Game skills - Stage 1

Unit overview

This unit aims to explicitly teach the fundamental movement skills of the leap, the kick, the two-hand strike and the dodge. It provides opportunities for students to practise these skills in fun, varied and increasingly complex situations. Students should demonstrate proficiency of the introductory components of these skills by the end of Stage 1. This unit provides students with developmentally appropriate activities and equipment, visual demonstration of skills, instruction and feedback over a two week period.

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 and game concept learning.

This document references the [PDHPE K-6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-K-6-syllabus) © 2007 [Copyright Board of Studies NSW](http://syllabus.nesa.nsw.edu.au/copyright/) for and on behalf of the Crown in right of the State of New South Wales.

Syllabus outcomes

ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health

GS1.8 Performs fundamental movement skills with equipment in minor games

MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations

Physical literacy continuum markers (Cluster 2)

Movement competencies

* Demonstrates stable head and trunk position while moving, e.g. leap
* Uses hip then shoulder rotation and transfers body weight to propel an object with force, e.g. throwing or striking
* Demonstrates correct coordination of arms and legs to propel the body, e.g. arms drive forward and back in opposition to legs when running
* Uses correct landing position, e.g. landing on balls of feet with knees bent to absorb force

Tactical movement

* Applies different movement skills and concepts to achieve success within the rules of a physical activity, e.g. uses dodge to avoid others and move into space
* Identifies the underlying reasons for rules within a physical activity

Motivation and behavioural skills

* Demonstrates motivation to try new physical activities

Personal and social attributes

* Follows instructions, rules and safety procedures in physical activities
* Uses equipment appropriately and safely in physical activities
* Demonstrates cooperative behaviour towards others during physical activity

Lesson overview

| Week and focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Week 1 and 2Equipment: CD player and music of choice, Two long skipping ropes, braidsFocus: Leap* Locomotor Skills - walking: running, jumping, leaping
* Games - spatial awareness: changing levels; minor games: running, cooperation
* Playing the Game - safety in play; cooperation; effort and practice
 | Getting started - Huff and puff activities Copycat. Mark out a designated playing space. Students find a partner and decide who will lead and who will follow. When the music starts, student A moves briskly to the music around the playing space performing a variety of different movements at different levels using different body parts. Movements could include:* running, leaping, dodging
* hopping, jumping, side galloping
* twisting, twirling
* finger snapping, hand clapping, arm circling
* dance steps.

Student B follows as closely as possible, performing identical movements. After one minute and on the signal “switch” reverse roles. When the music stops, students find a new partner. Continue when the music starts again.Rescue. The class works in teams of four. Set up two markers about ten metres apart in front of each team. On a whistle student one runs to the marker and back again to collect student two. Linking arms, they both run around the marker and back to collect student three. This continues until the whole team runs around the marker and back together. Repeat the relay but as a ‘drop off’ relay.Clumps. Students perform a locomotor skill to move around a designated playing space, avoiding contact with other students. As a number is called out, students form groups of that size eg three. Variations: Students move to music. When the music stops a number is called and students form groups. Vary the locomotion, e.g. hop, skip, jump, side gallop, leap. Skill development activities - Introducing the leapDemonstrate the leap to the students focusing on the following components. Use the [Get Skilled Get Active Leap video](https://www.youtube.com/watch?v=M9RtdIcOdxE&index=2&list=PLrOa7LNP0maWa6EPlnkvHlk3VsBqhuMZq) to show the skill components.Introducing the leap. Provide each student with a hoop. Students stand with one foot inside a hoop then push off and land outside the hoop on the other foot. As they develop this, they can stand with one foot outside the hoop and push off and land on the other side of the hoop with the other foot.Obstacles. Set out an obstacle course using hoops, marks on the ground and bean bags. Students take large steps over the obstacles. They can then use a small run-up to leap over the same obstacles, focusing on the introductory components of the leap.Experimenting. Students explore different body positions while leaping.* bending at the waist
* leaning backwards
* keeping the body upright
* leaning slightly forward
* with their arms in different positions to see which arm position helps them to leap the furthest or highest
* with both arms pushed forward
* one arm forwards and one arm upwards
* both arms down

Ask students:* Which body position feels the most comfortable?
* Which arm position helps you leap more easily?
* Why is it important to land on the ball of your foot?

