



HEALTH AND PHYSICAL EDUCATION: PHYSICAL EDUCATION

Teaching, learning and assessment exemplar
Year 5



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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Contents

The Western Australian Curriculum 1
 The Health and Physical Education curriculum 1

This exemplar..... 2
 Catering for diversity 2
 Using this exemplar 3
 Links to electronic resources 3

Best practice 4
 Teaching and learning 4
 Assessing 4
 Reflecting..... 4

Western Australian Curriculum | What will be taught 5

Achievement standard | What is assessed 6

Term 1 Weeks 1–8..... 7

Term 2 Weeks 1–8.....18

Term 3 Weeks 1–8.....31

Term 4 Weeks 1–8.....43

Appendix A: Resources54

Appendix B: Assessment task 185

Appendix C: Assessment task 291



The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the [Outline](https://k10outline.scsa.wa.edu.au) – <https://k10outline.scsa.wa.edu.au>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

The Health and Physical Education curriculum

The mandated curriculum is presented in the year-level curriculum documents.

The year-level curricula for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required in the next year.



This exemplar

This Year 5 Physical Education exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents planning for eight weeks of teaching and learning, suggested assessment points, for each of the four terms, with a time allocation of one hour per week.

The Health and Physical Education curriculum has been shaped by five interrelated propositions that are informed by a strong evidence base. This Physical Education exemplar has been informed by these same propositions:

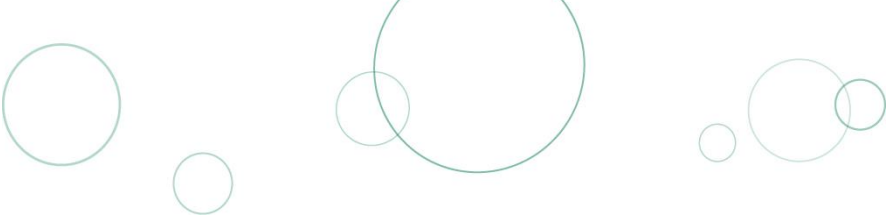
- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

Consistent with a strengths-based approach, a successful Health and Physical Education program is where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their strengths and interests.

While the exemplar has been written for one hour per week, school systems/sector, including the Department of Education, Catholic Education Western Australia, and the Association of Independent Schools of Western Australia, may have programs additional to the Western Australian Health and Physical Education curriculum that are taught in schools.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

Teachers may find opportunities to incorporate the General capabilities and the Cross-curriculum priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-teaching/health-and-physical-education-ways-of-teaching>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard.

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-assessing/health-and-physical-education-ways-of-assessing>.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



Western Australian Curriculum | What will be taught

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 5, students learn about behaviours they can implement in uncomfortable and/or unsafe situations, including online interactions. Students learn about ways they can make decisions and take action to promote safe and healthy lifestyle practices in a range of contexts. They focus on the importance of preventive measures to enhance their own health and promote a healthy lifestyle.

Students develop and refine greater proficiency across a range of movement skills, strategies and tactics. They focus on improving awareness of body position in relation to objects, other people and space, and assess how this can help them to successfully achieve movement outcomes or goals. Students examine the different roles and responsibilities associated with physical activity participation and continue to apply ethical behaviour that is consistent with promoting fair play and championing appropriate sporting conduct.



Achievement standard | What is assessed

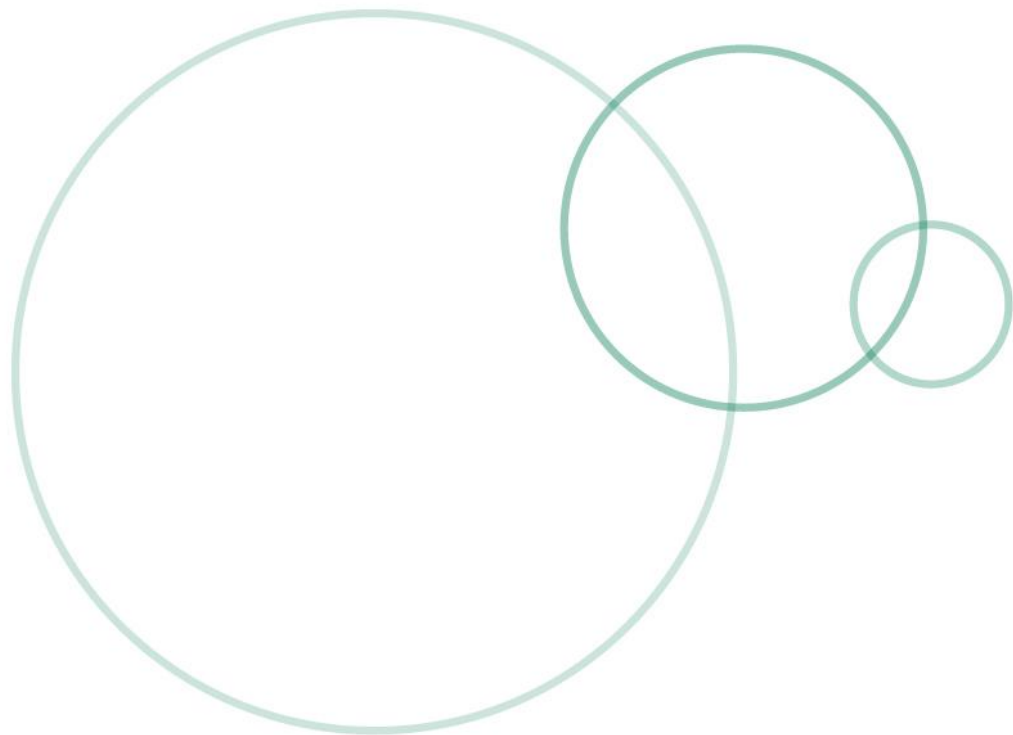
By the end of the year:

Health Education

Students identify practical strategies for promoting a healthy lifestyle and adapting to changing situations that occur as they grow and mature. They explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. Students identify emotional responses appropriate to different situations and apply skills and strategies to manage relationships over time.

Physical Education

Students perform a variety of fundamental movement skills with some competency. They implement simple tactics in physical activity and game contexts and respond to challenges involving people, objects and space to achieve an intended outcome. Students explain some of the benefits of regular physical activity and maintaining physical fitness in relation to physical, mental and emotional wellbeing. They use movement skills that combine the elements of effort, space, time, objects and people to improve movement outcomes. Students demonstrate ethical behaviour and use this to be effective when taking on the role of player or referee/umpire.



TERM 1 WEEKS 1–8

Physical Education

Overview – Term 1

Invasion games Soccer and Australian rules football							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Setting up classroom	Soccer	Soccer	Soccer	Soccer	Australian rules football 9s	Australian rules football 9s	Australian rules football 9s
Freeze <ul style="list-style-type: none"> respond to whistle 	Stop and go soccer <ul style="list-style-type: none"> foot dribble 	Dribblers and robbers <ul style="list-style-type: none"> foot dribble tackling 	Dribble octopus <ul style="list-style-type: none"> foot dribble tackling 	Dribbling through gates <ul style="list-style-type: none"> foot dribble 	Sharks and islands <ul style="list-style-type: none"> evasion 	Stork tag <ul style="list-style-type: none"> evasion handball 	Space kicks <ul style="list-style-type: none"> kicking marking
Freeze – pair up share up <ul style="list-style-type: none"> importance of being active 	One cone soccer <ul style="list-style-type: none"> foot dribble tackling attacking and dribbling tactics 	Pairs passing <ul style="list-style-type: none"> passing kicking trapping 	Single cone soccer 2v2 <ul style="list-style-type: none"> attacking and defending tactics 	Numbers passing <ul style="list-style-type: none"> passing kicking 	Pairs passing <ul style="list-style-type: none"> handball 	Kick 2 kick <ul style="list-style-type: none"> kicking marking 	Coast to coast <ul style="list-style-type: none"> kicking handball invasion game
Steal the balls <ul style="list-style-type: none"> invasion game 	Pin galore soccer <ul style="list-style-type: none"> invasion game attacking defending 	Pass to score <ul style="list-style-type: none"> passing trapping attacking and defending tactics 	Barcelona <ul style="list-style-type: none"> attacking strategy defending 	Hot box <ul style="list-style-type: none"> attacking strategy defending 	Round the bend <ul style="list-style-type: none"> invasion game handball attacking strategy 	Coast to coast <ul style="list-style-type: none"> kicking handball invasion game 	Australian rules football 9s <ul style="list-style-type: none"> game play practice

Term 1 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p>	<p>Learning intentions</p> <p>Demonstrate body and spatial awareness when responding to a call</p> <p>Describe the importance of valuing, developing and maintaining positive physical activity</p> <p>Explain how regular physical activity affects physical, mental and emotional wellbeing</p> <p>Demonstrate strategies and tactics as a team to gain possession and evade the tag</p> <p>Focus questions</p> <ul style="list-style-type: none"> • Why is it important to stop what you're doing, look at the teacher and listen when you hear the attention getter? • Why is it important to wear a hat and suitable footwear? • Why is it important to carry a water bottle? • What is an example of a positive physical activity? • How do you feel after being active? • What strategies and tactics did you use to gain possession? 	<p>Activity 1 – Freeze Focus: respond to a call and complete a movement challenge</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Freeze – pair up share up Focus: describe benefits of regular physical activity</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Steal the balls Focus: apply strategies and tactics to an invasion game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">• What strategies and tactics did you use to evade the tag?• What movement skills did you need in Level 1 of 'Steal the balls'?• What movement skills or challenges can you include in Level 2 to make it harder?	

Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p>	<p>Learning intentions Demonstrate the fundamental movement skill of foot dribbling to control a soccer ball</p> <p>Demonstrate the ability to dribble and kick a soccer ball to reach a target under defensive pressure</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the key teaching points for dribbling a soccer ball? • How far in front of you should you kick the soccer ball when dribbling? • What might happen if you kick the ball too far out in front of yourself? • What tactics can you use to get around your partner to make a shot at the cone? • What tactics from 'One cone soccer' can you apply to 'Pin galore soccer'? • How did you work as a team to attack and defend? 	<p>Activity 1 – Stop and go soccer Focus: respond to a call and complete a movement challenge</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – One cone soccer Focus: kick the soccer ball at a cone while evading a defender</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Pin galore soccer Focus: dribbling and kicking to reach a target in a modified game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p>	<p>Learning intentions Demonstrate the fundamental movement skill of foot dribbling to control a soccer ball, with and without defensive pressure</p> <p>Demonstrate the fundamental movement skill of kicking when passing a soccer ball through a gate</p> <p>Demonstrate dribbling, kicking and passing soccer skills on offence and defence in a modified game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the key teaching points for dribbling a soccer ball? • What tactics can be used to help keep possession of the ball? • How do you kick a soccer ball accurately at a target? • How does the distance from the target affect the kick? • How can you adjust the kicking force on the ball to improve accuracy and control? • What makes a pass successful? • When your team is attacking, what should you be doing if you don't have the ball? • After passing the ball to a teammate, what should you do? • When your team is defending, what should you be doing? 	<p>Activity 1 – Dribblers and robbers Focus: gain/maintain possession of the ball while dribbling</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Pairs passing Focus: pass the ball accurately through a gate to a partner</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Pass to score Focus: dribbling and kicking to reach a target in a modified game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skill of foot dribbling to control a soccer ball, with and without defensive pressure</p> <p>Demonstrate defensive and offensive strategies and tactics in a modified game</p> <p>Demonstrate dribbling, kicking and passing soccer skills on offence and defence in a modified game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the key teaching points for dribbling a soccer ball? • What can you do to defend your ball and maintain possession? • How can you block or steal another player’s ball? • What attacking tactics can you use if you don’t have the ball? • What attacking tactics can you use if you have the ball? • When defending, what tactics could you use? • Why should you move after you have passed the ball? • How can communication be used to benefit your team? • What strategy did your team use to earn the highest amount of points? 	<p>Activity 1 – Dribble octopus Focus: gain/maintain possession of the ball while dribbling</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Single cone soccer 2v2 Focus: use dribbling and passing with a partner to kick the ball at the cone</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Barcelona Focus: use short passes and evade defenders to score points</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 1 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skill of foot dribbling to control a soccer ball at increased speed</p> <p>Demonstrate defensive and offensive strategies and tactics in a modified game</p> <p>Demonstrate dribbling, kicking and passing soccer skills on offence and defence in a modified game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the key teaching points for dribbling a soccer ball? • How can communication be used to benefit your team? • How can your team keep the ball moving in ‘Numbers passing’? • What strategies and tactics did your team use to take advantage of the hot box space? • How was the hot box space challenging in game play? 	<p>Activity 1 – Dribbling through gates Focus: dribble a soccer ball with control at increased speed</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Numbers passing Focus: work collaboratively with a team to pass the ball</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Hot box Focus: use short passes and evade defenders to score points with space constraints</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 1 Week 6

