Unit Title:	7.5 Kick, Pass and Run	**Stage/Year:**	Stage 4/Year 7
Strand(s):	Strand 2 Movement Skill and Performance	**Unit length:**	10 lessons

Unit Description:	Students will have opportunity to demonstrate movement skills through invasion games focusing on a range of modified games such as soccer, netball, touch football and AFL. They will participate safely and cooperatively in movement activities to develop and refine the fundamental movement skills and then apply them to a range of modified games/contexts.

Major outcomes A student:	**Evidence of Learning** A student:
• 4.4 – demonstrates and refines movement skills in a range of contexts and environments. • 4.14 – engages successfully in a wide range of movement situations that displays an understanding of how and why people move.	• performs selected Fundamental Movement Skills (FMS) displaying competency in a range of contexts and environments. (4.4, 4.14) • displays an understanding and ability to transfer the FMS into a game. (4.4,4.14) • creates a game in a group and outlines the aim of a game, its name, basic rules, safety and equipment. (4.4, 4.14, 4.13) • completes a written report outlining the influences on their own individual performance of the FMS skills and the different aspects of movement skill development (4.14) • works cooperatively in a range of games contexts. (4.13)
Contributing outcomes	
• 4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT		Collecting, Analysing		**Strand 2 - Movement Skill and Performance:** 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.
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:
• **types of movement skills** – fundamental – specialised – locomotor and non-locomotor – manipulative	• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments.
• **aspects of movement skill development** – body control and awareness – object manipulation and control – anticipation and timing – technique	• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing.
• **influences on skill development and performance** – applying skills across contexts – predictable and dynamic environments – importance of practice – safety	• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts. • participate safely in movement activities.
• **contexts for specialised movement skills** – games	• demonstrate movement skills through a range of experiences including: – games from categories such as target, striking/fielding, invasion and net/court

Teaching, learning and assessment activities	Resources
• **Teacher Note:** Select a range of fun activities that allow for the development and refinement of kicking, passing and running skills. These activities need to be developed in conjunction with the games of soccer, netball, oz tag and/or basketball. Teachers can either design three activity practice stations where small groups rotate or do whole class review of the FMS skills or a combination of the above. Students can then break into small practice groups and then apply the skills to a modified game. Teachers may also use the FMS assessment sheets or the videos in the *ACHPER FMS* or the *Get skilled: Get active* resources which outline the components for each FMS skill and a range of performance standards. Notes and ideas for teaching the FMS skills can be found in the FMS resource; Passing p. 6 and p 46; Kicking p. 16; Running p 26.	ACHPER *Fundamental Motor Skills* Resource DET NSW *Get skilled: Get active* Resource

• **(A) FMS Learning and Assessment Group Activity:** Using their individual student copy of the FMS Assessment Booklet, students are to work in small groups and build on their learning from the previous units. Students are to continue with their self, peer and teacher assessment of the following FMS skills; the kick, the catch/pass and the sprint/run. Briefly discuss and review the types of FMS eg fundamental, specialised, locomotor and non locomotor and manipulative. *FEEDBACK – Throughout the unit teachers are to discuss and provide verbal feedback to students about:* *The aspects of movement skill development* – *body control and technique* – *object manipulation* – *anticipation and timimg* – *applying skills across contexts* *Influences on skill development and performance; applying skills across contexts* – *predictable and dynamic environments* – *importance of practice* – *safety*	*Modified Sport Resource Manual Aussie Sport* – Australian Sports Commission
• **Activities that develop and refine kicking ability:** Soccer Dodge Ball (FMS p. 18), Side Line Soccer (FMS p 19), Three Zone Soccer (FMS p. 19), Kick Ball (FMS p. 20), Kick Golf (FMS p 23), Bull's Eye (FMS p 23) or any activity that develops and refines kicking ability.	ACHPER *Fundamental Motor Skills* Resource
• **Activities that develop and refine passing ability:** Tricky Catches (FMS p 9), Catch This (FMS p 9), Continuos Cricket (FMS p 10), Catch Newcombe (FMS p 10), End Ball (FMS p. 11), Kick and Catch (FMS p 13), Call a Name (FMS p 13) Odd Ball (FMS p. 49), Point Score (FMS p. 50), Overhand Overtake (FMS p 51) Personal Best (FMS p 52), Wall Targets (FMS p 53), Run the Gauntlet (FMS p 54), Goal Shot (FMS p. 55) or any activity that develops and refines passing ability.	ACHPER *Fundamental Motor Skills* Resource
• **Activities that develop and refine running ability**: eg Beanbag Scramble (FMS p 28), Belly Starts (FMS p. 29), Radar Run (FMS p 29), Silent Sprint (FMS p 29), Circle Sprint (FMS p 30), Short Sharp Shuttles (FMS p. 30), Novelty Starts (FMS p. 32), World Records (FMS p 33), Loop Relay (FMS p 35) or any activity that develops and refines running ability.	ACHPER *Fundamental Motor Skills* Resource

• **Video review and feedback:** Students review the video from the *ACHPER FMS* or the *Get skilled: Get active* resources and analyse the three targeted skills which highlights different standards of performance of each. Students review their own performance either through video analysis of student performances and/or the use of the student FMS booklets or skills assessment sheets. Discuss how the FMS can be applied to a range of contexts and are the building blocks for more specialised movement skills in different games. *FEEDBACK – feedback from teacher, peer and or self in relation to the development and refinement of skills. Students identify which components of each skill they can achieve and which components need further development and practice.*	DET NSW *Get skilled: Get active* Resource
• **Modified sports:** Students apply the FMS skills to a range of modified games using the *Modified Sport Manual Aussie Sport Resource*. Top Ball (Chapter: Mini Basketball p 28), Tag League (Chapter: Mod League p 25, 6 v6), (Chapter: Roo Ball p 14), Four Pin (Chapter; Netta Netball p 18).	*Modified Sport Resource Manual Aussie Sport* – Australian Sports Commission
• **(A) Create a game:** In groups of 4 students design their own game incorporating the skills of kicking, passing and running. They must develop/create a game. Students must identify the aim of the game, its name, basic rules, and equipment. They are to teach and then play the game with another group. Students prepare a written report outlining the aim of the game, its name, basic rules, safety and equipment. Students also need to discuss the influences on their own individual performance of the skills and the different aspects of movement skill development. FEEDBACK - *teacher/peer written feedback relating to the Create a Game task based on the assessment guidelines/criteria*	