



Sample assessment task

Year level	1
Learning area	Health and Physical Education
Subject	Physical Education
Title of task	New kids on the dodge

Task details

Description of task	Students will demonstrate an awareness of space, and strengthen their ability to move their bodies quickly in different directions to avoid colliding with a beanbag. Students will participate in a game of dodge to practise this fundamental movement skill
Type of assessment	Formative
Purpose of assessment	To inform the teacher of students' strengths in spatial awareness and ability to change directions quickly and safely
Assessment strategy	Group activities Simple games
Evidence to be collected	Observation checklists
Suggested time	One to two lessons

Content description

Content from the Western Australian Curriculum	Locomotor skills: <ul style="list-style-type: none"> • jump (one foot) • dodge • skip
Early Years Learning Framework (EYLF)	Outcome 3: Children have a strong sense of wellbeing Children take increasing responsibility for their own health and physical wellbeing [Commonwealth of Australia. (2009). <i>Belonging, being & becoming—the Early Years Learning Framework for Australia</i> . Canberra: Australian Government Department of Education, Employment and Workplace Relations.]
National Quality Standard	National Quality Standard: Quality Area 2 – Children's health and safety Standard 2.2 – Healthy eating and physical activity are embedded in the program for children. Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. [Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]

Task preparation

Prior learning	Students have had opportunities to practise the skills of spatial awareness. Students have practised moving their bodies for different purposes (e.g. dance and other sports). Students are aware of the importance of playing by the rules to keep people safe.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.

Assessment task	
Assessment conditions	Assessment will involve students in individual and small group/pair scenarios.
Resources	<ul style="list-style-type: none"> • Fundamental movement skills performance assessment support material – Dodge • An outdoor or indoor space large enough to accommodate student numbers • Boundary cones, two beanbags per student, whistle, student checklist

Instructions for teacher

New kids on the dodge

[Based on iSTAR– A model for connected practice within and across classrooms. Western Australian Primary Principals' Association.]

Strategy	
Inspire/inform	<ul style="list-style-type: none"> • Prior to leaving the classroom, draw around the body of a student to create an actual size poster and attach to a door or wall in the classroom. • Discuss with students the word 'dodge' (movement that changes direction quickly). • Ask a student to come and throw a beanbag at the poster on the door or wall. • Discuss what happened (poster is still and didn't move, bag hit the person – ouch!). Model dodging actions. • Discuss the organisation and rules of the game: <ul style="list-style-type: none"> ▪ break the students into three groups ▪ one group starts at the top of the playing area (dodging group) ▪ the two other groups start spread out along either side of the cones with two beanbags each ▪ when the whistle blows, the dodging group run down the middle of the cones, dodging the beanbags that are being thrown by the outside teams ▪ when the dodging team reach the end of the passage, they run around the throwing teams and back to the start position. The throwing teams collect two beanbags each from the ground and reposition themselves outside the cones. ▪ conduct a brief discussion and recognition of those who got hit with a beanbag and how they could avoid being hit again ▪ play the game once again (each group will be given two turns each rotation). • Safety considerations: Throw the beanbags hard enough to reach a student but not hurt a student. Students to aim for the chest and below (not the head). • Ask students to stand in a space and throw imaginary beanbags at them so that they practise moving, as though dodging, using their bodies appropriately.
Show	<ul style="list-style-type: none"> • Set up the playing space, with the students, explaining the game again (students to stand in a group watching and listening): two rows of cones (six to eight on each side, one metre space between each cone) and approximately three to four metres space between the two rows of cones to form a passage to run through. • Demonstrate each role of the game (dodger and thrower roles).
Tell	<ul style="list-style-type: none"> • Allocate the roles to the groups and allow them to take up their start positions. • Inform them that the game will commence on the blow of the whistle. • Remind them of the safety considerations.
Apply	<ul style="list-style-type: none"> • Students play the game. • Continue the game for as long as time allows.
Reflect	<ul style="list-style-type: none"> • Stop and reflect throughout the game. • If you see dangerous play, pause and discuss. • Remind students of the movement of dodge when necessary. <p>Whole class reflection:</p> <ul style="list-style-type: none"> • What did you notice? What did you learn? What could you change? Did you use your body appropriately to dodge the beanbags? How did you do this effectively?

Sample assessment key

I = Independent SS = Some Support LS = Lots of Support

Student names	Spatial awareness	Changing direction quickly and safely	Comments

Making connections across learning environments

National Quality Standard: Quality Area 2 – Children’s health and safety

Standard 2.2 – Healthy eating and physical activity are embedded in the program for children.

Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

[Based on: *Guide to the National Quality Standard (ACECQA)*. Used under Creative Commons Attribution 3.0 Australia licence.]

	Provocation/activities	Resources
Inside spaces/ environments	<p>Duck, dive and swerve Play a game of musical statues with a difference. Duck = squat on the ground, flapping wings and quacking; dive = stand tall, hands in the air making splashing sounds; swerve = spinning in one direction with a whizzing sound. Students dance and move to music. When the music stops, teacher announces either duck, dive or swerve and the students perform that action. Repeat for as long as desired.</p>	Music
	<p>Keep it safe! (Posters) Students make a poster depicting the safety rules of the game. For example, they could draw a head with a cross through it to indicate ‘do not throw at head’.</p>	A3 or larger paper Collage materials such as seeds, wool, cotton, materials etc Scissors, glue, pencils, markers etc
	<p>Target practice Students practise their aim by throwing beanbags into a bucket, playing quoits or throwing beanbags into stationary hoops from a certain distance.</p>	Bucket Beanbags Quoits (purchased or homemade) Hoops

Outside spaces/ environments	<p>Bullseye</p> <p>Draw some 'targets' in the environment (walls, floors, paths, fences) for students to practise their aim by hitting a target using water balloons, beanbags, soft balls or flour bombs. Each target will represent a score. Students add up their scores to see how many points they got after each round. (At the end, students must clean up the mess to protect the environment and nature.)</p>	<p>Chalk for targets and score</p> <p>Make your own paper targets (optional)</p> <p>Water balloons, beanbags, soft balls or flour bombs</p>
	<p>Flyswat balloon</p> <p>Use flyswats and balloons to play 'keep it off the ground'. Students try to keep the balloon off the ground by tapping it with a flyswat. The balloon must not touch the ground. Students count how many taps they have in a one-minute timeframe. Students use a timer to monitor the time.</p>	<p>Flyswats</p> <p>Balloons</p> <p>Timer</p>
	<p>Splat painting</p> <p>Set up a long strip of paper on a grassed area. Supply four trays with different coloured paint and four flyswats (one in each tray). Students create a collaborative art piece by splatting the paint on the large paper. When dry, the paper can be cut up and distributed to all those who participated.</p>	<p>Long strip of paper (A3 or larger connected)</p> <p>4 trays</p> <p>4 flyswats</p> <p>4 colours of paint</p>