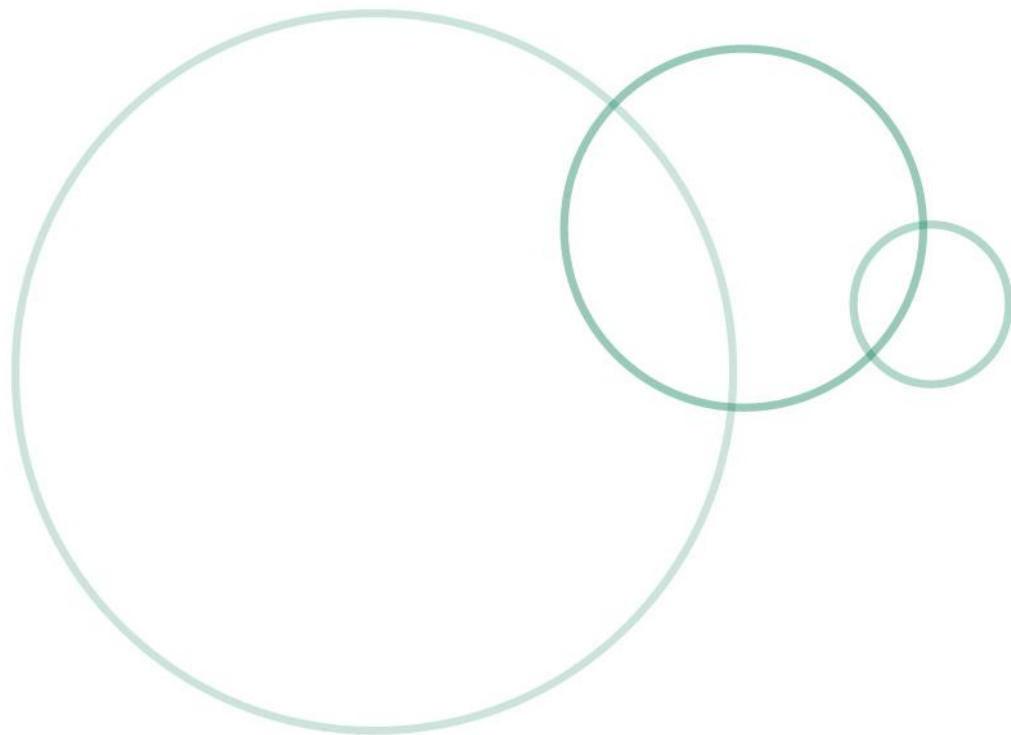
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p>	<p>Learning intentions</p> <p>Demonstrate evasion skills in a modified tag game</p> <p>Demonstrate the movement skill of handball in a modified game</p> <p>Combine fundamental movement skills and adjust force and speed to improve accuracy and control in a minor game</p> <p>Demonstrate attacking strategies that move the ball forward or enable a scoring opportunity</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What movement skills could be used to avoid being tagged by the sharks in ‘Sharks and islands’? • How do you perform a handball? • How do you adjust force on the ball to improve accuracy and control in modified game play? • How do you adjust speed to improve accuracy and control in modified game play? • What strategies did you use to advance the ball as an attacking player? 	<p>Activity 1 – Sharks and islands Focus: movement skills to evade a tag</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Pairs passing Focus: practise the movement skill of handball</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Round the bend Focus: utilise the skill of handball in a modified game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 1 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p>	<p>Learning intentions</p> <p>Demonstrate the ability to evade an attacking player</p> <p>Demonstrate the movement skills of kicking, marking and handball during modified game play</p> <p>Combine fundamental movement skills and adjust force and speed to improve accuracy and control in a minor game</p> <p>Demonstrate attacking strategies that move the ball forward or enable a scoring opportunity</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did you evade being tagged by a player in ‘Stork tag’? • How did you use the space on the field to maintain possession of the ball? • How do you kick a drop punt? • How can you adjust force and speed in kicking to improve accuracy and control? • What strategies did your team use to defend the ball in ‘Coast to coast’? • How did your team use space during the game to score? Defend? • What is the advantage of passing within the same zone? 	<p>Activity 1 – Stork tag Focus: practise the movement skills of evasion and handball</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Kick 2 kick Focus: practise the movement skills of kicking and marking</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Coast to coast Focus: use short passes and evade defenders to score points with space constraints</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p>	<p>Learning intentions</p> <p>Demonstrate the movement skills of kicking, marking and handball during modified game play</p> <p>Demonstrate attacking strategies that move the ball forward or enable a scoring opportunity</p> <p>Demonstrate and describe the basic rules of AFL 9s</p> <p>Demonstrate movement skills and tactics in a modified game of AFL 9s</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How can you adjust force and speed in kicking to improve accuracy and control? • What strategies did your team use to defend the ball in 'Coast to coast'? • How did your team use space during the game to score? Defend? • When defending, what can you do to increase your chance of tagging the attacker? • What are the basic rules of AFL 9s? • How could you use the attacking strategies you have learnt this term in another sport other than soccer and AFL? 	<p>Activity 1 – Space kicks Focus: practise the skills of kicking and marking</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Coast to coast Focus: use short passes and evade defenders to score points with space constraints</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Australian rules football 9s Focus: participate in AFL 9s game play</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



TERM 2 WEEKS 1–8

Physical Education

Overview – Term 2

Net/wall games Crossminton and athletics							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Crossminton	Crossminton	Crossminton	Crossminton	Crossminton	Crossminton	Athletics	Athletics
Introduction of the speeder <ul style="list-style-type: none"> • serving technique • partner exercises 	All against one <ul style="list-style-type: none"> • stroke technique • grip 	Man in a mirror <ul style="list-style-type: none"> • stroke technique • grip 	Extra work <ul style="list-style-type: none"> • control • accuracy 	Last man standing <ul style="list-style-type: none"> • control 	Jack in the box <ul style="list-style-type: none"> • control • service technique 	Racing cars <ul style="list-style-type: none"> • benefits to physical wellbeing 	Turn over the hats <ul style="list-style-type: none"> • benefits to mental wellbeing
Introduction of the racquets <ul style="list-style-type: none"> • grip and ready position • racquet acrobatics 	In the hoop <ul style="list-style-type: none"> • work cooperatively • control accuracy 	Two at a time <ul style="list-style-type: none"> • balance • linking movement skills 	Hitting sequences <ul style="list-style-type: none"> • control • accuracy • stroke technique 	Summative assessment <ul style="list-style-type: none"> • Appendix B 		Continuous relay <ul style="list-style-type: none"> • relaxed style • even pace 	Follow the leader relay <ul style="list-style-type: none"> • relaxed style • even pace
Take the risk <ul style="list-style-type: none"> • hitting the speeder • control and accuracy 	Jail <ul style="list-style-type: none"> • control • accuracy 	Round the world <ul style="list-style-type: none"> • control • accuracy 	Match play variations <ul style="list-style-type: none"> • strategies and tactics • game play 			Cross-country fun run <ul style="list-style-type: none"> • benefits to emotional wellbeing 	Breakaway <ul style="list-style-type: none"> • benefits to overall wellbeing

Term 2 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions Demonstrate movement skills of racquet grip, serving and hitting the speeder that combine elements to improve movement outcomes</p> <p>Demonstrate the ability to control the speeder by adjusting force and speed</p> <p>Demonstrate and describe the basic rules of Crossminton</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the match rules of Crossminton? • How is the Crossminton speeder similar to and different from a badminton shuttle? • What are the phases of the service? • How do you perform the forehand? • How do you perform the overhead stroke? • How do you grip the Crossminton racquet? • What is the basic position? • How is the Crossminton racquet similar to and different from other racquets? • How did you adjust the force and speed of the speeder to improve accuracy and control? 	<p>Activity 1 – Introduction of the speeder Focus: introduction to the rules of the game, introduction of serving technique and hitting the speeder</p> <ul style="list-style-type: none"> • Introduction to the rules of the game and techniques – service, forehand, backhand, overhead strokes (Appendix A). • Drill-based practice for students – Small tasks and Partner exercises (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Introduction of the racquets Focus: introduction of grip and ready position</p> <ul style="list-style-type: none"> • Introduction of grip and ready position (Appendix A). • Drill-based practice for students – Introduction of the racquets and Racquet acrobatics (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Take the risk Focus: hitting the speeder with control and accuracy</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">• What other sports also use the fundamental skills of Crossminton?	Concluding activity <ul style="list-style-type: none">• Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions Demonstrate movement skills of racquet grip, serving and hitting the speeder that combine elements to improve movement outcomes</p> <p>Demonstrate the ability to maintain a speeder rally with a partner</p> <p>Demonstrate the ability to control the speeder by adjusting force and speed</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the match rules of Crossminton? • What are the phases of the service? • How do you perform the forehand? • How do you perform the overhead stroke? • How do you grip the Crossminton racquet? • What is the basic position? • What did you do to keep the speeder rally going with your partner? • How did you adjust the force and speed of the speeder to improve accuracy and control? 	<p>Activity 1 – All against one Focus: revise stroke techniques</p> <ul style="list-style-type: none"> • Revise the rules of the game and techniques – service, forehand, backhand, overhead strokes (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – In the hoop Focus: work cooperatively to rally a speeder back and forth</p> <ul style="list-style-type: none"> • Revise grip and ready position (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Jail Focus: hitting the speeder with control and accuracy</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions Demonstrate movement skills of racquet grip, serving and hitting the speeder that combine elements to improve movement outcomes</p> <p>Demonstrate the fundamental movement skill of balance to perform a movement challenge in multiple sports</p> <p>Demonstrate the ability to control the speeder by adjusting force and speed</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the phases of the service? • How do you perform the forehand? • How do you perform the overhead stroke? • How do you grip the Crossminton racquet? • What is the basic position? • How did you balance the speeder while completing a movement task from a different sport? • How did you adjust the force and speed of the speeder to improve accuracy and control? 	<p>Activity 1 – Man in a mirror Focus: revise stroke techniques</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Two at a time Focus: practise balance and control of the racquet and speeder</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Round the world Focus: hitting the speeder with control and accuracy</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions Demonstrate control of the speeder while completing various movement challenges</p> <p>Demonstrate Crossminton stroke techniques of forehand, backhand and overhead</p> <p>Demonstrate the ability to control the speeder by adjusting force and speed</p> <p>Demonstrate the ability to play a game or modified game of Crossminton</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did you control the speeder while completing various movement challenges? • What strategies did you and your partner utilise to keep the speeder off the ground? • How did you use stroke techniques to complete the movement challenges given by the teacher? • How did you adjust the force and speed of the speeder to improve accuracy and control? • What strategies did you use during match play to win the point? • What tactics did you use during match play to not let the speeder hit the ground on your side? 	<p>Activity 1 – Extra work Focus: control the speeder while completing movement challenges</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Hitting sequences Focus: control the speeder during several stroke techniques while accurately hitting to a partner</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Match play variations Focus: participate in game play activities</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 2 Week 5


Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions Demonstrate the ability to control the speeder by adjusting force and speed</p> <p>Demonstrate Crossminton skills during a game play activity</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you keep the speeder off the ground? • How do you control the speeder during game play? • How do you accurately hit the speeder during game play? • What strategies and tactics did you use when attacking and defending during game play? 	<p>Activity 1 – Last man standing Focus: control the speeder</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Summative assessment Focus: demonstrate movement skills, strategies and tactics during game play</p> <ul style="list-style-type: none"> • Complete summative assessment (Appendix B). <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions Demonstrate the ability to control the speeder by adjusting force and speed</p> <p>Demonstrate Crossminton skills during a game play activity</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you keep the speeder off the ground? • How do you serve the speeder? • How do you control the speeder during game play? • How do you accurately hit the speeder during game play? • What strategies and tactics did you use when attacking and defending during game play? 	<p>Activity 1 – Jack in the box Focus: control the speeder and practise the serve</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Summative assessment Focus: demonstrate movement skills, strategies and tactics during game play</p> <ul style="list-style-type: none"> • Complete summative assessment (Appendix B). <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p>	<p>Learning intentions Demonstrate the application of middle distance/cross-country running techniques to running activities</p> <p>Demonstrate a smooth, relaxed, rhythmic running style at an even pace</p> <p>Describe benefits of regular physical activity and physical fitness to physical and emotional wellbeing</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the key teaching points of basic distance running? • What strategies did you use to avoid experiencing the common faults? • How did you feel physically while completing the ‘Racing cars’ activity? • What are the benefits of regular physical activity and physical fitness to physical wellbeing? • What does a strong running style look like? • How can you maintain an even pace while running? • How did you apply running techniques to the ‘Cross-country fun run’ activity? 	<p>Activity 1 – Racing cars Focus: apply fundamentals of running to an activity; describe benefits to physical wellbeing</p> <ul style="list-style-type: none"> • Revision of middle distance/cross-country event: working model, common faults and basic rules (Appendix A). • Drill-based practice for students (Appendix A). • Discussion of benefits to physical wellbeing (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Continuous relay Focus: demonstrate a rhythmic running style at an even pace</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Cross-country fun run Focus: demonstrate running techniques in a running activity; describe benefits to emotional wellbeing</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Discussion of benefits to emotional wellbeing (Appendix A). • Provide feedback and check for understanding.