Skill development - Practising the leapStudents move around a designated area. On the teacher’s call, they imagine leaping over a puddle of water, a river full of crocodiles, a deep dark valley or from cloud to cloud. Cross the river. Mark out a “river” with two extended ropes or lines on the ground. Students line up behind a rope. On the call “in the river”, students take a big leap into or over the river. On the call “on the bank”, students take a big leap out of the creek or, depending on where they are, from one bank to the other.Finishing off**Fly**. Divide the students into five teams. Lay out a line of braids or skipping ropes for each team. Each braid should gradually become further apart from the previous. Team members take turns at leaping over the braids. Each student who completes the course without touching any of the braids can widen a part of the course for the next student.**Survive the quicksand**. Students form groups of five or six. Mark out an area and place twenty hoops randomly through the area making sure there is space between them. The hoops represent areas of quicksand. To start the game two members from each group are nominated to attempt to make their way through the area by leaping over the hoops. The rest of the team stands around the sides of the marked space with a good supply of beanbags or balls available. If they land in, or on, any of the hoops they are stuck in the quicksand. The only way they can continue their journey is to successfully catch a beanbag which is to be thrown underarm to them by a member of their team. If they don’t catch a beanbag after they have been trapped in the quicksand, they may toss it back and attempt again. Once the students complete their journey through the quicksand they switch places with other team members.**Hoop jump**. Students form pairs in a designated playing area. They hold one side of the hoop each and leap in time with each other focusing on the take-off, length of the leap and the landing. Once students have performed the leap in time with each other they can form a caterpillar with another pair of students. The challenge for students is to leap in time with each other as the caterpillar gets longer. | The leap is a locomotor movement characterised by a take-off on one foot, a long flight and a landing on the opposite foot. It is basic to everyday activities, such as jumping over low obstacles, playground games such as hopscotch, and various team activities. The leap is also used in gymnastics and dance.Children are ready to demonstrate proficiency in the introductory components of the leap by the end of Year 2. The leap is a more complex skill to master than other locomotor skills because of the amount of force needed to perform it proficiently.Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the leap.Teaching cuesSay to students:* Look straight ahead
* Bend knee to take off
* Scissor legs
* Stretch your arms out
* Lean into the leap
* Land softly

**Skill components****1. Eyes focused forward throughout the leap.****2. Knee of take-off leg bends**.3. Legs straighten during flight.4. Arms held in opposition to the legs.**5. Trunk leans slightly forward.**6. Lands on ball of the foot and bends knee to absorb landing.(Introductory components marked in bold)**Assessment strategy**The teacher:* observes students performing the leap in different games and activities.

**Assessment criteria**The student:* focuses forward throughout the leap
* bends knee of their take off leg
* has trunk learning slightly forward.

These criteria relate to the outcome ALS1.6, GSS1.8 and MOS1.4 |
| Week 3 and 4Equipment: Soft round balls, beach balls, balloons, beanbags or marker conesFocus: Kick * Manipulative skills - kicking: stationary, bootlace
* Games - minor games: simple ball games
* Playing the game - fair play; cooperation
 | Getting started- Huff and puff activitiesKicking poison ball. Divide students into two groups. Group A forms a circle around group B. The object is for the students in the outside circle to kick the ball to hit the students below their knees. Students may only use their hands to protect themselves above the knees. If hit, they join the outside circle. Use a large soft foam ball.Sharks and Survivors. Mark out a playing area and position six hoops randomly inside it. Four students are selected to be the ‘sharks’ that defend the hoops which represent ‘islands’. The other students, the ‘survivors’, move around the outside of the playing area using a nominated fundamental movement skill such as skipping, hopping or side galloping. When the teacher blows a whistle or gives a signal the survivors run into the area and try to get to an island by standing inside a hoop. The students who are sharks try to tag all of the survivors moving into the area. When survivors are tagged they miss a turn in the game. While they are waiting for their next turn students weave in and out a track provided.Pass and tag. Students form pairs. The pairs scatter around the field with a beanbag. On the signal ‘Pass’, the students jog around the field, passing the beanbag to each other. When they hear the call ‘Tag’, the player holding the beanbag chases their partner trying to tag them with it. If they tag their partner, the students change roles and keep playing until the next ‘Tag’ signal.**Bobcats and Builders**. Scatter a large number of markers or witches hats in a large playing area. Divide the class into two teams, ‘bobcats’ and ‘builders’. The bobcat team is to tip over or knock down as many cones as possible. The builder team is to set back up as many cones as possible.Skill development activities – Introducing the kickDemonstrate the kick to the students outlining the skill components and using the teaching cues.**Introducing the kick**. Place a mark on soft, large objects such as beach balls, foam filled balls or balloons. Students watch the mark on the ball as they prepare to kick. Students kick as hard as they can. **Partner work**. Students work in pairs and hold onto their partners shoulder to balance. They place their non-kicking foot beside the ball. Swing the kicking leg back and then forwards to kick the ball. Students mark a starting point on the ground about one step away from the ball. Instruct them to step forward with the non-kicking foot and place it beside the ball. Use verbal cues such as “step forward, kick” to help students develop rhythm and force while kicking the ball. Students try kicking the ball in a number of ways e.g.* with a stiff non-bending leg
* with no back swing
* with a small back swing from a step up position
* from a run up with a big back swing.

