

Years 7-10 Personal Development, Health and Physical Education

Unit Title:	7.5 Teamwork in Competition			Stage/Year:	Stage 4/Year 7
Strand(s):	Strand 2 Movement Skill and Performance, Strand 4 Lifelong Physical Activity			Unit length:	10 lessons
Unit Description:	This unit focuses on the positive outcomes that are possible from competitive participation in team based activities. Students participate in a structured series of round robins across a range of movement activities. Participation is team based with a focus on promoting appropriate behaviours when playing, officiating and supporting.				
Major outcomes A student:			Evidence of Learning A student:		
<ul style="list-style-type: none"> ▪ 4.4 – demonstrates and refines movement skills in a range of contexts and environments ▪ 4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts 			<ul style="list-style-type: none"> ▪ participate in a structured round robin competition in a range of modified games (Rooball, Netta, Flag Football & Softcrosse) (4.4 & 4.13) 		
Contributing outcomes					
<ul style="list-style-type: none"> ▪ 4.10 – explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity ▪ 4.14 – engages successfully in a wide range of movement situations that displays an understanding of how and why people move 					
Cross Curriculum Content	✓	Key Competencies	✓	Catholic Dimension:	
ICT	✓	Collecting, Analysing		Strand 2: This strand recognises the enjoyment and active participation presents in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Catholic Christian tradition inspires us to make links between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. Strand 4: This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.	
Work & Employment		Communicating Ideas			
Aboriginal & Indigenous		Planning	✓		
Civics & Citizenship		Working with others	✓		
Difference & Diversity		Work mathematically			
Environment		Solving problems	✓		
Gender		Work with ICT applications	✓		
Literacy					
Multicultural					

Students learn about:	Students learn to:
<p>Influences on skill development and performances</p> <ul style="list-style-type: none"> - applying skills across contexts - predictable and dynamic environments - importance of practice - safety <p>lifelong physical activities</p> <ul style="list-style-type: none"> - competitive/non-competitive - individual/group/team - recreational activities - health and fitness - initiative/challenge activities - physical activities with cultural significance 	<ul style="list-style-type: none"> ▪ participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts ▪ participate safely in movement activities ▪ participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests

Teaching, learning and assessment activities	Resources
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Circuit Circus

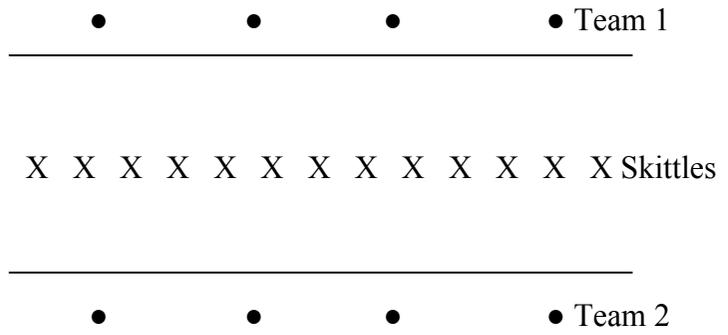
- In teams of 6, students practise skills in modified games such as Rooball (soccer), Netta (netball), Softcrosse (lacrosse) & Flag football. Students rotate through each game during the lesson/s. Skills for games include:
 1. Rooball – dribbling, passing, heading, throw ins, trapping
 2. Netta – passing, catching, shooting, defending
 3. Softcrosse – scooping, flicking, shooting
 4. Flag football – passing, catching, defending

These skills need to be explained on ‘skill cards’ at each station. Diagrams of drills may be useful. Alternatively, one student at each station may be responsible for leading the group in practising the skill.

Skill cards may include:

Skittle Ball

- 2 teams of 4-6 players line up facing each other approx 5 metres apart. Skittles are placed midway between the 2 teams. The aim of the game is to knock over the opponent’s skittles (2 different colour skittles are needed) by kicking/throwing balls back & forward between the teams.



- Soccer balls
- Netballs
- Footballs
- Softcrosse balls & scoops
- Marker cones
- Braids/flags
- Coloured skittles

Teaching, learning and assessment activities

Resources

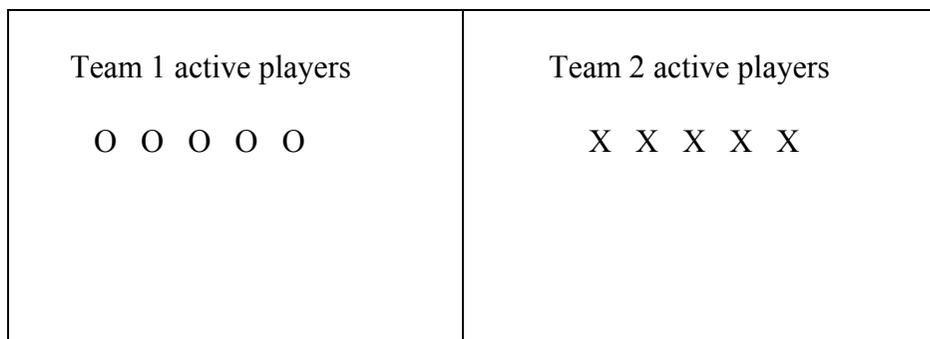
Dodgeball

- 8-10 students form a circle. 2 students stand within the circle. The aim of the game is for the students forming the circle to pass the ball across the circle without the players in the circle intercepting the ball. Players can either throw or kick the ball across the circle. Use netballs, touch balls, soccer balls.

SideBall

- Students form 2 teams of 10 players. The aim of the game is for players to throw/kick/flick (softcrosse) over the end line of their opponent. Following a point the active players are rotated with sideline players. Sideline players keep the ball from going out of bounds and pass it to their active players. Sideline players can be used to advance the ball however, goals can only be scored by active players. Use netballs, touch balls, soccer balls, scoops & softcrosse balls.