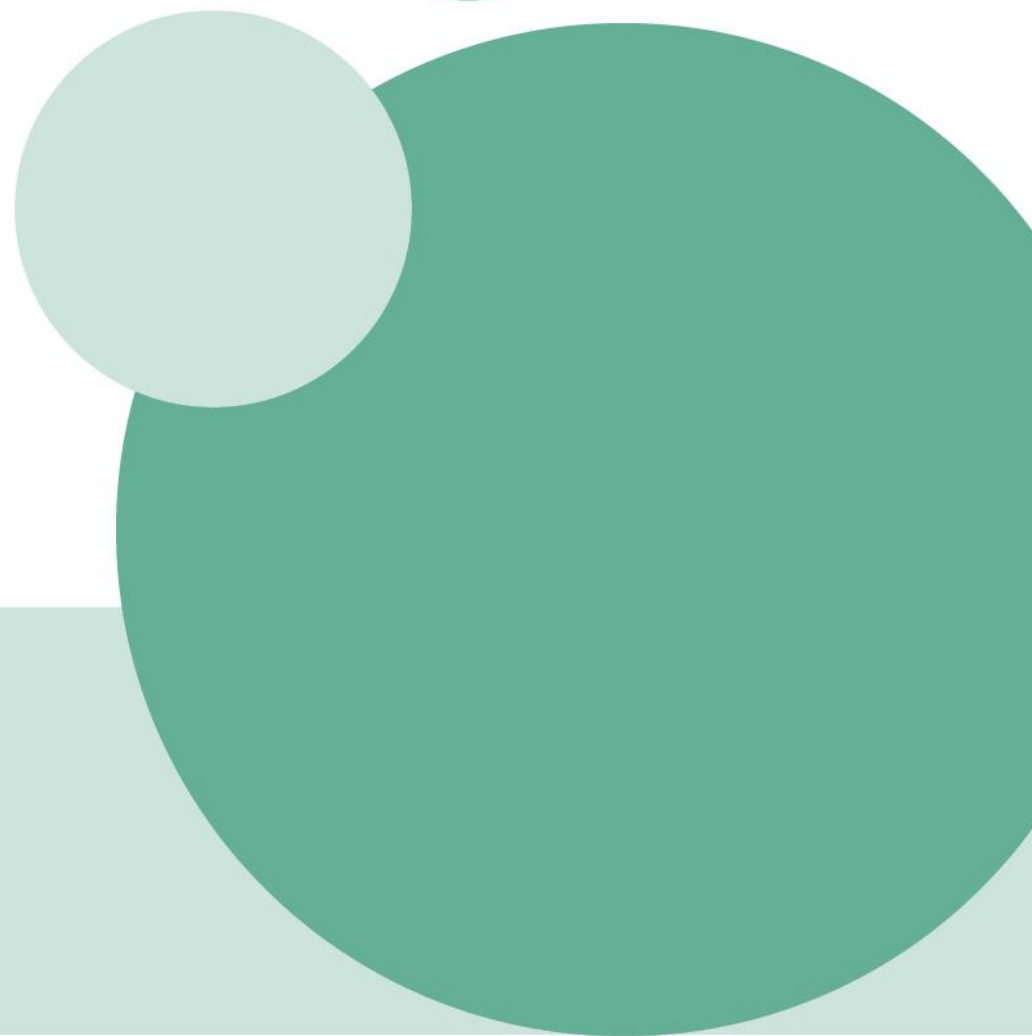
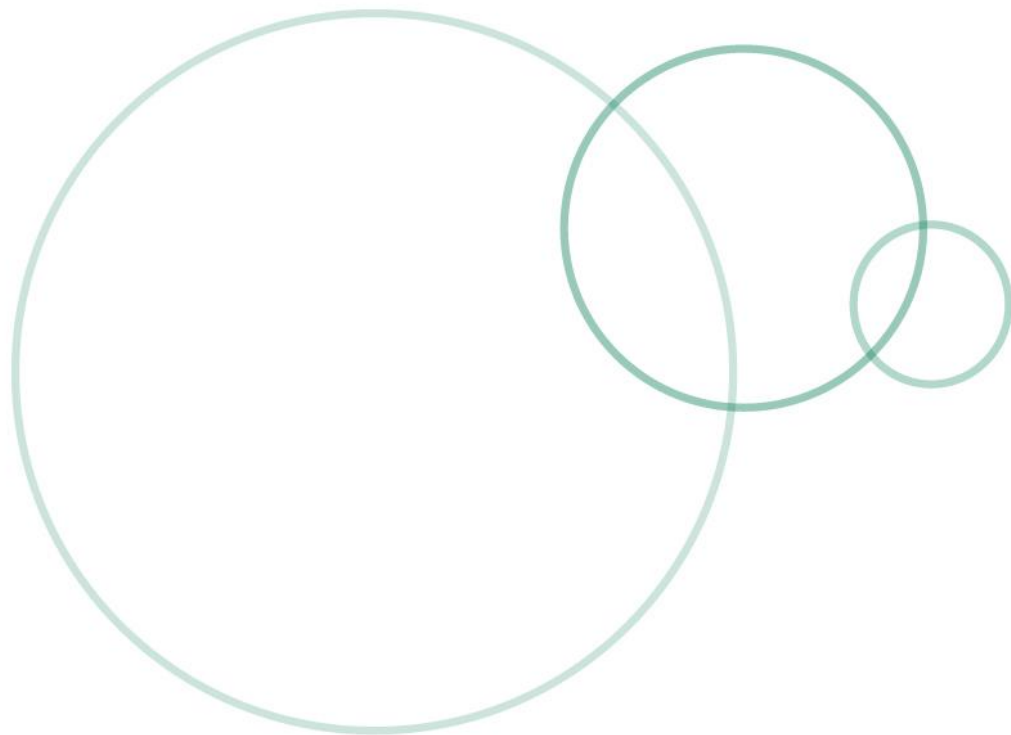
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> • How did you feel emotionally while completing the 'Cross-country fun run' activity? • What are benefits of regular physical activity and physical fitness to emotional wellbeing? 	<p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p>	<p>Learning intentions Demonstrate the application of middle distance/cross-country running techniques to running activities</p> <p>Demonstrate a smooth, relaxed, rhythmic running style at an even pace</p> <p>Describe benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the key teaching points of basic distance running? • How did you feel mentally while completing the ‘Turn over the hats’ activity? • What are benefits of regular physical activity and physical fitness to mental wellbeing? • What does a strong running style look like? • How can you maintain an even pace while running? • How did you apply running techniques to the ‘Breakaway’ activity? 	<p>Activity 1 – Turn over the hats Focus: work with a team to complete a running activity; describe benefits to mental wellbeing</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Discussion of benefits to mental wellbeing (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Follow the leader relay Focus: demonstrate a rhythmic running style at an even pace</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Breakaway Focus: demonstrate running techniques in a running activity; describe physical activity benefits to overall wellbeing</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Discussion of benefits to overall wellbeing (Appendix A). • Provide feedback and check for understanding.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">• What are benefits of regular physical activity and physical fitness to overall wellbeing?	Concluding activity <ul style="list-style-type: none">• Instruct students to identify, describe and/or demonstrate responses to the focus questions.



TERM 3 WEEKS 1–8

Physical Education

Overview – Term 3

Invasion games Athletics and Baseball5							
Week 1 Athletics	Week 2 Athletics	Week 3 Baseball5	Week 4 Baseball5	Week 5 Baseball5	Week 6 Baseball5	Week 7 Baseball5	Week 8 Baseball5
Standing start, no run-up, no pit <ul style="list-style-type: none"> • hop, step, jump 	Grip & standing throw <ul style="list-style-type: none"> • grip • accuracy • throwing 	Introduction & Hit to a partner <ul style="list-style-type: none"> • rules • skills required • hand striking skills 	Base relay <ul style="list-style-type: none"> • base running 	Bombard <ul style="list-style-type: none"> • overarm throw 	Rats and rabbits <ul style="list-style-type: none"> • evasion 	Sharks and sardines <ul style="list-style-type: none"> • evasion 	Rats and rabbits <ul style="list-style-type: none"> • evasion
Short run-up, no pit <ul style="list-style-type: none"> • building momentum hop, step, jump 	Step & throw, Walk & throw <ul style="list-style-type: none"> • approach • accuracy • fluency 	Target hitting <ul style="list-style-type: none"> • hand striking skills 	Defend the line <ul style="list-style-type: none"> • fielding 	Gorri <ul style="list-style-type: none"> • overarm throw • fielding 	Modified Baseball5 <ul style="list-style-type: none"> • modified game play 	Modified Baseball5 <ul style="list-style-type: none"> • modified game play 	Summative assessment <ul style="list-style-type: none"> • Appendix C
Short and long run-up into the pit <ul style="list-style-type: none"> • triple jump landing • peer and self-review 	Withdraw & throw, Run and throw <ul style="list-style-type: none"> • withdraw • control • accuracy 	Race to the base <ul style="list-style-type: none"> • hitting tactics • accuracy • base running 	Ribby <ul style="list-style-type: none"> • hitting accuracy • base running • fielding tactics 	Multi-ball baseball <ul style="list-style-type: none"> • modified game play 			

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the hop, step and jump steps in completing a triple jump</p> <p>Demonstrate the ability to build momentum through a run prior to completing a triple jump with fluency</p> <p>Demonstrate a triple jump with fluency and control</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the key teaching points of the triple jump? • How should you hold your body when approaching the take-off mat? • How is the triple jump similar to and different from the long jump? • How does a short run-up affect your ability to complete the triple jump steps? • How do you land in the pit effectively? • How does a longer, faster run-up into the pit affect the fluency and control of the triple jump? 	<p>Activity 1 – Standing start, no run-up, no pit Focus: demonstrate the hop, step and jump steps</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Short run-up, no pit Focus: demonstrate the hop, step and jump steps with a short run-up</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activities 3 & 4 – Short and longer, faster run-up into the pit Focus: demonstrate a triple jump with control and fluency</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Students work with peers to conduct a peer review and self-assessment (Appendix A). • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions Demonstrate proper grip for throwing a turbo javelin</p> <p>Describe the safety parameters of throwing a turbo javelin</p> <p>Demonstrate a turbo javelin approach throw with fluency, accuracy and control</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the key teaching points of gripping and throwing the turbo javelin? • What are the safety parameters of throwing a turbo javelin? • What other throwing activities in sports are similar to and different from the turbo javelin? • How is your turbo javelin throw affected by different approaches (step vs walk vs run)? • How do different approaches affect your accuracy and control while throwing? • What is the withdrawn position? • How does adding the withdrawn position affect the accuracy and control of a turbo javelin throw? 	<p>Activity 1 – Grip & standing throw Focus: grip the turbo javelin and perform a standing throw with accuracy Drill-based practice for students (Appendix A). Provide feedback and check for understanding.</p> <p>Activity 2 – Step & throw, Walk & throw Focus: approach and throw of a turbo javelin Drill-based practice for students (Appendix A). Provide feedback and check for understanding.</p> <p>Activity 3 – Withdraw & throw, Run & throw Focus: throw a turbo javelin with fluency, accuracy and control</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Interpersonal skills Ethical behaviour in applying rules in all game situations</p>	<p>Learning intentions</p> <p>Describe the basic rules and how to play the sport of Baseball5</p> <p>Demonstrate the skill of hand striking with accuracy and control</p> <p>Demonstrate the basic skill of base running</p> <p>Demonstrate the use of strategies and tactics in a modified game to score more runs</p> <p>Demonstrate ethical behaviour during game play while adhering to the rules of the modified game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the basic rules of Baseball5? • What skills are required to play in a game of Baseball5? • How do you hand strike the ball with accuracy and control? • How does adjusting the force and speed of your hand and arm affect the accuracy and control of the ball? • How do you adjust your hand striking to hit the ball to targets at varied distances? 	<p>Activity 1 – Introduction & Hit to a partner Focus: introduction to Baseball5, hand striking the ball</p> <ul style="list-style-type: none"> • Introduction to the rules of the game, skills required (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Target hitting Focus: hand striking skills for accuracy</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Race to the base Focus: practise hitting with accuracy and distance to increase base running opportunities</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">• What sports or activities have similar skills to Baseball5?• What strategies and tactics did your team use to score more runs in 'Race to the base'?• How did your team apply the rules ethically?	Concluding activity <ul style="list-style-type: none">• Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Interpersonal skills Ethical behaviour in applying rules in all game situations</p>	<p>Learning intentions</p> <p>Describe the basic rules and how to play the sport of Baseball5</p> <p>Demonstrate the basic skill of base running</p> <p>Demonstrate the skill of fielding the ball</p> <p>Demonstrate the use of strategies and tactics in a modified game to defend and score</p> <p>Demonstrate ethical behaviour during game play while adhering to the rules of the modified game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the basic rules of Baseball5? • What skills are required to play in a game of Baseball5? • What strategies did your team use while base running to try and win the 'Base relay'? • What strategies and tactics did your team use to score points and defend your team's line in 'Defend the line'? • How should you position your body to effectively field the ball? 	<p>Activity 1 – Base relay Focus: practise base running</p> <ul style="list-style-type: none"> • Revise rules of the game, skills required (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Defend the line Focus: field the ball to defend the line from opponent's rolls</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Ribby Focus: practise hitting, fielding and base running in a modified game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">• What other sports or activities require a fielding skill similar to Baseball5?• How did your team field and get the ball back to the catcher quickly in 'Ribby'?• How did your team work to score more runs in 'Ribby'?• What strategy did you use as a base runner to advance a base during modified game play?• How did your team apply the rules ethically?	

Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Interpersonal skills Ethical behaviour in applying rules in all game situations</p>	<p>Learning intentions</p> <p>Demonstrate the ability to throw a ball to a specified target with accuracy and control</p> <p>Demonstrate the use of strategies and tactics in a modified game to defend and score</p> <p>Demonstrate ethical behaviour during game play while adhering to the rules of the modified game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What strategies and tactics did your team use to win the game of ‘Bombard’? • How did you adjust your throw when the ball was farther away from you? • How did you throw differently when aiming at a moving target? • What is the best way to hit a ball to score a run? • How did your team work together to defend space and limit the opponent’s scoring opportunities? • Where did you hit the five balls to maximise your opportunity to score runs? • How did your team apply the rules ethically? 	<p>Activity 1 – Bombard Focus: throw for accuracy to complete a movement task</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Gorri Focus: throw for accuracy at a moving target</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Multi-ball baseball Focus: practise hitting, fielding and base running in a modified game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 6