Ask students:* Which method allowed you to kick the furthest? Why?
* Why is it important to watch the ball while you are kicking it?
* Why should you place your non-kicking foot beside the ball?

Skill development - Practising the kickWhen students are practising the kick use the following teaching cues:* Keep your eyes on the ball.
* Place your foot beside the ball before you kick.
* Step forward and kick.
* Swing the arm opposite to your kicking leg.
* Swing your kicking leg back.
* Follow through.

Use soft round balls on markers or bean bags (as many as possible). This lifts the ball off the ground so that students can get their kicking foot under the ball. Line two or three students up behind each ball. Students practice kicking the ball as far as they can. After the kick is made the teacher gives a signal and the students retrieve the ball then return to their original place. Continue until each student has had several turns.**Partner work.** Revise each of the key components of the kick. Students work in pairs, with one ball for each pair. Identify what students should be looking for when observing the kick. One student demonstrates the kick using a soccer ball placed on the ground. The other student observes the kick and gives advice of what could be improved. To highlight the key components of the kick ask students questions such as:* What role do your arms play when practising the kick?
* What would happen if you kicked the ball without bending your leg?

**Test your skills**. Each student stands in a line and uses a medium sized ball. Use the following teaching cues: keep your eyes on the ball, place your foot beside the ball before you kick, step forward and kick, swing the arm opposite to your kicking leg, swing your kicking leg back and follow through. Students work in pairs to complete the following activities:* stop a ball passed by your partner and kick it back
* stop a ball passed by your partner, kick it back and move to a different place for the next pass
* see how many kicks and traps you can do in 30 seconds.

Finishing off**Line up ball.** Divide the class into two teams, a kicking team and a fielding team. The kicking team kicks the ball off the marker out in a forward direction and tries to run around two markers as many times as possible. Markers can be placed along a ‘base line’ or to the front. The fielding team has to get to the ball and line up behind the person that fields the ball. The ball is passed back person to person until it gets to the last person in line who calls stop. The kicker stops and runs tallied.**Marker kick.** Allocate an area to play the game. Each student is allocated a marker which they place in the area. Students should remember the location of the marker. Each student is allocated a ball. The aim of the game is for students to knock over other students’ markers but at the same time defend their own marker. If a student’s marker is knocked over they must pick it up and run around the allocated area before being allowed back into the game.**Ball chase**. Students work in two groups. Within each group, nominate a kicking team and a running team in the formation below. The kicking team passes a ball up and down the line. Each time it returns to the start they score a point. The running team lines up single file and runs around the outside of the area together. When all the members of the running team have run around the outside of the area twice and the last person crosses the line, they yell ‘STOP’. The kicking team adds up their score and the teams swap over and start again. | The kick is a skill producing force from the foot to an object. The stationary place kick is taught as it is the most widely-used kick by primary school children, is the easiest in which to develop proficiency, and is more closely related to lead-up activities and modified games than other kicks.Children are ready to demonstrate the introductory components of the kick proficiently by the end of Stage 1.Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the kick.Teaching cuesSay to students:* Keep your eyes on the ball.
* Place your foot beside the ball before you kick.
* Step forward and kick.
* Swing your arm opposite to your kicking leg.
* Swing your kicking leg back.
* Follow through.

