netball or basketball court. Students move around the outside lines of the court. Each line represents a different movement. Start off with a sprint run, then a jog, then a march, and lastly a walk. At each corner of the court students leap and land on one or two feet. Teachers should ensure the jog and walk are on the longer lengths of the court or area. Repeat. |
|                | Alarm. Mark out a playing area with two end lines. Three students are chosen to be ‘in’. They move to the middle of the area and the other students stand behind one of the end lines. The students who are in call out ‘alarm’ which is a signal for all of the other students to run to the opposite end of the playing field. The students who are ‘in’ try to tag as many students as they can. A tagged student joins the other students who are ‘in’ The last students tagged becomes the one of the students who is ‘in’ for the next game. |
|                | Line tag. Students spread out in an area that has lines marked, for example a netball, basketball or tennis court or a football or soccer field. Students must stay on the lines during the game. Choose three students to be taggers; these students wear a braid so they are easily identified. On a whistle the taggers chase the other students around the area and the try to tag them. The other students try to avoid being tagged, but have to remain on a line. If students are tagged they are given the braid and swap roles with the tagger. |

**Assessment criteria**

The student:

- performs the dodge with control and stability
- quickly changes speed and direction of movement
- adjust movement technique based on teaching cues and feedback
- describes how to change body position to improve the efficiency of their movement, e.g. maintain balance, increase force
- uses dodge effectively to move into space, avoid crowding or move away from an opponent
- receives feedback and makes adjustments to their skill performance
- reflect on how their efforts affect skills and achievements in physical activity

The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes.
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| **Week 3 and 4**  
**Equipment**: Bases or discs, markers, 10 beanbags, 6 hoops  
**Focus**: using space, dodging  
- Locomotor skills - running/sprinting, dodging, side stepping  
- Playing the game - effort and practice, competition  
- Games - spatial awareness, positional awareness, minor games, chasing games | **Getting started - Huff and puff activities**  
**Shadow tag**. Students work in pairs: one is the leader and the other is the shadow. The shadow follows the leader and imitates all of their movements, keeping as close to the leader as possible by dodging around the bases/discs that have been scattered around the area. The leader challenges their shadow by trying to get away from them. Change roles and repeat. Variation: Start off in the same way but, on a given signal, the leader tries to get to one of the bases or discs before their shadow tags them. Change roles and repeat, but with fewer bases or discs spread out across the area to increase complexity.  
**Run on the spot**. Students spread out and stand in a designated area. The emphasis of the game is on short bursts of vigorous activity. Choose a student to be the caller. All students jog on the spot until the caller changes the activity. These activities should only last about 15 seconds. The variations could include fast jogging, high knee lift, heel flick, swinging arms, jumping, star jumps, skipping on the spot, clapping hands and crazy dancing.  
**Alarm**. Mark out a playing area with two end lines. Choose three students to be ‘taggers’. They move to the middle of the area and the other students stand behind one of the end lines. The taggers call out ‘Alarm’ to signal for all of the other students to run to the opposite end of the playing field. The taggers try to tag as many students as they can. A tagged student joins the taggers. The last three students tagged become the taggers for the next game.  
**Circle chase**. The students form large circle facing in an anti-clockwise direction. Number each student one, two or three. The teacher calls “On your marks” .... “Set” and then one of the numbers. Students with the chosen number sprint around the outside of the circle and back to their place again. The students attempt to be the first back to their place.  
**Practicing and developing the skill – Dodge**  
Revise the components of the dodge. Students work in pairs. Student one scatters beanbags around the playing area. Student two collects the beanbags and places them in a bucket/hoop and student one resets the beanbags. Change roles to allow both students to practice the dodge.  
- Look straight ahead  
- Use the outside of your foot  
- Lower your body height down and then up when changing direction | Refer to [Get skilled: Get active](#) for further information about the fundamental movement skills and their components.  
Use the [Get Skilled Get Active FMS videos](#) to show the skill components.  