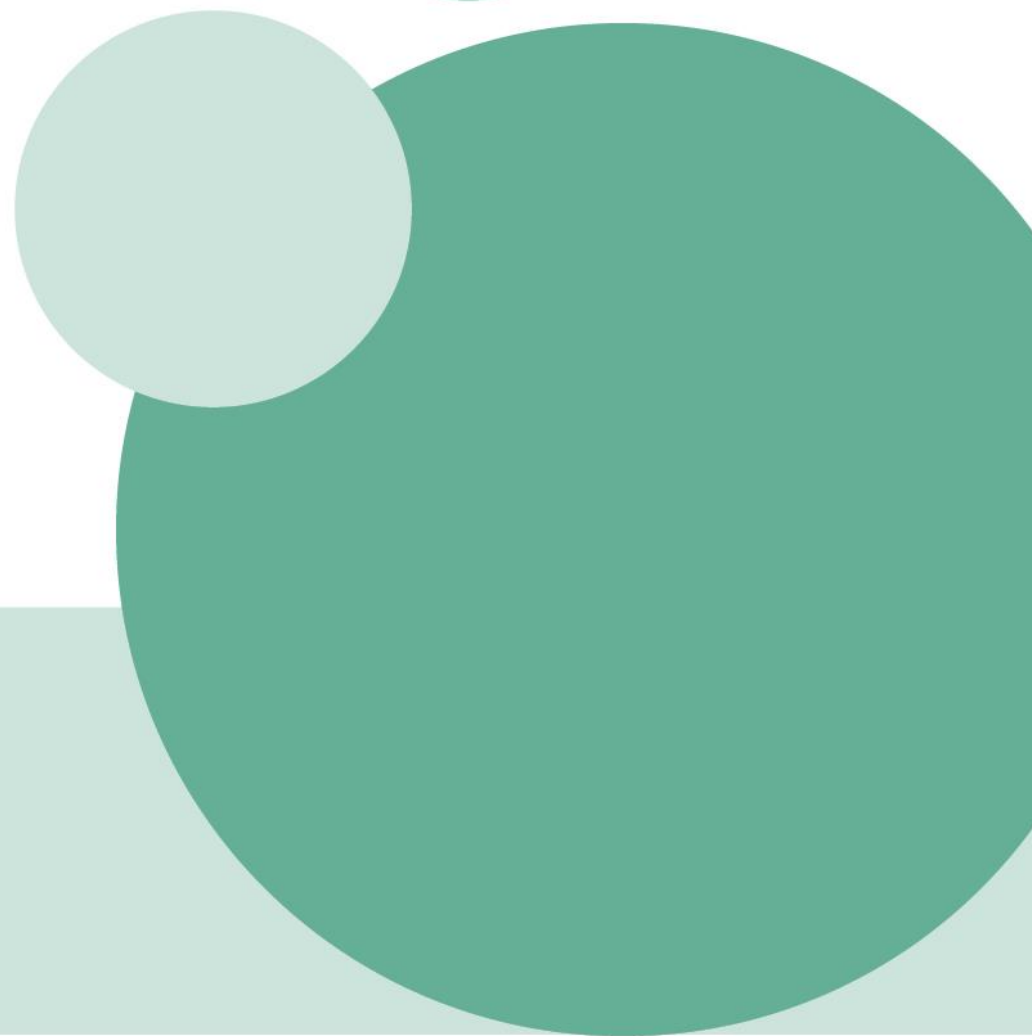
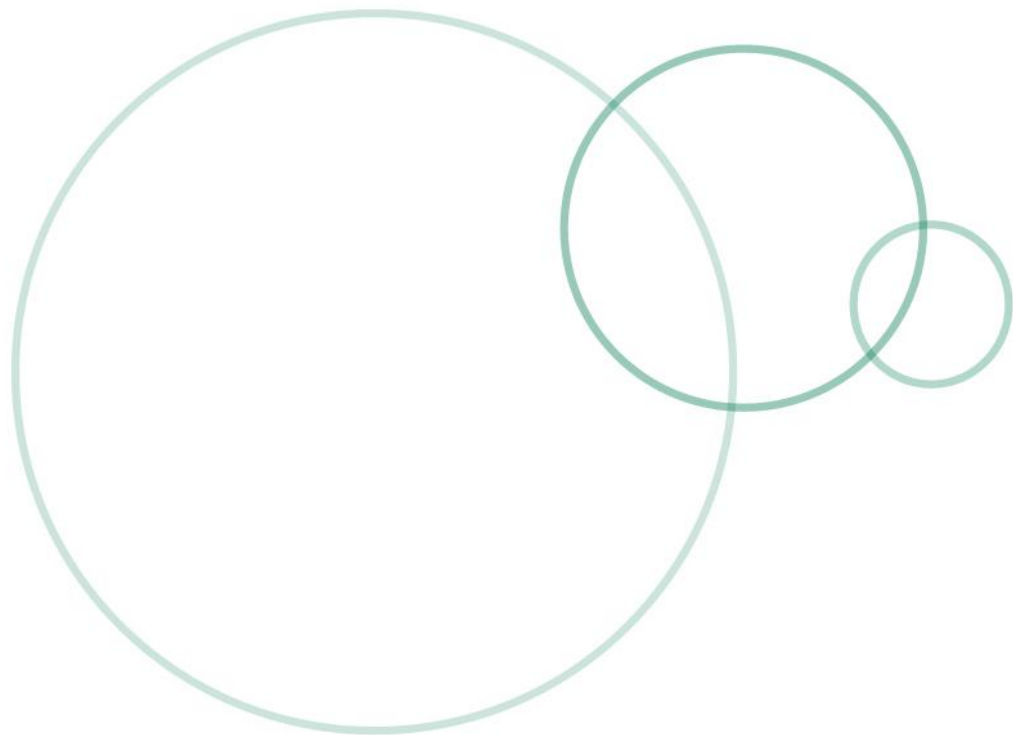
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Interpersonal skills Responsibilities of different roles in a range of physical activities:</p> <ul style="list-style-type: none"> • player • referee/umpire <p>Ethical behaviour in applying rules in all game situations</p>	<p>Learning intentions</p> <p>Demonstrate the skills of throwing, hitting, fielding and base running in modified game play</p> <p>Demonstrate the use of strategies and tactics in a modified game to defend and score</p> <p>Demonstrate ethical behaviour during game play while adhering to the rules of the modified game</p> <p>Describe the responsibilities of a player while playing the game and self-umpiring</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the basic rules of Baseball5? • What skills are required to play in a game of Baseball5? • What strategies did your team use to score more runs? • What tactics did your team use to deny the opponents the opportunity to score runs? • How did your team demonstrate ethical behaviour while adhering to the rules? • What are the responsibilities of a player while playing the game and self-umpiring? 	<p>Activity 1 – Rats and rabbits Focus: use evasion tactics to avoid a tag</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Modified Baseball5 Focus: demonstrate movement skills, strategies and tactics during modified game play</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Interpersonal skills Responsibilities of different roles in a range of physical activities:</p> <ul style="list-style-type: none"> • player • referee/umpire <p>Ethical behaviour in applying rules in all game situations</p>	<p>Learning intentions</p> <p>Demonstrate the skills of throwing, hitting, fielding and base running in modified game play</p> <p>Demonstrate the use of strategies and tactics in a modified game to defend and score</p> <p>Demonstrate ethical behaviour during game play while adhering to the rules of the modified game</p> <p>Describe the responsibilities of a player while playing the game and self-umpiring</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What strategies did your team use to score more runs? • What tactics did your team use to deny the opponents the opportunity to score runs? • How did your team demonstrate ethical behaviour while adhering to the rules? • What are the responsibilities of a player while playing the game and self-umpiring? 	<p>Activity 1 – Sharks and sardines Focus: use evasion tactics to avoid a tag</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Modified Baseball5 Focus: demonstrate movement skills, strategies and tactics during modified game play</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Interpersonal skills Responsibilities of different roles in a range of physical activities:</p> <ul style="list-style-type: none"> • player • referee/umpire <p>Ethical behaviour in applying rules in all game situations</p>	<p>Learning intentions</p> <p>Demonstrate the skills of throwing, hitting, fielding and base running in modified game play</p> <p>Demonstrate the use of strategies and tactics in a modified game to defend and score</p> <p>Demonstrate ethical behaviour during game play while adhering to the rules of the modified game</p> <p>Describe the responsibilities of a player while playing the game and self-umpiring</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What strategies did your team use to score more runs? • What tactics did your team use to deny the opponents the opportunity to score runs? • How did your team demonstrate ethical behaviour while adhering to the rules? • What are the responsibilities of a player while playing the game and self-umpiring? 	<p>Activity 1 – Rats and rabbits Focus: use evasion tactics to avoid a tag</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Summative assessment Focus: demonstrate movement skills, strategies and tactics during modified Baseball5 game play</p> <ul style="list-style-type: none"> • Complete summative assessment (Appendix C). <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



TERM 4 WEEKS 1–8

Physical Education

Overview – Term 4

Invasion games							
Handball and design your own dodgeball game							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Handball	Handball	Handball	Handball	Dodgeball game design	Dodgeball game design	Dodgeball game design	Dodgeball game design
Introduction to handball <ul style="list-style-type: none"> rules player roles transferable skills 	Ring assault <ul style="list-style-type: none"> throwing catching accuracy transferable tactics 	Handball bouncing relay <ul style="list-style-type: none"> bounce 	Swarm tag <ul style="list-style-type: none"> evasion moving with the ball 	Poison ball <ul style="list-style-type: none"> ethical behaviour strategies and tactics 	Poison ball <ul style="list-style-type: none"> ethical behaviour strategies and tactics 	4-corner dodgeball <ul style="list-style-type: none"> ethical behaviour strategies and tactics 	Dodgeball game design – playing <ul style="list-style-type: none"> each group's dodgeball game is played by the class
Steal the balls <ul style="list-style-type: none"> evasion skills 	Passing and defending <ul style="list-style-type: none"> passing tactics intercepting 	Bounce a goal <ul style="list-style-type: none"> bounce moving with the ball 	Modified handball <ul style="list-style-type: none"> rules modified game play 	Jedi dodgeball <ul style="list-style-type: none"> ethical behaviour strategies and tactics 	Jedi dodgeball or Saviour dodgeball <ul style="list-style-type: none"> ethical behaviour strategies and tactics 	Dodgeball game design feedback <ul style="list-style-type: none"> groups test and refine student-designed dodgeball games 	Dodgeball game design vote <ul style="list-style-type: none"> vote for and play the class favourite again
Bucket ball <ul style="list-style-type: none"> catching intercepting strategies and tactics 	Keentan <ul style="list-style-type: none"> running passing catching maintain possession 	Shooting and goalkeeping <ul style="list-style-type: none"> shooting tactics goalkeeping 		Saviour dodgeball <ul style="list-style-type: none"> features of dodgeball games player roles 	Dodgeball game design template <ul style="list-style-type: none"> teamwork 		

Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Link of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Interpersonal skills Responsibilities of different roles in a range of physical activities:</p> <ul style="list-style-type: none"> • player • referee/umpire 	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills needed to play handball</p> <p>Describe how fundamental movement skills needed to play handball are transferable from soccer and AFL</p> <p>Demonstrate the use of strategies and tactics in a modified game to defend and score</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you play handball? • What fundamental movement skills are needed to play handball? • What tactics you learned earlier in the year from soccer and AFL are transferable to handball? • What are the responsibilities of a handball player? • What strategies can you use to avoid a defender in ‘Steal the balls’? • What strategies and tactics did your team use for ‘Bucket ball’? 	<p>Activity 1 – introduction to handball Focus: Introduce the game of handball and rules</p> <ul style="list-style-type: none"> • Watch video and lead discussion (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Steal the balls Focus: use dodging, change of direction, spatial awareness and change of speed in a modified game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Bucket ball Focus: practise catching and intercepting a ball on offence and defence</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Link of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p>	<p>Learning intentions Demonstrate the fundamental movement skills needed to play handball</p> <p>Describe how skills and tactics are transferable between activities and sports</p> <p>Demonstrate passing and defending skills in a modified game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How can you work with your team to get the person in the middle out in 'Ring assault'? • How do the tactics of 'Ring assault' and 'Passing and defending game' transfer to the game of handball? • What attacking tactics can you use in 'Keentan' to help your team retain possession? 	<p>Activity 1 – Ring assault Focus: practise throwing the ball at a moving target</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Passing and defending Focus: practise passing the ball without it being intercepted</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Keentan Focus: run, pass and catch while evading the defence</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 4 Week 3

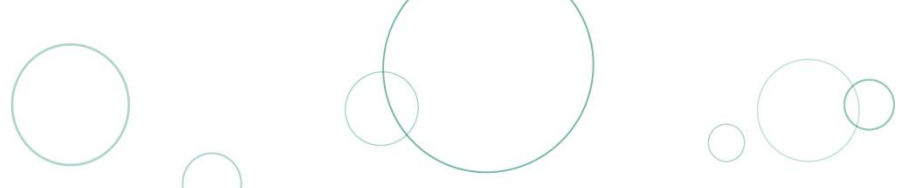
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills needed to play handball</p> <p>Demonstrate a combination of fundamental movement skills to improve movement outcomes</p> <p>Demonstrate attacking and defending tactics in modified game play</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you bounce a handball effectively? • What attacking tactics can your team use to score a goal in 'Bounce a goal'? • What defending tactics can your team use to stop the other team scoring? • How do you shoot a handball? • What are key teaching points of goalkeeping? • How can you improve your chances of scoring a goal one-on-one versus a goalkeeper? 	<p>Activity 1 – Handball bouncing relay Focus: practise bouncing the handball</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Bounce a goal Focus: practise moving the ball in a team</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Shooting and goalkeeping Focus: practise shooting the handball and goalkeeping</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity Instruct students to identify, describe and/or demonstrate responses to the focus questions.</p>

Term 4 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills needed to play handball</p> <p>Describe the rules of a handball game</p> <p>Demonstrate attacking and defending tactics in modified game play</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What tactics did you use to evade the tag in ‘Swarm tag’? • What are the rules of a handball game? • What are the fundamental movement skills used in handball? • What strategies did your team use to move the ball down the court and attack the goal? • What tactics did your team use to defend the attack and gain possession of the ball? 	<p>Activity 1 – Swarm tag</p> <p>Focus: evade the tagger using dodging skills</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Modified handball</p> <p>Focus: play a modified game of handball</p> <ul style="list-style-type: none"> • Revise handball rules from Week 1 (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Interpersonal skills Responsibilities of different roles in a range of physical activities:</p> <ul style="list-style-type: none"> • player • referee/umpire <p>Ethical behaviour in applying rules in all game situations</p>	<p>Learning intentions Describe changes to rules to create a fairer game or contest</p> <p>Describe the responsibilities of the role of a player in dodgeball games</p> <p>Demonstrate the use of strategies and tactics to increase the team’s chance of winning</p> <p>Describe the elements of a dodgeball game that are common to different variations of dodgeball</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How is the game of ‘Poison ball’ fair? • How could the game be made fairer? • How did making truces affect the game? • What does it mean to be honest and fair in ‘Jedi dodgeball’? • What strategies did your team use in ‘Jedi dodgeball’? • What rules could be added for players protecting the Jedi? • What are the consistent features or elements in all dodgeball games played today? • How do players get out in all the games? • How can players be brought back into the game? • How are winners decided? • What are responsibilities of a player in dodgeball to promote ethical behaviour? 	<p>Activity 1 – Poison ball Focus: use strategies, tactics and teamwork to avoid getting out</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Jedi dodgeball Focus: use teamwork and strategy to avoid getting out</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Saviour dodgeball Focus: use strategy and tactics to avoid getting out and to save eliminated teammates</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Interpersonal skills Responsibilities of different roles in a range of physical activities:</p> <ul style="list-style-type: none"> • player • referee/umpire <p>Ethical behaviour in applying rules in all game situations</p>	<p>Learning intentions</p> <p>Describe changes to rules to create a fairer game or contest</p> <p>Describe the responsibilities of the role of a player in dodgeball games</p> <p>Demonstrate the use of strategies and tactics to increase the team’s chance of winning</p> <p>Work with a team to design a new dodgeball game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How is the game of ‘Poison ball’ fair? • How could the game be made fairer? • How did making truces affect the game? • In ‘Jedi dodgeball’, what does it mean to be honest and fair? • What strategies did your team use in ‘Jedi dodgeball’? • What special rules could be added for players protecting the Jedi? • What features do you like of each dodgeball game? 	<p>Activity 1 – Poison ball Focus: use strategies, tactics and teamwork to avoid getting out</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Jedi dodgeball or Saviour dodgeball Focus: use teamwork and strategy to avoid getting out</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Dodgeball game design template Focus: work with teammates to design a dodgeball game</p> <ul style="list-style-type: none"> • Students complete the game design template (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