**Skill components****1. Eyes focused on the ball throughout the kick.**2. Forward and sideward swing of arm opposite kicking leg.**3. Non-kicking foot placed beside the ball.**4. Bends knee of kicking leg at least 90 degrees during the back-swing.5. Contacts ball with top of the foot (a “shoelace” kick) or instep.6. Kicking leg follows through high towards target area (Introductory components marked in bold)**Assessment strategy**The teacher:* observes students performing the kick.

**Assessment criteria**The student:* has eyes focused on the ball throughout the kick in different games.
* places non-kicking foot beside the ball.

These criteria relate to the outcome ALS1.6, GSS1.8 and MOS1.4 |
| Week 5 and 6Equipment: Balloons – one between two students, foam balls, soft T-ball bats, T-ball stands, witches hats, plastic pipes or cardboard rolls, paddle batsFocus: Two-hand strike* Locomotor Skills - walking, running
* Manipulative skills – striking, hitting: one hand, two hands; a stationary object; different sized bats
* Games - minor games: cooperation, simple ball games
* Playing the game - fair play; cooperation; effort and practice
 | Getting started – Huff and Puff activitiesKeep it up. Pair students and provide each pair with a balloon or lightweight ball. Students strike the balloon/ lightweight ball with their hands aiming to keep it airborne. Challenge students to keep the balloon/ light weight ball airborne for 20, 30, 40 hits or hit the balloon/ lightweight ball as many times as possible in 60 seconds.Cat and mouse. Mark out a designated playing area. Students work in pairs, one student is the ‘mouse’ and the other student is the ‘cat’. Students line up around the playing area with a ball. The teacher calls out an animal and they dribble the ball into the playing area. On a whistle the other animal runs into the area, finds their partner and tries to take possession of the ball. Repeat the sequence so that all students have a turn as both the attacker and the defender.Dribble tag. Students work in groups of approximately six to eight. One or more ‘taggers’ are given a braid each. Each student, including the taggers is given a ball. All students dribble freely. Taggers attempt to tag others with their hand as they dribble and still keep control of their ball. When a tag is made, the players change roles. Ask students: where in the area could you move to avoid being tagged? How could you work with the other taggers to try to tag a player?**Empty the box**. Teacher has a collection of balls in a container/bucket that are thrown out in all directions. Children return the balls in the fashion commanded, eg: “Hop back”, “Big steps back” or “Jump back”, etc, and various combinations of these. Skill development - Introducing the two-hand strikeDemonstrate the two-hand strike off a tee using a foam ball and a soft bat (rolled up newspaper). Use the skill components and teaching cues to demonstrate the skill. To begin teaching the skill, provide each student with a bat made of rolled up of newspaper to enable them to mirror the stance and rhythm of the strike as demonstrated by the teacher. Use verbal cues such as “step forward, swing” or “swing and follow-through” to focus on body movement and rhythm as students practise the strike.NOTE: In order to maximize student participation, activities can be set up as stations, with students rotating through each activity. If possible, use a parent or “buddy” helper to supervise each activity.Ask students to explore different ways of swinging the bat:* swinging with arms bent
* both arms straight
* making a half swing with no follow through
* with a full swing and follow through.

Ask students questions like:* Is it easier to hit the ball when your arms are bent or straight? Why?
* Can you hit the ball further when you follow through or when you don’t?
* Which way should you have your hands? How does this help you hit the ball? Ask students to demonstrate how to grip the bat.

