 Design a modified activity

Task

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

Outcomes

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

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

Skill domains

Self-management (S)

* •Decision-making and problem-solving

Interpersonal (I)

* Communication
* Collaboration, inclusion and relationship building
* Leadership and advocacy
* Social awareness

Movement (M)

* Fundamental and specialised movement skills and concepts
* Tactical and creative movement
* Health and fitness enhancing movement

Critical questions

* How can I use feedback to create adaptations to movement skills to make them more effective in different contexts?
* How can I create new rules, strategies and tactics to improve movement and evaluate the effect these have on performance?
* How can I include, assist and lead others during physical activity?

Content

* provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations, for example: (ACPMP099)
* develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)
* analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)
* transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)
* devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)
* reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)

Resources and preparation

* mobile devices, for example, tablets, smart phones, video camera
* video recording, screen casting and note taking applications

Learning activity description

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

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

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

* Students participate in a modified activity aimed at improving the skill of passing into space and the tactical movement of creating space and defending space.
	+ In a 10 m x 10 m grid, one team of 5-7 players aims to make ten successful passes of the ball.
	+ The attacking team cannot run with the ball.
	+ The defending team aims to stop them from making ten successful passes by knocking the ball down or intercepting the ball.
	+ There is no contact allowed.
	+ When the ball goes to ground or is dropped, the teams swap roles.
* Discuss with students how the activity can improve performance of passing into space. The following questions will aid in developing their understanding:
	+ where should you aim to pass the ball?
	+ how do you know where the person is moving to?
	+ when is the correct time to pass the ball?
* organise the class into teams to play the modified activity in grids. Give specific feedback to students and teams about how they can improve their performance. After a brief period of game play, stop the game and question students
	+ Which is the best type of pass to make in this game? Why?
	+ Who made ten successful passes? Explain your strategy
	+ What rules do you think would make the game fairer? For example, you cannot pass the ball back to the same person.
* Introduce one or two rules from suggestions by students. Change the opposing teams and play another brief period, incorporating all the strategies and new rules.
* Ask students the following questions: Is this a safe game? Why or why not?
	+ What makes a game safe?
	+ Do we need to make any changes to this game to make it even safer?
	+ Swap the teams again to play a new team for another period Increase the size of the playing field.
* Explain to students that, in groups of three to four, they will be designing their own modified activity. They need to select a skill or tactical problem and record their modified game to share with the class. Groups will need to:
	+ demonstrate the game
	+ explain to the class how the game will improve their chosen skill or tactical problem
	+ give specific feedback to the class on how to improve their performance in the chosen skill or tactical problem
	+ identify rules and/or regulations which ensure the game is safe.

This could be done using videos and interviews, video and screen casting software to explain the game or use of photos and images with text to explain the game in a presentation.

* Organise a place for students to save their files, e.g. class blog, OneDrive.
* Organise each group to show their game or present and explain the requirements of their modified game to the class and play the game.
* Give detailed feedback to each group on their tasks.