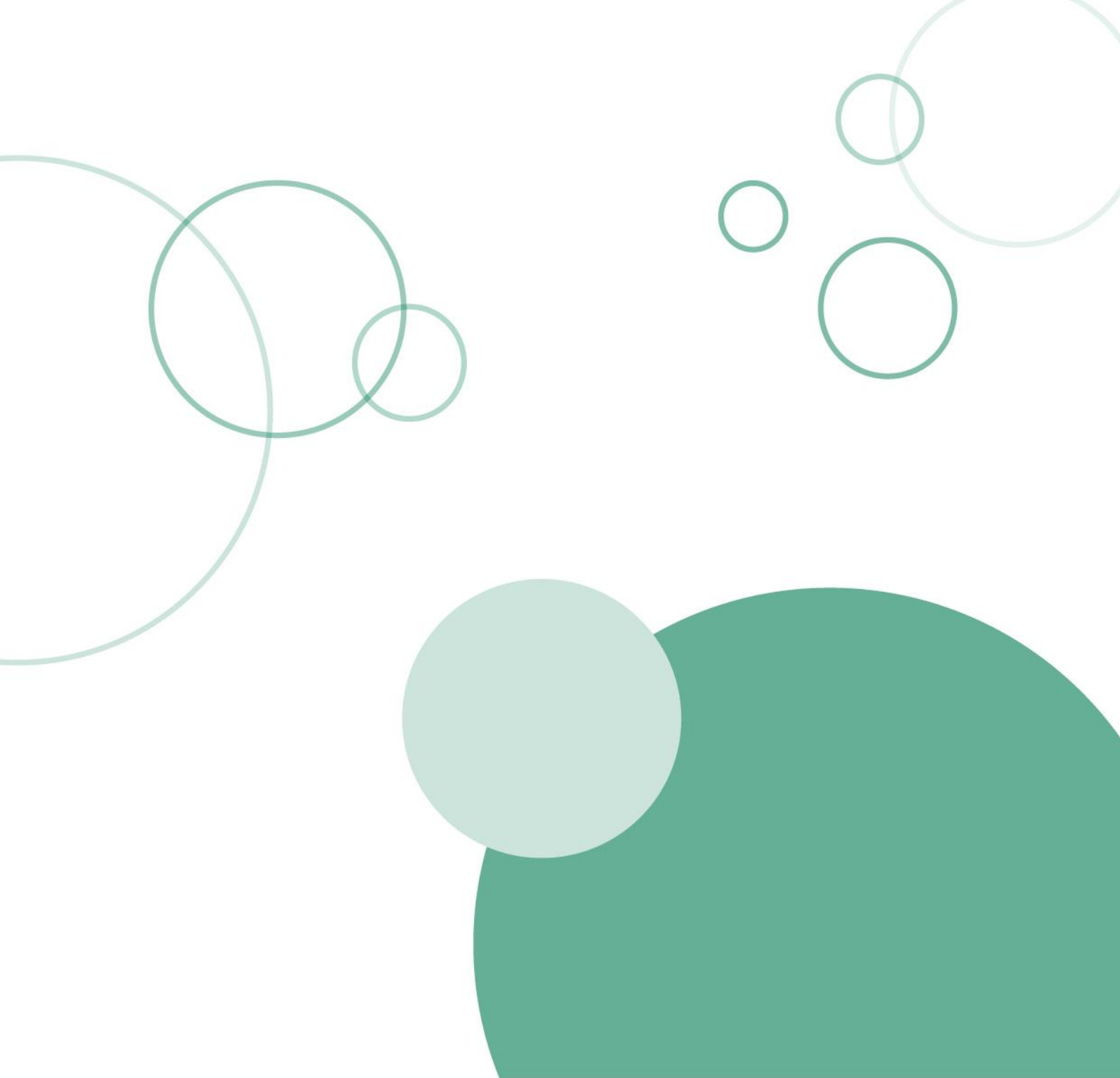


Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">• What features do you not like of each dodgeball game?• How can you ensure a game is played with ethical behaviour in applying rules?• How can you ensure a player participates responsibly?	

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Interpersonal skills Responsibilities of different roles in a range of physical activities:</p> <ul style="list-style-type: none"> • player • referee/umpire <p>Ethical behaviour in applying rules in all game situations</p>	<p>Learning intentions</p> <p>Describe changes to rules to create a fairer game or contest</p> <p>Describe the responsibilities of the role of a player in dodgeball games</p> <p>Demonstrate the use of strategies and tactics to increase the team’s chance of winning</p> <p>Work with a team to practise and apply feedback to improve a newly designed dodgeball game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What features do you like of each dodgeball game? • What features do you not like of each dodgeball game? • How can you ensure a game is played with ethical behaviour in applying rules? • How can you ensure a player participates responsibly? 	<p>Activity 1 – 4-corner dodgeball Focus: use strategies, tactics and teamwork to avoid getting out</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Dodgeball game design feedback Focus: work with teammates to play and refine a dodgeball game, listening and accepting feedback from others</p> <ul style="list-style-type: none"> • Students complete the game design feedback sheet (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Basic strategies and tactics to achieve a movement outcome or goal</p> <p>Interpersonal skills Responsibilities of different roles in a range of physical activities:</p> <ul style="list-style-type: none"> • player • referee/umpire <p>Ethical behaviour in applying rules in all game situations</p>	<p>Learning intentions</p> <p>Demonstrate the use of strategies and tactics to increase the team’s chance of winning</p> <p>Demonstrate ethical behaviour in applying rules in different dodgeball games</p> <p>Demonstrate the responsibilities of playing fairly during dodgeball games</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What features do you like of each dodgeball game? • How can you ensure a game is played with ethical behaviour in applying rules? • How can you ensure a player participates responsibly? 	<p>Activity 1 – Dodgeball game design – playing Focus: participate in dodgeball games designed by other groups</p> <ul style="list-style-type: none"> • Use completed dodgeball game design templates to facilitate teacher or student instruction and play of dodgeball games. • Provide feedback and check for understanding. <p>Activity 2 – Dodgeball game design vote Focus: vote for and play again the favourite dodgeball game</p> <ul style="list-style-type: none"> • Students complete the dodgeball game design vote template (Appendix A). • Students play the dodgeball game again that was voted the class favourite. • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



APPENDIX A: RESOURCES

Resources

Term 1

Week	Resource	Link/information
1	Australian Sports Commission Physical literacy Teaching Games for Understanding Invasion Games	Australian Sports Commission – Physical literacy https://www.sportaus.gov.au/physical_literacy Teaching Games for Understanding – Invasion Games https://tgfu.weebly.com/invasion-games.html
2	Soccer.com Foot dribble Justin Cahill Stop and Go Soccer Drill Justin Cahill One Cone Soccer Phyседgames Pin Galore Soccer	Soccer.com – How to Dribble a Soccer Ball https://www.soccer.com/guide/how-to-dribble-a-soccer-ball Justin Cahill – Stop and Go Soccer Drill https://youtu.be/fhP6UkeU4bQ Justin Cahill – One Cone Soccer https://www.youtube.com/watch?v=b6Z9DK6DB2o Phyседgames – Pin Galore Soccer https://phyседgames.com/pin-galore-soccer/
3	Australian Sports Commission Dribblers and Robbers Prime Coaching Sport Passing Prime Coaching Sport Trapping	Australian Sports Commission – Playing for Life https://www.sportaus.gov.au/p4l Prime Coaching Sport – #4. How to teach: Passing > Inside foot Soccer skills in PE (grade K–6) https://youtu.be/yk5Gku_Ojas Prime Coaching Sport – #5. How to teach: Controlling > Touch & trap Soccer skills in PE (grade K–6) https://youtu.be/wZ3GbGqGEAk
	Australian Sports Commission Pairs Passing Phyседgames Pass to Score	Australian Sports Commission – Playing for Life https://www.sportaus.gov.au/p4l Phyседgames – Pass To Score https://phyседgames.com/pass-to-score/

Week	Resource	Link/information
4	Single Cone Soccer 2 v 2 yougotmojo Barcelona	Justin Cahill – Single Cone Soccer 2 v 2 https://youtu.be/ECjLb04uSro yougotmojo – 10 Best Soccer Passing Drills for U8, U10 and U12 Fun Soccer Drills by MOJO https://www.youtube.com/watch?v=Kb58F3r_TQM
5	Dribbling Through Gates yougotmojo Numbers Passing Hot Box	Justin Cahill – Dribbling Through Gates https://youtube/w8FTt-evlmk Yougotmojo – 10 Best Soccer Passing Drills for U8, U10 and U12 Fun Soccer Drills by MOJO. https://www.youtu.be.com/watch?v=Kb58F3r_TQM
6	Australian rules football 9s resource <ul style="list-style-type: none"> • Sharks and islands • Pairs passing • Round the bend 	Clearinghouse for Sport – Playing for Life – AFL 9s https://www.clearinghouseforsport.gov.au/search?collection=clearinghouse&query=afl+9s
7	How to Play AFL Marking Australian rules football 9s resource <ul style="list-style-type: none"> • Stork tag • AFL 9s basic skills – kicking • Kick 2 kick • Coast to coast 	GWS GIANTS – How to Play AFL – 3. Marking https://youtu.be/P5p3GZSmpxM Clearinghouse for Sport – Playing for life – AFL 9s https://www.clearinghouseforsport.gov.au/search?collection=clearinghouse&query=afl+9s
8	Australian rules football 9s resource <ul style="list-style-type: none"> • Space kicks • Coast to coast • AFL 9s 	Clearinghouse for Sport – Playing for life – AFL 9s https://www.clearinghouseforsport.gov.au/search?collection=clearinghouse&query=afl+9s



Term 1 Week 1

Activity 1 – Freeze

Equipment

- Whistle

The aim of the game is for students to move around the area until the teacher’s whistle is blown, then to freeze as quickly as possible without moving.

Instructions

- Students move around inside in a large, marked area performing the movement called by the teacher; for example, skip, hop, walk, run or gallop. Include imaginative movements; for example, swim, walk on the moon or fly a kite. Students can also suggest movements.
- When the whistle is blown, students must freeze as quickly as possible without touching another student and remain inside the marked area. The last one to freeze is out for one round and completes star jumps before re-joining the game in the next round.
- Use the Focus question to lead students to understand the importance of stopping when they hear the whistle or the attention getter. Discuss the importance of safety.

Activity 2 – Freeze – Pair up share up

Equipment

- Whistle

The aim of the game is for students to move around the area until the teacher’s whistle is blown, then to find a partner to elbow bump and prepare to answer a question.

Instructions

- Using the Focus questions, discuss examples of positive physical activities students do each day and how these make them feel.
- Play a game of Freeze, as per the previous activity, but this time when the whistle blows students find a partner and give them an elbow bump.
- The teacher then chooses a question to ask the class, and each student discusses their answer with their chosen partner
 - What’s your favourite physical activity and why?
 - How do you feel after you have been active?
 - If you were feeling tired, how might you energise yourself?
 - How do you feel after sitting at your desk for a long time?
 - What do your parents do that is physically active?
 - How would you like to be physically active when you are an adult?
- Continue playing and asking a new question after each movement
 - students find a different partner each time.
- Regroup the class and ask students to share some of the answers they heard from their partners
 - connect this understanding to how being physically active can connect us with our community and how this brings about a sense of belonging and benefits our wellbeing.

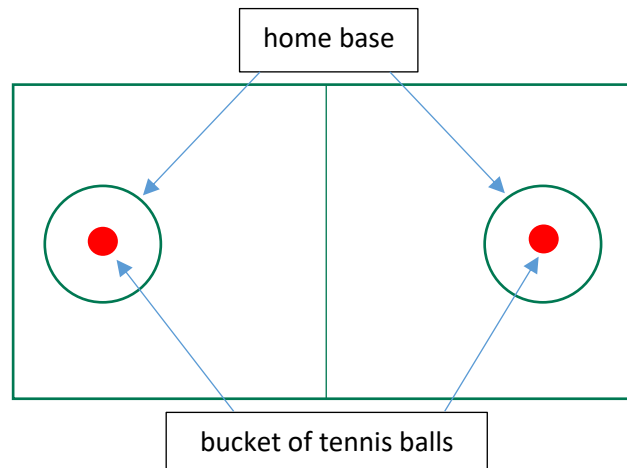
Activity 3 – Steal the balls

Equipment

- marking cones to mark out playing area and home base
- two buckets filled with an equal number of tennis balls
- bibs

The aim of the game is to take as many tennis balls from the opposing team as possible while evading the tag.

Instructions



- Divide the class into two teams with teams to wear different coloured bibs.
- Each team starts in their own half.
- The object of the game is to run into the opposition's area, take a tennis ball from the bucket and return it to your team's bucket.
- The team with the most tennis balls at the end of a set period of time is the winning team.
- Level 1 – No defence
 - students run into the opposition's area, steal one tennis ball at a time from the bucket and return it to their own bucket.
- Level 2 – Defence
 - students run into the opposition's area, steal one tennis ball at a time from the bucket and return it to their own bucket.
- Students can now be tagged by the other team when they are in the opposition's area.
- Students cannot be tagged in their own half or the opposition's home base.
- If a player is tagged in the opposition's half without a ball, they put their hands in the air (this signals they have been tagged) and return to their own home base before they can return to steal a ball.
- If a player is tagged in the opposition's half with a ball, they put their hands in the air (to signal they have been tagged) return the ball to the opposition bucket and return to their own home base before they can return to steal a ball.



Term 1 Week 4

Activity 1 – Dribble octopus

Equipment

- cones to mark out playing area
- one soccer ball each

The aim of the game is for students to dribble through the playing area while maintaining possession of the ball.

Instructions

- One or two students are chosen as the octopus and start in the middle of the playing area.
- The other students have a ball each, and line up at one end of the playing area.
- The students in the middle call out 'octopus', and all the students with a ball start to dribble towards the other end.
- The octopus attempts to steal the balls from the dribblers and kick the balls out of the playing area.
- If the dribbler's ball is kicked out of the playing area, they become seaweed.
- Seaweed find a place to stand in the playing area and must stay in place.
- Seaweed are only allowed to take one step towards a dribbler to attempt to steal the ball.
- If a student dribbles their ball out of the side boundaries they become seaweed.
- Students that dribble their ball successfully to the other end of the playing area have survived that round and stand with their ball facing the other way ready to start another round.
- Once all seaweed are ready, the octopus can start the next round by calling 'octopus'.
- Dribblers then attempt to get to the opposite side again this time having to avoid the octopus and seaweed.
- Play continues until only one or two students are left and are declared the winners.
- Poke or block tackling only; no slide tackling or wild kicks at the ball are allowed.

Variations

Instead of becoming seaweed after losing their ball, students become crabs that can only move side to side to steal a dribbler's ball.

The winners of the first game become the octopus for the next game.

Term 2

Week	Resource	Link/information
1	Speedminton Teacher's Guide (download pdf) <ul style="list-style-type: none"> • Match rules • Basics • Techniques • Introduction of the racquet • Racquet aerobics • Introduction of the speeder • Partner exercises 	Speedminton Australia – Speedminton https://youtu.be/gpzb_r029qg Speedminton – Schools & Education https://www.speedminton.com.au/schools-education
2	Teacher's Guide (download pdf) All against one In the hoop Jail	Speedminton – Schools & Education https://www.speedminton.com.au/schools-education
3	Teacher's Guide (download pdf) <ul style="list-style-type: none"> • Man in a mirror • 2 at a time • Round the world 	Speedminton – Schools & Education https://www.speedminton.com.au/schools-education
4	Teacher's Guide (download pdf) <ul style="list-style-type: none"> • Extra work • Hitting sequences • Match play variations 	Speedminton – Schools & Education https://www.speedminton.com.au/schools-education
5	Teacher's Guide (download pdf) <ul style="list-style-type: none"> • Last man standing 	Speedminton – Schools & Education https://www.speedminton.com.au/schools-education
6	Teacher's Guide (download pdf) <ul style="list-style-type: none"> • Jack in the box 	Speedminton – Schools & Education https://www.speedminton.com.au/schools-education
7–8	Little Athletics The Events – Middle Distance-Cross Country Lesson Plans Stage 2 Running Lesson Plan Lesson 3 Stage 3 Running Lesson Plan Lesson 3	Little Athletics Australia – <i>Little Athletics Programs for Schools</i> https://www.littleathletics.com.au/education-training/little-athletics-program-for-schools/



Term 2 Weeks 7–8

Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing.