Skill development - Practising the two hand strike Divide the class into four groups. Each group rotates between the four different activities. Use this opportunity to reinforce the components of the skill and provide feedback to students.**Activity 1.** Provide students with slow-moving objects, such as balloons or foam balls. Students practise striking these objects with their preferred hand. They can use short handled bats such as paddle bats and then progress to long-handled bats.**Activity 2**. Suspend balls or balloons from a height. Students practise striking them with a bat. Ask the students to experiment with different open and closed hand grips.**Activity 3.** Provide students with a variety of bats and balls for striking e.g. cricket bat, tennis racquet, paddle bat, T-ball bat. Witches hats, plastic pipes or cardboard rolls can be used for batting tees. **Activity 4.** Students practise hitting a ball off a tee. Instruct students to stand to the side of the T-ball stand. Rest the centre of the ball above top of the tee. Take a small step back so that the front foot can step towards the target when they swing and strike. Step towards target and swing.Finishing off**Three hit T-ball.** Divide class into two teams. Set out three bases in a diamond formation with a bucket as home base. The first batter hits three balls off three tees in quick succession and runs around the bases. Large witches hats can be used in place of tees. The fielders try to retrieve all three balls and get them back into the bucket before the batter runs around the bases. Continue until all team members have had a bat. Change teams over.**Slam it.** Set up three playing diamonds, with three t-ball stands and three tennis balls located at each home base. Divide students into three groups and then split each group into two teams (batting and fielding). In each game, the batter hits the three balls into the playing field. The batter runs around the diamond receiving one run for each base they pass. The play stops when the fielding team has all three balls back to the tee. Students waiting to bat should help to stop the balls when they are thrown to the tee. Repeat until each player has batted. Rotate the batting and fielding teams.**Bin cricket.** Divide the class into four groups. Set up two games of bin cricket with a batting and a fielding team. Each game has a diamond area with bowlers standing on bases and four batters in the centre sharing a bin for a wicket. The four bowlers are able to bowl simultaneously to the four batters. When a ball is hit the batter runs around the bowler's base. Any ball fielded can go to any bowler to attempt to get the batter out. Batters should change with another player if the ball is caught on the full or if the ball hits the wicket. The batters who are waiting should run in and out of markers while watching the game, until it is their turn to run in. | The two-hand strike is a manipulative skill in which force is applied to an object using an implement, in this case a bat. It forms the foundation to more advanced games and sports-specific skills, such as: the strike in T-ball, baseball and softball; the drive in cricket and hockey; the golf swing; and ground strokes in racquet sports, handball and volleyball. Children are ready to demonstrate proficiently the introductory components of the two-hand strike by the end of Stage 1.Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the two hand strike.Teaching cuesSay to students:* Stand side-on.
* Keep your eyes on the ball.
* Position your hands so they match your feet.
* Use a big swing.
* Step forward and swing.
* Contact the ball with straight arms.
* Swing and follow through.

**Skill components****1. Stands side-on to target area.****2. Eyes focused on the ball throughout the strike.** **3. Hands next to each other, bottom hand matches the front foot.**4. Steps towards target area with front foot.5. Hips then shoulders rotate forward.6. Ball contact made on front foot with straight arms.7. Follows through with bat around the body. (Introductory components marked in bold)**Assessment strategy**The teacher:* observes students performing the two hand strike.

**Assessment criteria**The student:* has eyes focused on the ball throughout the strike
* maintains correct grip throughout strike
* rotates hips then shoulders to strike the ball with assistance and prompting

These criteria relate to the outcome ALS1.6, GSS1.8 and MOS1.4 |
| Week 7 and 8Equipment: MarkersFocus: Dodge* Locomotor Skills - walking: running, jogging
* Games - minor games: running, cooperation,
* Playing the game - fair play; cooperation; effort and practice; benefits of play
 | Getting started – Huff and Puff activitiesOctopus tag. Mark out a designated area. One student is chosen to be the octopus. The others line up on one side of the area. When the octopus yells out “Octopus” the students all run to the other side of the area – trying not to get caught. Those that are caught become one of the octopus’s arms. They stand where they were caught and try to tag the remaining students.Running around. Students run in a defined area avoiding contact with other students. They should begin slowly and gradually experimenting with changing direction and changing speed. When a whistle is blown, students form a circle of a given number and balance on one foot while linking hands or arms. Students without a group perform a static balance. Once the balances are held, continue the game.Shark alert. Students move randomly in a pre-determined way for example running, hopping, skipping or side galloping. Three students are nominated as ‘sharks’. When ‘Shark alert!’ is called, students move into a hoop before being tagged by the sharks. If students are tagged, they become sharks.**Cats in the corner.** Mark off a square playing area. One student is the ball thrower who will be in the centre of the square. There are safe zones at each of the corners where all the students (cats) will be. When the thrower calls ‘Cats in the corner’, the cats have to run from one corner to another without getting hit by the ball. They can run in any direction including diagonally as long as they do not get hit. Any student hit by the ball becomes a thrower who gets an extra ball to throw.Skill development activities- Introducing the dodgeDemonstrate the dodge to the students outlining the skill components and using the teaching cues.Arrange markers in a zigzag pattern. Students dodge markers, making sure they touch the marker with the outside of their foot.Students run on the spot. On the command “freeze”, students stop with their feet apart and their body lowered. On the command “melt”, students continue running on the spot.Students play follow-the-leader. The leader starts by making large zigzag steps and then increases the number of steps before changing direction.Ask students to change direction:* with their feet together
* with their feet wider apart
* with body held upright
* with body dropped down low
* with arms kept close by their side.

