



# Western Australian Curriculum

## Physical Education

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Sample teaching and learning outline | Year 9

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## Overview

The sample teaching and learning outline provides a sequential series of content areas through which the Physical Education component of the *Western Australian Curriculum: Health and Physical Education* can be taught. Consistent with the rationale of the Health and Physical Education curriculum, this outline supports students' acquisition of movement skills, concepts and strategies to enable them to confidently, competently and creatively participate in a range of physical activities in various contexts and settings.

The sample teaching and learning outline includes an array of focus areas through which students can apply their competence and understanding of key skills and concepts. These key focus areas are suggested as mediums for teaching and learning.

## Year 9 Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Health and Physical Education provides opportunities for students to refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

In Year 9, students take into consideration the influence of external factors on their ability to make safe and informed choices, which may impact their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships, with a focus on skills that promote positive interactions and resolving conflict. Students examine effective strategies that may be implemented in situations where the giving or denying of consent is required.

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of movement skills. They explore ways to evaluate performances, through analysis of skills and movement, and measure a number of the body's responses to physical activities. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

## Year 9 Achievement standard

By the end of the year:

### **Health Education**

Students identify and apply relevant criteria to determine the effectiveness of various strategies that may be used to enhance health and wellbeing. They determine the appropriateness and reliability of health information and whether it is suitable for use in a particular context. Students examine a range of characteristics of respectful relationships. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.

### **Physical Education**

Students select and use individual movement skills and sequences that increase in complexity and perform them with increased speed and control and improved accuracy. They implement tactics and adapt them in response to previous performances. Students measure a number of the body's responses to physical activity. In competitive contexts, students participate ethically and demonstrate leadership and ways to build motivation. They encourage teamwork in various contexts toward inclusive, lifelong participation.

## Physical Education Year 9 Sample teaching and learning outline

Week	Curriculum content	Key teaching concepts	Lesson content
Weeks 1–3	<p>Movement skills and sequences within different physical activity contexts and settings reflecting:</p> <ul style="list-style-type: none"> <li>• increased speed and accuracy</li> <li>• improved efficiency</li> <li>• increased complexity</li> </ul> <p><i>Note: The above content is ongoing and will be addressed throughout the skill development teaching and learning activities</i></p> <p>Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments</p>	<p><b>Introduction</b></p> <p>Characteristics of sports categories/families:</p> <ul style="list-style-type: none"> <li>• invasion</li> <li>• net</li> <li>• striking/fielding</li> </ul> <p><b>Invasion sports</b></p> <ul style="list-style-type: none"> <li>• fundamental skill development to enable passing, receiving, moving when in possession, e.g. dribbling</li> </ul>	
Week 4	<p>Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments</p>	<p><b>Invasion sports</b></p> <ul style="list-style-type: none"> <li>• fundamental skill development to enable passing, receiving, moving when in possession, e.g. dribbling</li> </ul>	<p><b>Strategies to create and use space</b></p> <ul style="list-style-type: none"> <li>• creating space</li> <li>• goal-side positioning</li> <li>• between passer and receiver</li> <li>• width of a pass</li> <li>• evasion of opponents</li> </ul>
Weeks 5–6	<p>Skills, strategies and tactics in new or challenging movement situations and the impact of each on movement outcomes</p>	<p><b>Strategies to defend space</b></p> <p><b>Strategies to regain possession</b></p>	<p><b>Strategies to defend space</b></p> <ul style="list-style-type: none"> <li>• positioning between an opponent and the goal</li> <li>• using the body to block a pass or a scoring attempt</li> <li>• defending the goal</li> </ul> <p><b>Strategies to regain possession</b></p> <ul style="list-style-type: none"> <li>• tackle/steal the ball</li> <li>• intercept the ball</li> <li>• force the ball or the opponent out of bounds</li> </ul>