Physical wellbeing

1. Improved cardiovascular health: regular physical activity strengthens the heart, reducing the risk of heart disease and stroke.
2. Weight management: engaging in physical activity helps maintain a healthy weight by burning calories and increasing metabolism.
3. Enhanced muscle strength and endurance: physical activity promotes muscle growth and improves muscular endurance, making daily tasks easier.
4. Increased flexibility and joint mobility: stretching and movement exercises improve flexibility, reducing the risk of injuries and enhancing overall mobility.
5. Better bone health: weight-bearing exercises like walking, running, and resistance training help build and maintain strong bones, reducing the risk of osteoporosis.
6. Improved respiratory function: regular exercise strengthens respiratory muscles and improves lung capacity, leading to better breathing efficiency.
7. Enhanced immune function: moderate physical activity boosts the immune system, reducing the risk of infections and illnesses.
8. Lower blood pressure: regular exercise helps regulate blood pressure, reducing the risk of hypertension and related cardiovascular complications.

Mental wellbeing

1. Reduced stress and anxiety: physical activity stimulates the production of endorphins, neurotransmitters that help alleviate stress and anxiety, promoting a sense of calmness and relaxation.
2. Improved cognitive function: exercise increases blood flow to the brain, enhancing cognitive function, concentration, and memory.
3. Enhanced creativity: physical activity has been linked to increased creativity and problem-solving skills, possibly due to improved brain function and enhanced mood.
4. Better sleep quality: regular exercise can improve sleep patterns, leading to deeper and more restorative sleep, which is essential for overall mental health.
5. Increased self-esteem and confidence: achieving fitness goals and engaging in physical activity can boost self-esteem and confidence levels, leading to a more positive self-image.
6. Stress relief: physical activity serves as a healthy outlet for releasing pent-up energy and tension, promoting mental clarity and emotional stability.
7. Decreased symptoms of depression: exercise has been shown to reduce symptoms of depression by promoting the release of neurotransmitters like serotonin and dopamine, which elevate mood.
8. Enhanced resilience: regular physical activity can help individuals cope better with life's challenges by building resilience and improving coping mechanisms.



Emotional wellbeing

1. Enhanced mood regulation: physical activity triggers the release of endorphins and other feel-good chemicals in the brain, promoting a positive mood and emotional wellbeing.
2. Stress management: engaging in physical activity provides a healthy outlet for stress and tension, helping individuals manage emotional challenges more effectively.
3. Increased relaxation: activities like yoga, tai chi, and meditation, which involve physical movement, promote relaxation and emotional balance.
4. Improved social connections: participating in group fitness classes or team sports can foster social connections and a sense of belonging, reducing feelings of loneliness and isolation.
5. Better self-awareness: physical activities that require mindfulness, such as yoga and Pilates, can improve self-awareness and emotional intelligence, leading to greater emotional wellbeing.
6. Reduced aggression: regular exercise can help reduce feelings of anger and aggression by providing a constructive way to release pent-up emotions and energy.
7. Enhanced emotional resilience: physical activity builds emotional resilience by teaching individuals to overcome obstacles, manage setbacks, and adapt to change.
8. Increased overall happiness: the combination of physical activity's physiological and psychological benefits contributes to a greater sense of overall happiness and life satisfaction.

Term 3

Week	Resource	Link/information
2	How To Introduce Javelin To Young Athletes	Coaching Young Athletes – How To Introduce Javelin To Young Athletes https://coachingyoungathletes.com/2016/07/10/how-to-introduce-javelin-to-young-athletes/
3–8	Baseball5 – WBSC Official Rules	WBSC – New 5-inning, 5-on-5 Street “Baseball5” – WBSC Official Rules https://youtu.be/k-FPwfwlOiM
	What is Baseball5? – WBSC	WBSC – What is Baseball5? https://youtu.be/OS_RcqXHrxE
	Baseball5 Webinar modules	WBSC – WBSC Academy https://www.youtube.com/playlist?list=PLNfAZNpzw3dYn5hNUVoLwQcXw_99bhul
	Baseball5 Official website	Baseball.com.au. – Baseball5 https://baseball.com.au/baseball5/
	Baseball5 Toolkit Sport and skill descriptions	WBSC – Documents https://www.wbsc.org/en/documents Baseball5 Toolkit
	Baseball5 Training Manual Drill descriptions	Baseball.com.au. – Baseball5 Training Manual https://baseball.com.au/baseball5/ https://staging.cms.baseball.com.au/app/uploads/2019/10/6528-Baseball-Australia-Baseball5-Training-Manual-6.pdf (no link provided for PDF from website)



Term 3 Week 1

Key teaching points of the triple jump

- Stay tall through each phase, looking forward, past the pit, not down at the take-off mat or at the pit
- Hop phase – take-off from the strong leg, non-hopping leg kicks backwards during the hop
- Step phase – keep the stepping knee high, bound step out
- Jump phase – jump up and out, landing with bent knees
- Keep the hop, step and jump relatively even

Activity 1 – The triple jump steps

Equipment

- lines of running track, or
- four cones per student placed in a line about 1 m apart

The aim of the activity is for students to practise the steps leading to completing a triple jump with fluency.

Instructions

- Students start by standing on one leg (this should be their jumping leg, that is, the same leg they take-off with in the long jump) on the outside line of the running track or next to the first cone. Students can experiment with their preferred jumping leg (take-off leg).
- The preferred leg is usually their strong leg/balancing leg. Help students find their preferred leg with prompts, such as
 - ‘the leg you balance on while kicking is often the strong leg’
 - ‘take a short run-up and leap into the air to mark an imaginary football, or knock an imaginary apple out of a tree, the foot you take-off on is your jumping leg’.
- Students then hop (hop phase) forward a short distance to the next line of the running track or next cone. Hop means they must land on the same foot they just took off from. Make sure that when students hop, they keep their non-hopping leg bent (about 90 degrees), with the foot hanging behind them.
- Students then step (step phase) to the next line of the track or next to the next cone. Step means they will land on their other foot.
- Students jump (jump phase) to the next line of the track or the last cone and land with both feet next to each other and knees bent to absorb the impact.
- Remind students to use the correct leg when landing after each phase, coloured dots can be laid out to show which foot to land on.
- Students walk back to the outside line of the track or the first cone and start the process again.



Activity 2 – Short run-up, no pit

The aim of the activity is for students to practise the steps and a short run-up, leading to completing a triple jump with fluency.

Instructions

- Students start with a one-step run-up.
- Standing a step away from the outside line of the track or the first cone, students step forward with the leg they will hop off and follow the same sequence as above.
- Students can then progress to a three- and five-step run-up as they develop their fluency and muscle memory.
- Students may start hopping, stepping and jumping further than one line.
- Emphasise to students they are not going for distance, but developing fluency in their triple jump pattern.

Activity 3 – Short run-up into the pit

Equipment

- long jump pit
- rubber or turf take-off mats

The aim of the activity is for students to practise the steps and a short run-up into the pit, leading to completing a triple jump with fluency.

Instructions

- Set up the take-off mats a suitable distance from the long jump pit so that students will only be landing their jump in the pit. Their take-off for the hop and step should both be on the grass.
- Set up multiple mats at different distances from the jump pit to allow for the different abilities within your class.
- Students repeat the process of level two, but step onto the take-off mat to start their hop. Start with a one-step run-up then again level to three and five steps. Students can be at different stages of the run-up.
- Students are now going for greater distance.

Activity 4 – Longer fast run-up into the pit

The aim of the activity is for students to practise the steps and a long, fast run-up into the pit, leading to completing a triple jump with fluency.

Instructions

- Students now attempt to put what they have learnt into practice with a longer, fast run-up.
 - the run-up should only be long enough to allow students to reach their top speed just before the take-off mat.

Triple jump: peer review and self-assessment

Jumper: _____

Class: _____

Run-up	✓	✓	✓	✓	Jump phase	✓	✓	✓	✓
Fast to the mat Foot lands on mat					Jump up and out Land with bent knees				
Hop phase	✓	✓	✓	✓	All three phases	✓	✓	✓	✓
Take-off from strong leg Non-hopping leg kicks backwards during the hop Land on same leg from take-off					Stay tall Looking forward past the pit Hop, step and jump with relatively even distance				
Step phase	✓	✓	✓	✓	Comments				
Keep stepping knee high Bound (leap) step out Land on the opposite foot to the hop									

Given the feedback from your peers and your own reflection, circle the level you think you are working at.

beginning	developing	consolidating	extending
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Term 3 Week 3

Activity 1 – Hit to a partner

Equipment

- low compression tennis balls or Baseball5 balls (enough for one for each student)
- dodgeballs for students who can't successfully strike the tennis ball or a Baseball5 ball

The aim of the activity is for students to practise the skill of hand-striking in Baseball5.

Instructions

- In pairs, students practise striking the ball to each other using their hands.
- Pairs may move further apart as they become more proficient with the strike.
- Dodgeballs can be used by students who are not able to strike the tennis ball.

Term 3 Weeks 6–8

Activity 2 – Modified Baseball5

Equipment

- low compression tennis balls or Baseball5 balls
- enough bases to set up multiple fields
- cones to mark out the limit of the outfield if playing in an open area
 - if playing on courts, you can use the fence to mark the boundary of the outfield
 - if playing in a gymnasium, you can use the walls to mark the boundary of the outfield
 - cones to mark out hitting zone.

The aim of the game is to score more runs than the opposition. A run is scored when a runner has successfully touched the bases in the correct order of first, second, third base and home plate.

Instructions

Rules

- Field small-sided teams to allow for maximum participation (4–6 ideal).
- All fielders must be standing in the field of play.
- No sliding by the runners is allowed to make the base.
- Only one runner is allowed at each base.
- Three players out, means side away (batters and fielders swap roles).
- To increase participation, each team member can have a bat before side away can be called.
- The batting order must be maintained for each inning.
- If you were next to bat when side away was called, you are first bat next innings.
- Alternatively, each team plays for a set number of innings.

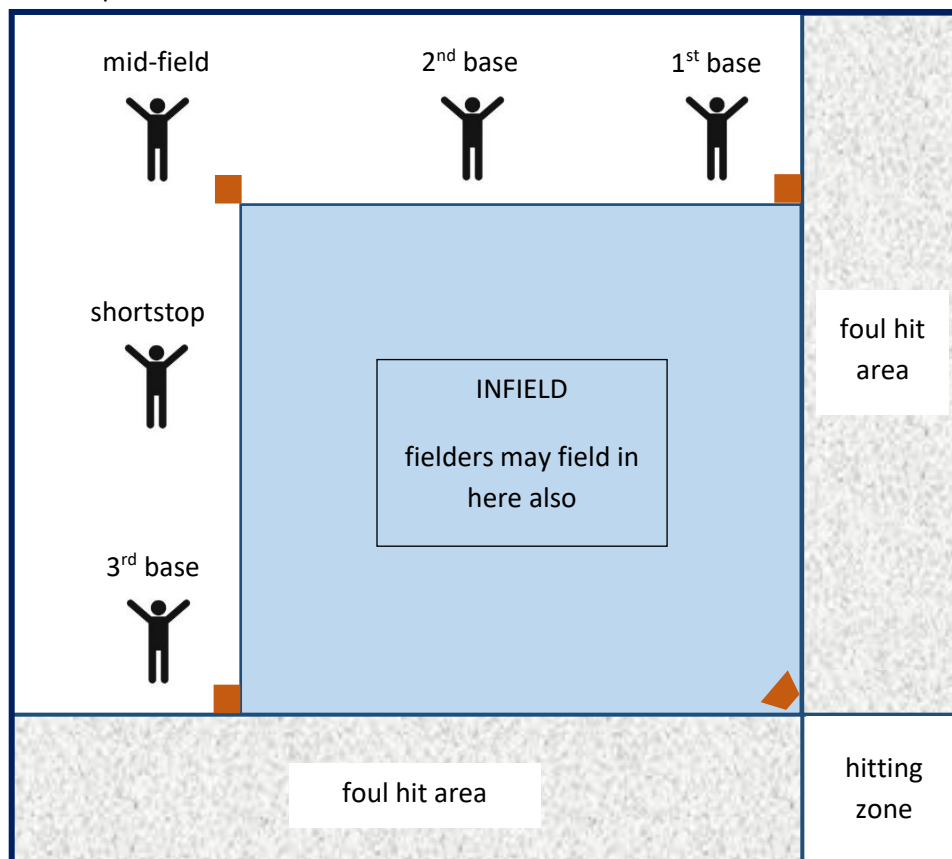
Ways to get out

- A fielder catches the ball on the full (fly).
- A fielder (when in possession of the ball) touches the base that the runner is running to.
- A runner is tagged with the ball when they are not on a base.
- First base has a small safe area which the runner must stay in.
- The ball is hit into foul territory (area that is not between first and third base)
 - the teacher should decide whether to allow another attempt at hitting.
- The batter misses the ball when attempting to strike it with the hand
 - the teacher decides whether to allow another attempt at hitting.
- A player intentionally pretends to hit the ball.
- A runner leaves a base before the batter hits the ball.
- A runner overtakes a teammate when running the bases.
- Runners are not allowed to overtake the runner in front of them
 - the teacher can make adjustments to allow players of lesser ability a chance to succeed.
- The runner slides in an attempt to make the base.

Rules and modifications that can be decided on by the class or teacher

- Any of the above rules can be modified as necessary to suit the ability of the players.
- If a ball is hit over the outfield boundary on the full, that usually means it is out, but
 - it could be classed as a home run, and the batter and any base runners get a free run to home plate or the batter and any base runners can run an extra two plates.