Ask students which way is the most effective. Why?Skill development activities- Practising the dodgeActivity 1. Students run in an open space. On the command “change”, they push off on the outside foot to change direction.Activity 2. Students dodge off and onto a line. Place some markers about 40cm either side of a straight line every two metres. Students run along the line and lower their body when they step out to the marker and push off and back to the centre line.Activity 3. As a class, revise the components of the dodge. Set up an an obstacle course for students to practise the dodge by using it to change direction around the course. Some ideas for the course include:* dodging off and on a line
* zigzagging around markers
* dodging in between poles or trees

Roving basketball. As a class, revise the components of the dodge. A number of students demonstrate the dodge. Play a game of roving basketball. In pairs, students have a small ball or bean bag and a hoop. One partner is the ‘hoop’; the other partner is the ‘shooter’. Standing three large steps apart, the shooter throws the ball or bean bag under arm at the hoop. The partner with the hoop tracks the thrown object to score the goal. Players switch roles after three throws. After participating in the activity, discuss with students:* In what way did you utilise the technique of the dodge?
* How did the shooter get the hoop to move?
* How could you make this activity more difficult for the ‘hoop’ and the ‘shooter’?

Finishing off**Shadow tag.** All students are in. You can catch someone by stepping on their shadow. When caught, students sit down, count to ten, then get back up and keep playing.**Zigzag chase**. Students form a large circle. Each student is given a number: one, two or three. Teacher calls “On your marks …. set….” and then one of the numbers. Students with this number sprint around the outside of the circle in an anticlockwise direction, dodge in and out of a line of markers and then move back to their starting place. Students can only overtake other runners by dodging them on the outside. Players not running should jog on the spot and not interfere with the runners as they go by. Repeat until all students have had several turns at performing the dodge.**Dodge em**! Students work in teams of five or six with a variety of equipment such as markers, hoops and skipping ropes. Each team devises a course for other students to manoeuvre around. Set criteria for teams such as the inclusion of activities that require participants to dodge, jump, leap and skip. Each team explains their course to the rest of the group. Each team then participates in another team’s course. Teams evaluate each course. | The dodge is a locomotor skill that involves balance and stability. It is common to many playground games and activities and is an important skill in the majority of team sports.Students are ready to demonstrate proficiently the introductory components of the dodge by the end of Stage 1.Students need to perform this skill at speed in order to be able to demonstrate component 1.Any tag games or dodge ball games will help reinforce the skill of the dodge.Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the dodge. Teaching cuesSay to students:* Look straight ahead.
* Use the outside of your foot.
* Lower body height down and then up when changing direction.
* Use your knees to change direction.
* Use only one step to change direction.
* Lower body height and transfer body weight.

**Skill components**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 marked in bold)**Assessment strategy**The teacher:* observes students performing the dodge in different game situations

