Unit Title:	9.3 Modified Games	**Stage/Year:**	Stage 5, Year 9
Strand(s):	Strands 2 and 4: Movement Skill and Performance / Lifelong Physical Activity	**Unit length:**	10 Lessons

Unit Description:	This unit focuses on the capacity for creativity to enhance participation in, and enjoyment of physical activity. Students participate in a range of modified games and then design and create their own. In groups, students teach and implement their game for the participation of others in the class.

Major outcomes A student:	**Evidence of Learning** A student:
• 5.4 adapts, transfers and improvises movement skills and concepts to improve performance • 5. 9 formulates goals and applies strategies to enhance participation in lifelong physical activity • 5.10 adopts roles to enhance their own and others' enjoyment of physical activity • 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives • 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively	▪ Creates a modified game ▪ Takes on a specific role within a group ▪ Uses set criteria to assess their peers on their ability to create a game which matches the specific needs of a population group
Contributing outcomes	
• 5.14 confidently uses movement to satisfy personal needs and interests	

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:
• **lifelong physical activities** – competitive/non-competitive – individual/group/team – health and fitness – initiative/challenge activities - cultural significance • **aspects of movement skill development** – body control and awareness – object manipulation and control – anticipating and timing – technique • **influences on skill development and performance** – transfer of skills and concepts – learning environments – feedback – safety - the role of rules and regulations in safe participation • **roles in physical activity** – leadership roles – individual and team player roles – coaching, instructing or choreography roles • **strategies for enhancing others' enjoyment of and participation in physical activity** – awareness-raising – identifying physical activity needs	– demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: – aquatics – athletics – dance – games – gymnastics – recreational pursuits – aerobics/fitness – outdoor education – adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm – design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations – participate in challenging physical activities to develop life skills such as leadership, teamwork, creativity, goal-setting and problem-solving – investigate and make decisions about the various roles they can adopt to enhance their own and others' participation and enjoyment of physical activity – participate in physical activities designed to overcome barriers or meet specific needs, eg disabled sports, modified games – select and perform a variety of roles as they organise, manage and participate in physical activities – analyse strategies to enhance enjoyment and improve participation in physical activity

Teaching, learning and assessment activities	Resources
• **Teacher modelling and practice –** Teacher models the instruction of a sample of modified games eg: speedball, vortex, ultimate Frisbee. Students demonstrate and practice skill development as they participate in these games.	For all lessons a variety of physical education equipment will be utilised
• **Creating a new game –** In groups, students develop a new modified game using the *Game Sense* approach. Students are divided into groups and using varied equipment develop a modified game. Groups need to develop rules, offensive and defensive strategies. All games are trialled within the group. Class discussion is held about problems encountered, strategies to overcome problems, who had the most challenging game, how else could a game be modified, main skills used, etc. *FEEDBACK – Teacher provides verbal feedback throughout the game creation process. Peers provide verbal feedback during the trial process (below).*	*Game sense*
• **Teaching a new game** – Games are presented to the class and critiqued by peers. The games judged as best by the teacher and students are then played by the remainder of the class. The group responsible for creating the game take on the positions of coaching, officiating and other leadership roles. *FEEDBACK - Peer and teacher verbal appraisal*	
• **Taking the game further** – A new modified game with two specific focus areas is developed: - a game that addresses the needs of a person with a disability - a game that addresses a clear, cultural theme A *Game Sense* approach is used once again. Students are divided into different groups and using varied equipment develop a modified game. Groups need to develop rules, offensive and defensive strategies. All games are trialled within the group. Class discussion is held about problems encountered, strategies to overcome problems, who had the most challenging game, how else could a game be modified, main skills used, etc. *FEEDBACK - Peer and teacher written feedback is provided in accordance with set criteria and marking guidelines*	ACHPER catalogue – student with disabilities