Example of fielder positions



Term 4

Week	Resource	Link/information
1	Ninh Ly The Rules of Handball	Ninh Ly – The Rules of Handball (Team Handball or Olympic Handball) – EXPLAINED! [YouTube] https://www.youtube.com/watch?v=69Ap8WsenXc
2	SPORTAUS Keentan	Sport Australia – Yulunga Traditional Indigenous Games: Keentan https://www.sportaus.gov.au/yulunga?result_704748_result_page=3
4	The Physical Educator Team Swarm Tag	ThePhysicalEducator.com. – Team Swarm Tag https://thephysicaleducator.com/game/team-swarm-tag/
7	Physical Education Games 4-corner dodgeball	PhysEdGames – Physical Education Games – 4-Corner Dodgeball [YouTube] https://youtu.be/_QQMwlybru8

Term 4 Week 1

Activity 2 – Steal the balls

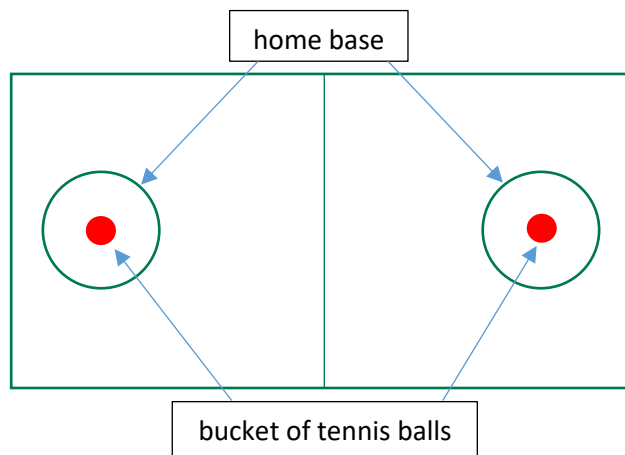
Equipment

- cones to mark out the playing area and home base
- two buckets, each with the same number of tennis balls
- bibs

The aim of the game is to run into the opposition's area, take a tennis ball from the bucket and return it to your team's bucket. The team with the most tennis balls at the end of a set period of time is the winning team.

Instructions

- Divide class into two teams. Each team starts in their own half of the court.
- Level 1 – No defence
 - the students run into the opposition's area, steal one tennis ball at a time from the bucket and place it in their bucket.
- Level 2 – Defence
 - students can now be tagged by the other team when they are in the opposition's area
 - students cannot be tagged in their own half or at the opposition's home base.
- If a player is tagged in the opposition's half without a ball, they put their hands in the air (signals they have been tagged) and return to their own home base before they can return to steal a ball.



Activity 3 – Bucket ball

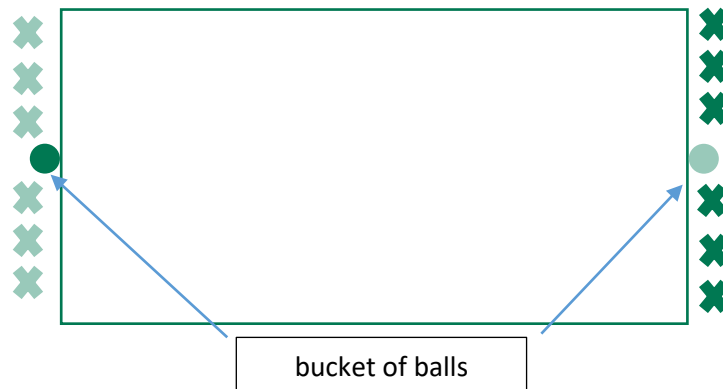
Equipment

- cones to mark out the playing area
- two buckets, each filled with an equal number of balls (include a range of balls, such as tennis balls, handballs, netballs and dodgeballs)
- bibs

The aim of the game is to take a ball from the opposition's bucket and place it in your team's bucket.

Instructions

- Set up multiple playing fields to allow for small-sided game play.
- The teams line up on the base line opposite their team's bucket.
- Students work cooperatively to move the balls from the opposition's bucket to their own bucket one ball at a time.
- Students are not allowed to travel with the ball, they can only pivot on the spot.
- Students move the ball by passing it to teammates.
- At the end of a set time the team with the most balls in their bucket is the winner.
- Level 1 – No defence
 - the other team is not allowed to defend or interfere with the ball.
- Level 2 – Interception defence allowed
 - the other team may attempt to defend their ball by intercepting a pass. However, blocking of throws or stealing balls out of hands is not allowed
 - if a pass is successfully intercepted, the same rules apply to get it back to your team's bucket.
At this point a team will possibly be in control of two balls.



Term 4 Week 2

Activity 1 – Ring assault

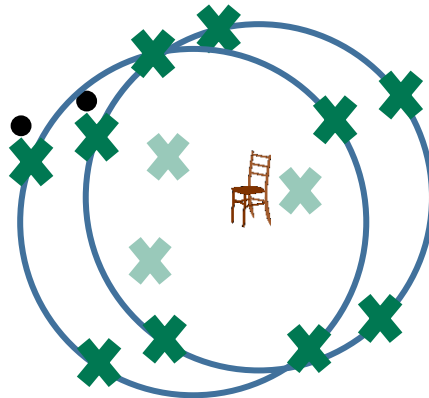
Equipment

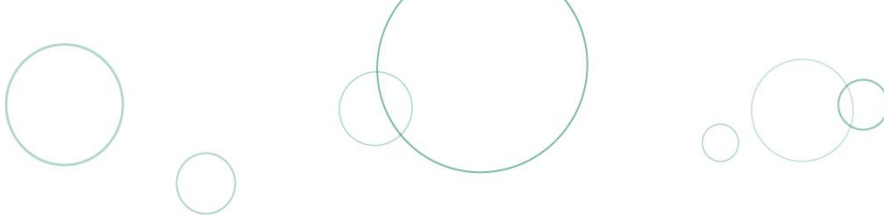
- dodgeballs (one per group)
- cones to mark out a circle
- a chair to go in the middle of the ring

The aim of the game is to pass the ball to teammates and throw the ball at the middle student's legs. The middle student uses a chair to defend themselves from the attack.

Instructions

- One student starts in the middle of the circle.
- The rest of the group stands around the outside of the cones with one dodgeball.
- The students in the circle pass the ball among each other and then throw the ball at the student in the middle if they have a clear shot. They must only aim to hit the target student in the legs.
- The target student uses the chair to shield themselves from being hit by the ball.
- The target students must always stay upright and not attempt to duck the ball
 - jumping in the air to avoid being hit is allowed.
- Once the student in the middle has been hit, or after a set time, swap the target student with another student and play again.





Term 4 Week 3

Activity 1 – Handball bouncing relay

Equipment

- handballs
- cones

The aim of the game is to bounce and pass the ball with a team, progressing to a race against other teams.

Instructions

- Set up multiple relays as per the diagram below.
- Students bounce the handball continuously to the furthest orange cone, then pass to the next person in the opposite line.
- This person then does the same the other way.
- Repeat for a set time.
- Turn it into a race against the other groups.





Activity 2 – Bounce a goal

Equipment

- one handball per group
- four cones to make two goals, per group

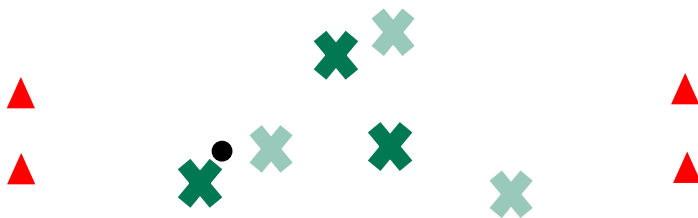
The aim of the game is to score a goal by throwing the ball between the cones at the end the opposition is defending.

Instructions

- The ball must bounce before it goes through the cones in order to count as a goal.
- This is best played in a small-sided game of 3v3, or 4v4.
- Use the handball rules for moving with the ball a maximum of three steps without bouncing and a maximum of three bounces. Once you stop bouncing, you cannot restart bouncing.

Other rules

- No physical contact between players.
- Defenders must give 1 m space to the person with the ball.
- If ball goes to ground, the first person to touch the ball has possession.
- Diving for the ball is not allowed.
- The ball must be touched by each person on the team before you can score.
- Infringements result in a turnover, and the other team taking possession of the ball from where the infringement occurred.





Activity 3 – Shooting and goalkeeping

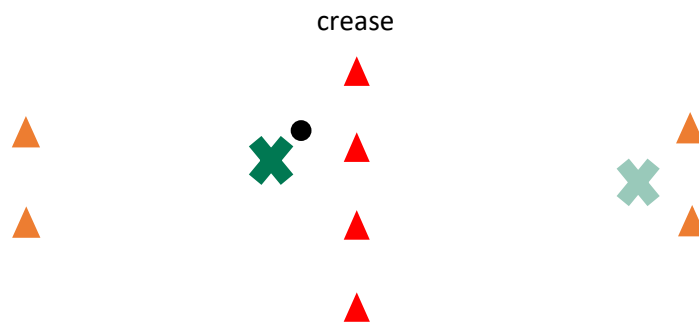
Equipment

- one handball or similar sized ball per pair
- four cones to make two goals per pair
- cones to mark the crease per pair

The aim of the game is to practise shooting and goalkeeping with a partner.

Instructions

- Two goals are set up approximately 8 m apart, on each side of the crease.
- Players take it into turns to shoot from behind the crease into their partner’s goal.
- A goal is scored if the ball is thrown between the cones and below the shoulders of their partner.
- Goalkeepers may use any part of their body to block the ball.



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Term 4 Week 4

Activity 2 – Modified handball

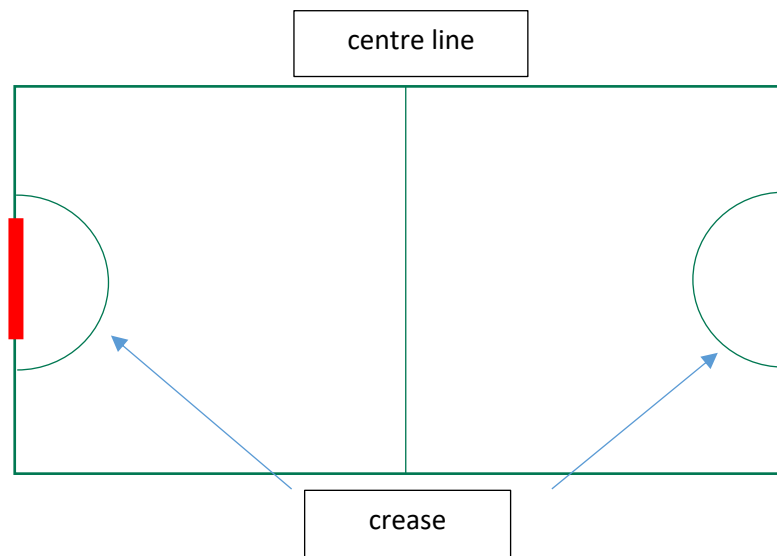
Equipment

- handballs
- goals
- cones to mark court boundaries, centre line and crease semicircles

The aim of the game is to play a modified game of handball, scoring more goals than the opposition.

Instructions

- Handball is designed to be a high scoring game, so goals need to be big enough to allow for this.
- Goals could be set up with
 - cones
 - pop-up goals
 - agility poles
 - gym mats, if playing indoors, these can be leant against the walls.





Term 4 Week 5

Activity 1 – Poison ball

Equipment

- dodgeballs (one ball to four students is a good ratio)
- cones to mark out a playing area

The aim of the game is to play a dodgeball game of ‘everybody versus everybody’.

Instructions

- Choose students to start with a dodgeball.
- On a signal, the students with the dodgeball, with their eyes closed, throw their ball in the air.
- Students cannot catch the dodgeball they throw in the air.
- Students catch or pick up dodgeballs and start throwing them.
- Students move around in a small space throwing dodgeballs at each other.

Rules

- You may not move if you have a dodgeball; it must be thrown from where you picked it up.
- If you get out, sit down where you got out.
- To get back in the game, students wait until the person who got them out is out and sits down, then they re-join the game.
- If students don’t know who got them out, they can choose another student who is not out and wait for them to get out.
- Students may only leave the boundaries to retrieve a dodgeball and must re-enter the game straight away, throwing the ball from where they re-enter.
- Students are not allowed to form truces; if they are seen not throwing dodgeballs at certain people they will be out.
- This game can only end if one student gets all the other students out.

How to get out:

- if you are hit by a dodgeball from your shoulders down
- if you throw the dodgeball and it is caught on the full
- if you throw the dodgeball and hit someone in the head.

Safety

- Students must only throw at each other’s legs.



Activity 2 – Jedi dodgeball

Equipment

- dodgeballs (one ball to 3–4 students is a good ratio)
- cones to mark out a playing area and a line down the middle of playing area
- hoops for the Jedi to stand in

The aim of the game is to play a team game of elimination dodgeball.

Instructions

- Set up the playing area as illustrated in the diagram below.
- Divide students into two teams.
- Place dodgeballs in a row along the middle line of cones.
- The chosen Jedi from each team starts in the hoop.
- Each team lines up opposite each other at the far ends of playing area.
- On a signal, students from each team run in and take a dodgeball from the middle
 - students then have to wait until the throw command to commence throwing their dodgeballs. Once all dodgeballs have been collected from the middle the teacher gives the throw command.
- If a student gets out, they must sit down where they got out.
- The student sits down facing the opposite team so can protect themselves from any stray dodgeballs.
- A team's Jedi can touch any of their team on the shoulder to allow them to start playing the game again.
- The first team to have the other team sitting down (out) is the winning team.

Jedi rules

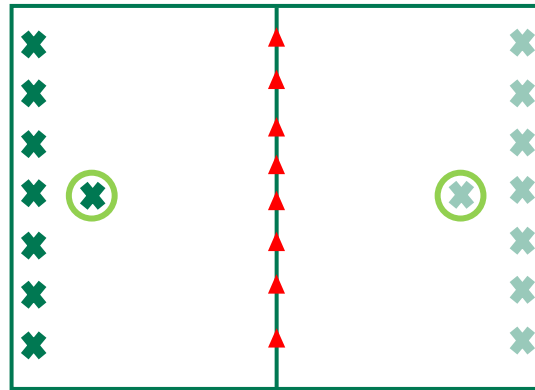
- The Jedi is safe when they are completely in their hoop and cannot get out
 - the Jedi must have both feet in the hoop to be safe.
- If the Jedi is hit with a dodgeball, they return to their hoop and sit down in their hoop
 - once this happens no players on their team can be brought back into the game.

You are out when you:

- are hit by a dodgeball from your shoulders down
- throw the dodgeball and it is caught on the full
- you throw the dodgeball and hit someone in the head.

Safety

- Students must only aim for their opponents' legs.
- When out, students sit down facing the opposite team to protect themselves from any stray dodgeballs.



Activity 3 – Saviour dodgeball

Equipment

- dodgeballs (one ball to 3–4 students is a good ratio)
- cones to mark out a playing area and a line down the middle of playing area
- two large cones
- two tennis balls (one for each cone)
- a line of cones outside the playing area for students that are out to line up behind

The aim of the game is to eliminate opposing players while trying to save teammates who were previously eliminated.