Week	Curriculum content	Key teaching concepts	Lesson content
Weeks 7–9	<p>Skills and strategies for effective leadership, including teamwork and motivation</p> <p>Characteristics of fair play and application of fair and ethical behaviour in physical activity</p> <p>Measurement of the body’s response to physical activity:</p> <ul style="list-style-type: none"> <li>• flexibility</li> <li>• strength</li> <li>• balance</li> <li>• endurance</li> </ul> <p>Use of games, recreational activities and outdoor pursuits to improve components of health, fitness and wellbeing</p>	<p><b>Game play</b></p>	<p><b>Modifying space, target, player numbers</b></p> <ul style="list-style-type: none"> <li>• tournament play, i.e. round robin, elimination, double elimination, league</li> </ul>
Weeks 10–12	<p>Skills and strategies for effective leadership, including teamwork and motivation</p> <p>Characteristics of fair play and application of fair and ethical behaviour in physical activity</p> <p>Measurement of the body’s response to physical activity:</p> <ul style="list-style-type: none"> <li>• flexibility</li> <li>• strength</li> <li>• balance</li> <li>• endurance</li> </ul> <p>Use of games, recreational activities and outdoor pursuits to improve components of health, fitness and wellbeing</p>	<p><b>Striking/fielding sports</b></p> <ul style="list-style-type: none"> <li>• characteristics of striking/fielding sports</li> <li>• fundamental skill development to enable striking, e.g. batting in baseball and fielding (retrieving and throwing)</li> </ul>	<p><b>Striking/fielding sports</b></p> <ul style="list-style-type: none"> <li>• striking object from a delivery versus a batting tee</li> <li>• fielding ball from ground versus in the air</li> </ul>

Week	Curriculum content	Key teaching concepts	Lesson content
Weeks 13–17	<p>Skills, strategies and tactics in new or challenging movement situations and the impact of each on movement outcomes</p> <p>Skills and strategies for effective leadership, including teamwork and motivation</p> <p>Characteristics of fair play and application of fair and ethical behaviour in physical activity</p>	<p><b>Using space</b></p> <p><b>Game play</b></p>	<p><b>Using space</b></p> <ul style="list-style-type: none"> <li>• hitting the ball to space away from fielders</li> <li>• hitting the ball out of the playing area</li> <li>• advancing a runner</li> </ul> <p><b>Defending space</b></p> <ul style="list-style-type: none"> <li>• fielding positions</li> <li>• variety in delivery of the ball</li> <li>• where to throw ball after being hit</li> </ul>
Weeks 18–19	<p>Skills, strategies and tactics in new or challenging movement situations and the impact of each on movement outcomes</p> <p>Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments</p>	<b>Game play</b>	<p><b>Alternative game play</b></p> <ul style="list-style-type: none"> <li>• tee-ball</li> <li>• softball</li> <li>• cricket</li> <li>• kick ball</li> </ul>
Weeks 20–23	Strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills	<p><b>Net sports</b></p> <ul style="list-style-type: none"> <li>• characteristics of net sports</li> <li>• fundamental skill development to enable a variety of passing methods to teammate or sending object to opponent</li> </ul>	<p><b>Net sports</b></p> <ul style="list-style-type: none"> <li>• attacking versus defending</li> <li>• with a racquet versus without a racquet</li> </ul>
Week 24	Strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills	<b>Using space</b>	<p><b>Using space</b></p> <ul style="list-style-type: none"> <li>• controlling court space</li> <li>• moving opponent around court</li> <li>• shot placement</li> </ul>
Week 25	Strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills	<b>Defending space</b>	<p><b>Defending space</b></p> <ul style="list-style-type: none"> <li>• positioning and team alignments on court</li> <li>• defensive shot selection</li> </ul>

Week	Curriculum content	Key teaching concepts	Lesson content
Weeks 26–27	Use of games, recreational activities and outdoor pursuits to improve components of health, fitness and wellbeing	<b>Modified game play</b>	<b>Modified game play</b> <ul style="list-style-type: none"> <li>• modifying player numbers, e.g. singles versus doubles, beach versus indoor volleyball</li> </ul>
Weeks 28–30	Skills and strategies for effective leadership, including teamwork and motivation  Characteristics of fair play and application of fair and ethical behaviour in physical activity	<b>Game play</b>	<b>Game play</b> <ul style="list-style-type: none"> <li>• scoring systems</li> <li>• singles, doubles</li> <li>• tournament play, i.e. round robin, elimination, double elimination, league</li> </ul>