X X X X X sideline players O O O O O



Goal
Team 2

Goal
Team 1

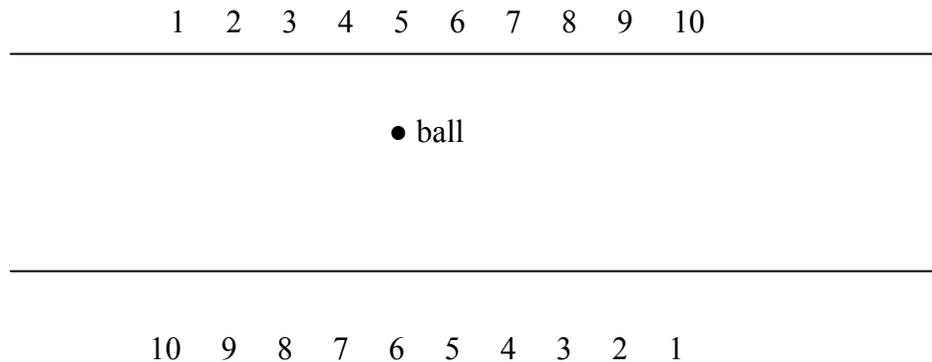
X X X X X sideline players O O O O O

Teaching, learning and assessment activities**Resources****St George & the Dragon**

- In pairs, students are to line up facing their partner approx. 15 metres apart. One student has a braid or flag attached to their shorts. The aim of the game is for the student to cross their opponent's line without having their flag taken.

Football Numbers

- In teams of 8-10 students line up facing each other approx. 5 metres apart. Student in each line are numbered off eg. 1 -10. A ball is placed in the centre of the 2 lines of players. Teacher calls a number & both students who have this number run to the ball & kick, dribble, scoop the ball & return it to their position in their team. Use netballs, touch balls, soccer balls, scoops & softcrosse balls.



Teaching, learning and assessment activities

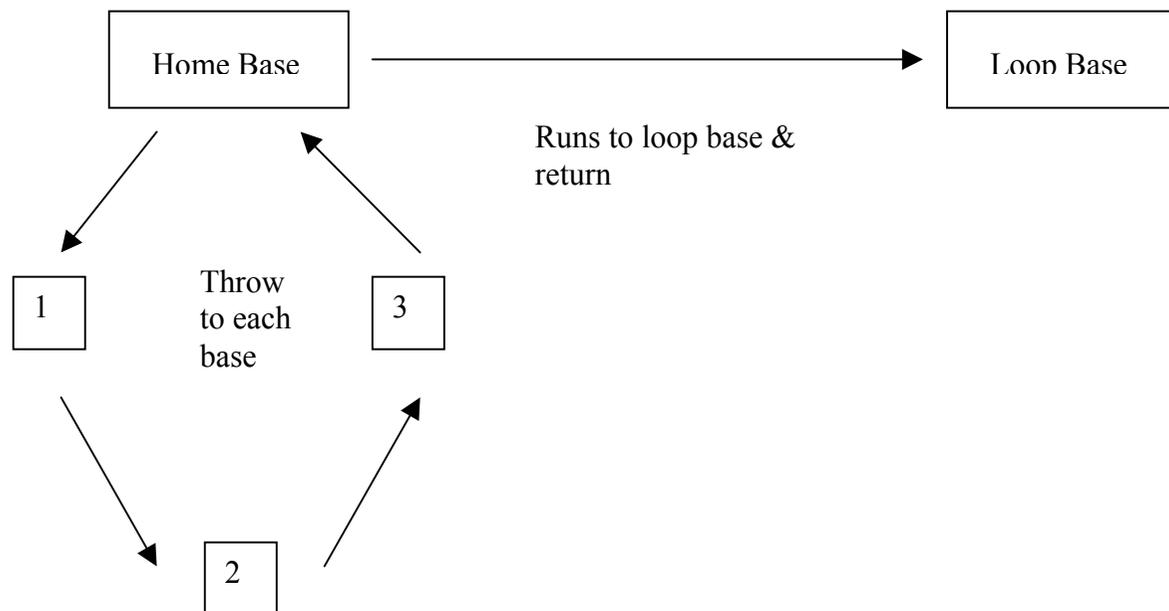
Resources

Bounding Balls

- In pairs, students throw a ball against a wall & their partner catches the rebound from the wall. Players take turns at throwing & rebounding the catch. Use netballs, touch balls, soccer balls, scoops & softcrosse balls.

Loop Ball

- Students form 2 teams of 8-10 players. The aim of the game is to throw/flick/kick the ball into a field, run to a base & return home before the fielders can return the ball. All fielders on bases must touch the ball before it can be returned to home plate. Use netballs, touch balls, soccer balls, scoops & softcrosse balls.



Teaching, learning and assessment activities	Resources
<p data-bbox="71 236 315 268">(A) Round Robin</p> <ul data-bbox="71 272 1570 456" style="list-style-type: none"><li data-bbox="71 272 1570 344">▪ In teams of 6, students participate in a structured round robin competition in a range of modified games (Rooball, Netta, Flag Football & Softcrosse).<li data-bbox="71 349 1570 456">▪ Teams need to officiate the competition & be responsible for equipment, scoring & organising team schedule (draw). A round robin draw may be created using computer-assisted software & results may be entered onto a spreadsheet. <p data-bbox="71 461 1523 533"><i>FEEDBACK: Students gain feedback from the success of their team in the competition & from teacher comments regarding their teamwork skills.</i></p>	<p data-bbox="1624 201 1850 233">Computer access</p>