Instructions

- Set up playing area as illustrated in the diagram.
- Divide students into two teams.
- Place dodgeballs in a row along middle line of cones.
- One large cone is placed a short distance from each end line with a tennis ball on top.
- Each team lines up opposite each other at the far ends of playing area.
- On command, students from each team can run in and take a dodgeball from the middle.
- Students have to wait until the throw command to commence throwing their dodgeballs.
- Once all dodgeballs have been collected from the middle, the teacher gives the throw command.
- If a student gets out, they must wait behind the line of cones outside the playing area in the order they got out.
- If the tennis ball is knocked off the other team's cone, this is a jailbreak, and all students who are out from your team are back in the game.
- The first team to eliminate all the opposition players wins the game.

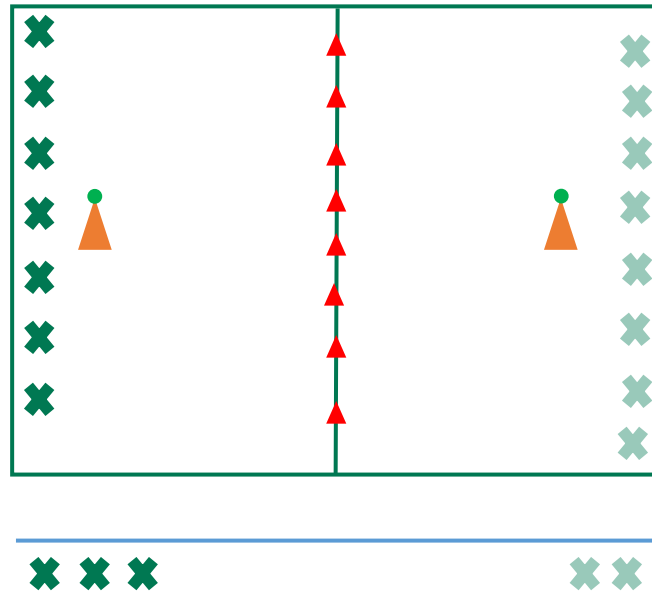
You are out if you:

- are hit by a dodgeball from your shoulders down
- throw the dodgeball and it is caught on the full
- throw the dodgeball and hit someone in the head.



How to get back in:

- If a player on your team catches a dodgeball thrown by the other team on the full, the next person waiting in line is back in the game.
- If the tennis ball is knocked off the other team's cone, all your teammates that are out are back in the game.





Term 4 Week 6

Activity 3 – Design your own dodgeball game template

Student names: _____

Name of game: _____

Equipment	dodgeballs
Aim of the game	
How is the winner decided? How does the game finish?	
How to play the game	
How many teams will you have?	
What is the size and shape of the playing area?	
What are the rules of the game?	
You are out if you:	<ul style="list-style-type: none">• are hit by a dodgeball from your shoulders down• throw the dodgeball and it is caught on the full• throw the dodgeball and it hits someone in the head
How to get back into the game.	



How to work together as a team to make our own dodgeball game

Your group must design and develop one dodgeball game that can be played by the whole class.

Step 1: Sharing ideas

- Allow each member of the team a chance to share their ideas and thoughts.
- Give each team member a fair chance to speak. Do not interrupt them or disagree; this is only idea sharing.

Step 2: Idea creation

- Make small groups within your team. Students with similar ideas work together to develop and test these ideas further.
- If the whole group has a similar idea, work as a whole group to develop and test these ideas further.

Step 3: Regroup and share

- Share the ideas that your group has developed. As a team, quickly play the game or test the ideas to see if they are practical.

Step 4: Decide on one plan

- Decide which plan your group will use
 - a team vote might be needed
 - be prepared to negotiate and compromise.

Step 5: Develop your game and test it as a group

- Play the game and fix any problems.
- Write and edit the rules to play your game so it can easily be understood by others.

Step 6: Set up and play your game with another group

- Use the feedback from the other group to make notes of anything that doesn't work well, or you would like to improve.

Step 7: Use the feedback to make any final changes and prepare the game ready to play with the whole class

- Prepare a final set of instructions for the game.



Term 4 Week 7

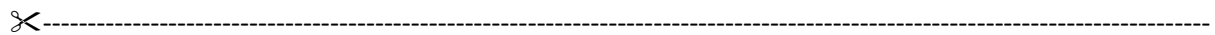
Activity 2 – Dodgeball game feedback template

Name of the game: _____

Does the game have all the required elements?

- how to get out
- a way to get back into the game
- a clear winner or a clear way for the game to end

What did you like about the game? Is there any other comment you would like to make that you feel would make the game better?



Term 4 Week 7

Activity 2 – Dodgeball game feedback template

Name of the game: _____

Does the game have all the required elements?

- how to get out
- a way to get back into the game
- a clear winner or a clear way for the game to end

What did you like about the game? Is there any other comment you would like to make that you feel would make the game better?

Term 4 Week 8

Activity 3 – Dodgeball game design vote

Voting criteria

- Was the game fun to play?
- Was the game explained well?
- Did the game work as intended?
- Did the game include the three criteria for a dodgeball game?
 - how to get out
 - a way to get back into the game
 - a way to win the game.

The three best games
3 points: _____
2 points: _____
1 point: _____



Activity 3 – Dodgeball game design vote

Voting criteria

- Was the game fun to play?
- Was the game explained well?
- Did the game work as intended?
- Did the game include the three criteria for a dodgeball game?
 - how to get out
 - a way to get back into the game
 - a way to win the game.

The three best games
3 points: _____
2 points: _____
1 point: _____



Activity 3 – Dodgeball game design vote

Voting criteria

- Was the game fun to play?
- Was the game explained well?
- Did the game work as intended?
- Did the game include the three criteria for a dodgeball game?
 - how to get out
 - a way to get back into the game
 - a way to win the game.

The three best games
3 points: _____
2 points: _____
1 point: _____



APPENDIX B: **ASSESSMENT TASK 1**

Modified Crossminton



Achievement standard

By the end of the year:

Students perform a variety of fundamental movement skills with some competency. They implement simple tactics in physical activity and game contexts and respond to challenges involving people, objects and space to achieve an intended outcome. Students explain some of the benefits of regular physical activity and maintaining physical fitness in relation to physical, mental and emotional wellbeing. They use movement skills that combine the elements of effort, space, time, objects and people to improve movement outcomes. Students demonstrate ethical behaviour and use this to be effective when taking on the role of player or referee/umpire.



Assessment task

Title of task

Modified Crossminton – Net/Wall game

Task details

Description of task	Students will set up a court and play a 1v1 game of Crossminton
Type of assessment	Summative
Purpose of assessment	To assess student's skills and tactics when playing Crossminton.
Evidence to be collected	Observation
Suggested time	2 x 60-minute lessons

Content description

Content from the Western Australian Curriculum

Movement skills

Basic strategies and tactics to successfully achieve a movement outcome or goal

Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes

Task preparation

Prior learning

Students have participated in a range of learning opportunities during Term 2, Weeks 1–4, and been instructed in the skills, game tactics, rules and equipment needed to effectively set up and compete in a game of Crossminton.

Assessment task

Assessment conditions

The assessment will involve students in pairs demonstrating how to set up and play a game of Crossminton.



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 tasks.

Resources

- Crossminton racquets
- speeders
- cones
- instructions for modified Crossminton (Appendix A)



Instructions for teacher

Students should be assessed on their game play and tactics throughout the sequence of lessons. This ongoing formative assessment will provide the teacher with additional evidence to supplement the summative assessment task.

The purpose of this assessment task is to give students the opportunity to demonstrate all the skills and knowledge they have acquired during this program of work.

Task

Students, working in pairs, set up a Crossminton court and play a game of modified Crossminton against each other. Students will be assessed on:

- their proficiency in striking skills, such as forehand, backhand and serve
- their understanding and demonstration of basic tactics.

What to do

- Assign students to partner up with another student of a similar ability.
- Describe the assessment task to the students and explain the success criteria.
- Working in pairs, students are to set up a Crossminton court
 - one student sets up the court
 - the other student checks the court and confirms they are satisfied or makes any adjustments.
- Students play a match of modified Crossminton against each other.
- Only one student at a time is to call the score and game play.
- If students aren't skilled enough to demonstrate the tactical aspects of the game, they may be questioned by the teacher to demonstrate their understanding verbally.

Instructions for students

- With your partner, set up a Crossminton court
 - one student sets up the court
 - the other student checks the court and confirms they are satisfied or makes any adjustments.
- Play a game of modified Crossminton against your partner. Think carefully about demonstrating what you have learned about skills and tactics.

Marking key

Description	Marks
Movement skills that combine the elements	
Performs a variety of strokes to suit the situation, consistently adjusting technique for accuracy and control to reach the intended target	4
Performs a variety of strokes to suit the situation, sometimes adjusting technique for accuracy and control to reach the intended target	3
Selects the appropriate stroke to play for the specific situation, often showing accuracy and control to reach the intended target	2
Strikes the speeder toward the intended target; accuracy and control are not yet developed	1
Subtotal	/4
Basic strategies and tactics	
Places the speeder into a space and quickly repositions body into the centre of the court after each stroke, accurately and consistently	4
Places the speeder into a space and repositions the body into the centre of the court after each stroke most of the time	3
Places the speeder into a space and is able to reposition body to the centre of the court after some of the time	2
Attempts to place the speeder into a space, tends to remain in place after each stroke rather than repositioning to centre of the court	1
Subtotal	/4
Total	/8



APPENDIX C:

ASSESSMENT TASK 2

Modified Baseball5



Achievement standard

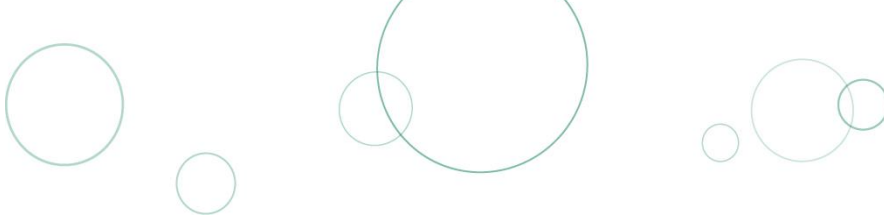
By the end of the year:

Health Education

Students identify practical strategies for promoting a healthy lifestyle and adapting to changing situations that occur as they grow and mature. They explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. Students identify emotional responses appropriate to different situations and apply skills and strategies to manage relationships over time.

Physical Education

Students perform a variety of fundamental movement skills with some competency. They implement simple tactics in physical activity and game contexts and respond to challenges involving people, objects and space to achieve an intended outcome. Students explain some of the benefits of regular physical activity and maintaining physical fitness in relation to physical, mental and emotional wellbeing. They use movement skills that combine the elements of effort, space, time, objects and people to improve movement outcomes. Students demonstrate ethical behaviour and use this to be effective when taking on the role of player or referee/umpire.



Assessment task

Title of task

Modified Baseball5 – Striking/Fielding game

Task details

Description of task	In small teams, students play a game of Baseball5, demonstrating tactics and a range of striking and throwing skills
Type of assessment	Summative
Purpose of assessment	To assess how students apply a range of tactics, and striking and throwing skills within a game of Baseball5
Evidence to be collected	Observation
Suggested time	1 x 60-minute lesson

Content description

Content from the Western Australian Curriculum

Movement skills

Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control

Basic strategies and tactics to successfully achieve a movement outcome or goal

Task preparation

Prior learning

Students have participated in a series of lessons in Term 3, Weeks 3–7, to develop their skills, knowledge and understanding to successfully play a game of Baseball5.

Assessment task

Assessment conditions

Students work in small teams to play a game of Baseball5.



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 tasks.

Resources

- low compression tennis balls or Baseball5 balls
- multiple fields set up with bases or other equipment
- cones to mark out the limit of the outfield if playing in an open area
- cones to mark out hitting zone
- instructions (Appendix A)



Instructions for teacher

Students should be assessed on their game play and tactics throughout the sequence of lessons. This ongoing formative assessment will provide the teacher with additional evidence to supplement the summative assessment task.

The purpose of this assessment task is to give students the opportunity to demonstrate all the skills and knowledge they have acquired during this program of work.

The teacher will rotate around the playing fields to complete the assessment.

Task

In small teams, students play a game of Baseball5, demonstrating their:

- proficiency when catching/fielding, throwing and striking
- implementation of game tactics when base running and fielding.

What to do


- Describe the assessment task to students and explain the success criteria.
- Allocate students to small teams of 4–6 making the teams as equitable as possible in regard to ability.
- Set up multiple fields so all students are participating in a game at the same time.
- Watch one field at a time, allowing each team two opportunities to demonstrate their hitting and fielding.
- A larger ball, such as a dodgeball, can be used by students who find it difficult to strike a smaller ball, such as a tennis or Baseball5 ball.

Instructions for students

- Play Baseball5 against another team.
- Think carefully about demonstrating what you have learned about skills and tactics.

Marking key

Description	Marks
Fundamental movement skills in games: catching/fielding	
Successfully catches/fields the ball while under pressure over varying distances, height and speed, whether stationary or on the move, with consistency	4
Catches/fields the ball successfully while under pressure when stationary, over varying distances, height and speed, and frequently while on the move	3
Catches/fields the ball while stationary, over short to medium distances. May be less successful when under pressure	2
Attempts to catch/field the ball while stationary, often fumbling or missing the ball when under pressure	1
Subtotal	/4
Fundamental movement skills in games: throwing	
Performs a variety of throws to suit the situation, consistently adjusting technique for accuracy and control to successfully reach the intended target while under pressure	4
Performs a variety of throws to suit the situation, sometimes adjusting technique for accuracy and control to reach the intended target while under pressure	3
Selects an appropriate throw for the specific situation, often showing accuracy and control to reach the intended target while under some pressure	2
Attempts to throw the object towards the intended target with inconsistent accuracy and control	1
Subtotal	/4
Fundamental movement skills in games: striking	
Strikes an object over various distances, height and speed to an appropriate area to increase scoring opportunities, with consistency	4
Strikes an object over various distances, height and speed usually to an appropriate area to increase scoring opportunities	3
Strikes an object over short to medium distances attempting to place the object in an appropriate area to increase scoring opportunities	2
Attempts to strike the object but demonstrates little power, accuracy or control	1
Subtotal	/4



Description	Marks
Game skills and tactics	
Reacts appropriately to play, consistently assisting teammates, and using good verbal communication that leads to an increase in scoring or restricts scoring	4
Reacts appropriately to play, usually assisting teammates, and using verbal communication that usually leads to an increase in scoring or restricts scoring	3
Attempts to react to play, to assist teammates, and to use verbal communication that sometimes leads to an increase in scoring or restricts scoring	2
Attempts to react appropriately to play but this is ineffective or too late	0–1
Subtotal	/4
Total	/16