**Skill components – Dodge**  
6. Changes direction by bending knee and pushing off the outside foot.  
7. Change of direction occurs in one step.  
8. Body lowered during change of direction or in the direction of travel.  
9. Eyes focused forward.  
10. Dodge repeated equally well on both sides.  
(Introductory components in bold)  
**Assessment strategy**  
The teacher observes student:  
- performing the dodge in a variety of games and activities  
- answering questions to demonstrate understanding of the dodge and its use in activities to create advantage  
- adjusting their movement technique and skill performance in response to feedback  
- working cooperatively and safely with others |
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|               | • Use your knees to change direction  
• Use only one step to change direction  
• Lower your body height and transfer your body weight  
Ask students questions like:  
  - Why is it important to be able to demonstrate the correct technique for dodging?  
  - How can you improve your dodging?  
**Putting the skill into action**  
**Pirate treasure.** Mark out a defined playing area, approximately ten metres square. Place a hoop in the centre with a beanbag (treasure) inside it. Students work in groups of five: one pirate and four sailors. The pirate’s task is to protect their treasure from the sailors. The sailors have two minutes to steal the treasure (beanbag) and take it outside the square without being touched by the pirate. If a sailor is touched while carrying the treasure, that sailor must return to the outside of the square and try again. The pirate cannot go inside the hoop. Change roles and repeat.  
**Finishing off**  
**On my call.** Call out the skills taught in previous lessons i.e. dodge, run, leap. Students perform the movement on the spot. Make the calls quicker as students become more familiar with the calls. Continue calling for 30 seconds and then eliminate those students who do the wrong action. Play for one to two minutes or until there is only one student left. Briefly revise the teaching components of the run, leap and the dodge. Ask students:  
  - What sports might you use these skills in?  
  - Are there any games that you play in the playground that involve these skills? E.g. chase and tip games.  
**Braid rescue.** The class is divided into groups of four. Set out markers in a zigzag formation. Drape a braid on each of the cones. The first runner zigzags to each marker, collects the braids as they go and returns in a straight line down the right hand side. The second runner zigzags to replace the braids on the markers. If a braid falls off, the runner must return to replace it. The third runner collects and the fourth runner replaces. | **Assessment criteria**  
The student:  
• performs the dodge with control and stability  
• quickly changes speed and direction of movement  
• adjust movement technique based on teaching cues and feedback  
• describes how to change body position to improve the efficiency of their movement, e.g. maintain balance, increase force  
• uses dodge effectively to move into space, avoid crowding or move away from an opponent  
• receives feedback and makes adjustments to their skill performance  
• reflect on how their efforts affect skills and achievements in physical activity  
The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes. |
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<tr>
<td><strong>Week 5 and 6</strong></td>
<td><strong>Getting started – Huff and Puff activities</strong></td>
<td>Refer to <a href="#">Get skilled: Get active</a> for further information about the fundamental movement skills and their components. Use the <a href="#">Get Skilled Get Active FMS videos</a> to show the skill components.</td>
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<tr>
<td><strong>Equipment</strong>: 2 soft balls, 8 markers, 4 braids</td>
<td><strong>Octopus tag.</strong> Mark out a designated area for students to run between, e.g. a court or half a soccer field. One student is chosen to be the ‘octopus’. The other students line up on one side of the area. On ‘Go’ the students run to the other side of the area trying not to get caught. Those that are caught become one of the arms. They stand where they were caught and try to tag the remaining students with their arms, without moving their feet.</td>
<td><strong>Skill components – Dodge</strong></td>
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<td><strong>Focus</strong>: using space, dodging</td>
<td><strong>Tag steal.</strong> Students work in two teams, lined up on opposite sides of a large marked space. Each team selects two players to be ‘It’. Each player has a braid or tag tucked into their pants or pocket. Players run from one side of the space to the other, trying not to be tagged. The aim is for ‘It’ to grab as many tags as they can within a set time limit. Change ‘It’ until each team member has participated. Teams keep score of how many tags are collected.</td>
<td>11. Changes direction by bending knee and pushing off the outside foot.</td>
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<td>- Locomotor skills - running/sprinting, dodging, side stepping</td>