**Assessment criteria**The student:* lowers body when changing direction
* has eyes focused forward.

These criteria relate to the outcome ALS1.6, GSS1.8 and MOS1.4 |
| Week 9 and 10Equipment: two long ropes, Tee or tall cone, large soft ball or foam ball, soft bat, 6 beanbags, 3 round balls, 6 marker cones or beanbagsFocus: Leap, Kick, Two-hand strike, Dodge * Locomotor Skills - walking, running, leaping
* Manipulative skills – striking, hitting: one hand, two hands, a stationary object; kicking: stationary, bootlace
* Games - minor games: running, cooperation, simple ball games
* Playing the game - fair play; cooperation; effort and practice
 | Getting started – Huff and Puff activities**Glue**. Students are in pairs. 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 roles.**Follow the leader.** Students form a line one behind the other. Students move around following playground or court markings copying the leader’s actions. Encourage the leader to use fundamental skills such as hopping, skipping, leaping and side galloping. Continue the game until all students have a turn being the leader.**Crusts and crumbs.** Students line up in two lines approximately two metres apart. One line is called ‘crusts’ and the other line is called ‘crumbs’. The teacher calls out a name; if ‘crumbs’ is called that line runs away and the ‘crusts’ give chase. If ‘crusts’ is called that line runs away and the ‘crumbs’ give chase. Anyone caught before crossing a given line changes sides.**Snatch the treasure**. Set out six hoops. Place one hoop in the middle of the area and five hoops ten metres away in a circle formation. Students are divided into five teams. Place all beanbags (treasure) in the middle hoop. Teams line up beside an outside hoop. When the whistle is blown the first student from each team runs to the middle hoop to get a piece of treasure. Students then return the treasure to their hoop. The next student collects a piece of treasure and this continues until all treasure has been snatched from the middle hoop. When there are no pieces of treasure left in the middle hoop, students may snatch treasure from other groups’ hoops but still only one person at a time collecting the treasure. The winning group is the one with the most treasure at the end of the allocated time.Skill development – practising the skills Divide class into four groups. The groups will rotate through four different stations. Allow five minutes for each station.**Station 1** - Crocodile leap. Place two long ropes along the ground at an angle to each other one metre apart at the narrow end and three metres apart at the wide end. Students begin at the narrow end of the two ropes. They attempt to leap across the river to avoid the “crocodiles” if they succeed they can progressively move towards the wider parts of the river.**Station 2** - Kick to a partner. Use a round ball sitting up on a marker or a bean bag– one ball between 2, one marker each. Students work in pairs and practise stepping to the ball and kicking it to their partner. Use the following teaching cues: Stand one step away from the ball. Look at the ball. Step with the non-kicking leg and place the foot next to the ball with the foot pointed towards your partner. Kick the ball with the top part of your foot (shoelace kick). Follow through in the direction of your partner, keeping the leg straight.**Station 3 - Batting challenge**. Give each student three hits off a batting tee or high cone, marking how far they can hit the ball with a bat each time. Encourage students to equal or better the distance each time. Use large soft balls or foam balls initially and progress to smaller balls as the students’ skill increases.**Station 4 - Beanbag tag**. Each student holds a beanbag and uses it to tag each other. If tagged, the beanbag must go on the tagged players head and the tagged player jogs on the spot. On the teachers signal of “free” everyone is freed and the game begins again. Encourage students to dodge to get away from or catch each other.Finishing off**Alphabets**. Students move about a designated playing area using. When the teacher calls a letter of the alphabet three students form a group and make the shape of that letter. Use different ways of locomotion e.g. skip, hop, side gallop, jog, walk, jump.**Partner dodge**. Mark out a playing area. Students work in pairs to complete the activities below.1. Body lowered during change of direction

Students try to tag their partner who is facing them. Ask students: How does your partner avoid your tag? Why are the knees bent and feet apart?Students try the same activity but their partner starts with their legs straight and feet together. Ask students: Which way do you think works better? Why?1. Eyes focused in the direction of travel during the dodge

The teacher holds up numbers or coloured cards and students move towards teacher. As they head for the teacher the students must call out the colour or number being held up.**Paper balls.** Students work in pairs using a rolled up newspaper or a soft bat and scrunched up paper the size of a softball. Students stick the paper balls to a wall or other surface at about waist height spaced far enough apart so that they will not hit each other with the bats as they swing through. The first student stands with their feet shoulder width apart, performing the striking action from the previous activity. Students swing their bat trying to hit the paper ball without hitting the wall with their bat. Students could explore different ways of performing the skill such as:* facing the ball
* two hands on the bat then one hand on the bat
* straight arms through the whole swing or no back swing.

Each student has five turns and then swaps with their partner. The other student in the pair finds a space and skips using a skipping rope while waiting.**Follow through.** Students work in teams of four and number themselves one through to four. Student one has the bat and stands by the t-ball stand. The other students stand about ten metres away in single file. Student one hits the ball from the t-ball stand to student two, drops the bat and runs to the end of the line. Student two retrieves the ball, runs to the t-ball stand then strikes the ball to the next student. Continue until all students have hit the ball. Students jog on the spot while they wait in line. | Each activity will be more successful if you can get some parent helpers for each station. Alternatively senior students or “buddies” could be used to help.**Assessment strategy**The teacher observes students:* performance of skill components and correction and improvement where feedback is provided
* motivation to try new physical activities
* ability to follow instructions, rules and safety procedures
* appropriate and safe use of equipment
* cooperative behaviour towards others during physical activity
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