<td><strong>Heads and hips tag.</strong> Mark out a playing area. Half the students are ‘heads’ and the other half of the students are ‘hips’. The heads must run with one hand on their head and the hips must run with one hand on their hips throughout the game. Both the heads and the hips must attempt to tag each other. When a hip is tagged by a head, it becomes a head, and when a head is tagged by a hip, it becomes a hip. The game is finished when everyone is either a head or a hip, or when the time is up.</td>
<td>12. Change of direction occurs in one step.</td>
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<td>- Playing the game - effort and practice, competition</td>
<td><strong>Practicing and developing the skill – catch</strong></td>
<td>13. <strong>Body lowered during change of direction or in the direction of travel.</strong></td>
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<tr>
<td>- Games - spatial awareness, positional awareness, minor games, chasing games</td>
<td>Revise the components of the dodge.</td>
<td>14. <strong>Eyes focused forward.</strong></td>
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<td>- Students work in pairs, one is the leader and one is the follower.</td>
<td>15. Dodge repeated equally well on both sides. (Introductory components in bold)</td>
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<td>- Student one runs around a designated space changing direction by dodging and student two follows copying the leader. Change roles.</td>
<td><strong>Assessment strategy</strong></td>
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<td></td>
<td>Variation: Student one as the leader changes directions according to the teacher’s instructions, such as change direction with feet together, feet wide apart and arms by your side. Students change roles.</td>
<td>The teacher observes student:</td>
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<td>Ask students to reflect on which body positions made it easier to dodge effectively.</td>
<td>- performing the dodge in a variety of games and activities</td>
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<td><strong>Putting the skill into action</strong></td>
<td>- answering questions to demonstrate understanding of the dodge and its use in activities to create advantage</td>
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<td><strong>Ball rescue.</strong> Students work in two teams. A line divides their territory. Teams start in their own territory with one ball in a marked space. On the command ‘Go’, students from each</td>
<td>- adjusting their movement technique and skill performance in response to feedback</td>
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<td>territory try to get a ball. The aim is to compete and try to score.</td>
<td>- working cooperatively and safely with others</td>
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|               | team can enter the opposition territory to try to rescue the ball and return it to their own territory. A player is only safe in their own territory. Once they enter opposition territory, they can be tagged. If a player is tagged in opposition territory, they must freeze. They can be rescued by their own team member tagging them without being tagged themselves. Once tagged by their own team members, they are free to run again. When a player makes it to the ball, they cannot be tagged within the marked space. Students choose to run with the ball or use teamwork to pass the ball between free players in the opposition territory to return the ball back to halfway. If a player in possession of the ball is tagged or the ball is dropped before reaching halfway the ball goes back to the original position in opposition territory. Defenders must stand more than one metre from the other team’s ball square in defense. **Finishing off**
|               | **Hot potato.** Students work in groups of five or six. Each group stands in a circle and passes a netball around the circle like it is a hot potato. The aim is for the group to make as many catches as they can in one minute, without dropping the ball. **Running circle catch.** A leader stands in the middle of the other players who form a circle. Players in the circle run in a clockwise direction whilst the leader throws the ball at each in turn. They catch and return the ball as they run. Speed increases as the students catching skills and accuracy improve. Extension: Count how many catches the group can make without dropping the ball. **Leader ball.** Students are in the same teams. On play, the leader throws the ball to player two who catches it, runs around the leader and the team line and back into place, throws the ball back to the leader. The rest of the team does star jumps while they are waiting. This is repeated for the remaining team members. **0 to 5.** Students find their own space. Teacher explains that 0= freeze, 1 = walk, as slowly as possible, 2= a slow walk, 3= medium pace walk, 4= jog, 5= run as fast as possible. Teacher calls out numbers in any order, while students respond by moving at various speeds. | **Assessment criteria**
|               | The student: performs the dodge with control and stability quickly changes speed and direction of movement adjust movement technique based on teaching cues and feedback describes how to change body position to improve the efficiency of their movement, e.g. maintain balance, increase force uses dodge effectively to move into space, avoid crowding or move away from an opponent receives feedback and makes adjustments to their skill performance reflect on how their efforts affect skills and achievements in physical activity
|               | The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes. |