Unit Title:	8.6 Striking Games	**Stage/Year:**	Stage 4/Year 8
Strand(s):	Strand 2 Movement Skill and Performance	**Unit length:**	10 lessons

Unit Description:	Students engage in a range of modified and major games. In small groups students will participate in game sense activities to explore, develop and refine their attacking and defending skills and strategies.

Major outcomes A student:	**Evidence of Learning** A student:
• 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. • 4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.	• works cooperatively in a team situation (4.13,4.16). • completes verbal response displaying an understanding of focus questions (4.10). • performs attacking and defensive moves in a variety of game situations (4.4, 4.5, 4.13, 4.16). • makes informed and constructive comments in relation to self and peer evaluation questions (4.13, 4.16). • reflects on and evaluates personal performance and suggests modifications for improvement (4.5, 4.10, 4.13, 4.16). • conducts a peer assessment of a nominated partner using set criteria (4.4, 4.10, 4.13, 4.16).
Contributing outcomes	
• 4.10 – explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity. • 4.5 – combines the features and elements of movement composition to perform in a range of contexts and environments.	

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
• **the features of movement composition** – purpose – responding to stimuli – improvising – planning – sequencing – performing	• participate in a range of movement activities that demonstrate and enhance their ability to: – understand the influence of purpose when composing movement – respond creatively to stimuli, eg ideas, player movements – improvise movements to solve problems, eg defending or attacking strategies – communicate or achieve a set purpose using different subject matter, eg score goals – combine simple movement patterns into logical sequences or phrases

• **the elements of composition** – space – dynamics – rhythm and timing – relationships	• provide and make use of constructive feedback to refine movement performances. • participate in individual and group movement activities which: – demonstrate their ability to use space in different movement contexts – explore force and flow – use self-paced and externally-paced movements to explore rhythm and timing – explore relationships, eg with a partner/group/team member, opposition players, equipment and apparatus, the performance environment • use the elements of composition to create and perform: – defensive and offensive strategies in games

Teaching, learning and assessment activities	**Resources**
Introduce a selection of games (modified or major) that develop attacking and defending strategies. Video students participating in a team sport that incorporates attacking and defending skills, eg basketball, football, handball, hockey, netball, soccer, touch football. Students can view the video and class performances and analyse the attacking and defending strategies through discussion, performance and through teacher, self and peer feedback. The BOS Assessment for Learning CD Rom Stage 5 Assessment Activity/Work Sample Activity 1: Skills analysis and video can be adapted for stage 4 students. The following games may then be used to further develop attacking and defending strategies. • **Game 1** Purpose: To work with team-mates to determine appropriate placement and timing of passes to score (attacking). To work with team-mates to prevent scoring opportunities for opponents (defending) eg. Defend the Cone (Game Sense p 51) Focus Questions: **Attacker** 1. What is the best position to be in when you attempt to score? 2. What does the team need to do to put themselves in the best scoring position? 3. How can you trick your opponents before you attempt to score? **Defender** 1. What is the best defensive position to protect the cone? 2. When can you win possession? 3. How can you pressure the ball carrier?	*Active Australia Game Sense* – Australian Sports Commission (Invasion Games) *Lesson Plans for Sport Leaders* – Aussie Sport Australian Sports Commission Board of Studies *Assessment for Learning* CD Rom - Stage 5 Assessment Activity 1, Skills analysis and video work sample *Active Australia Game Sense* – Australian Sports Commission (Invasion Games)

FEEDBACK –teacher/peer verbal comments in relation to focus questions. • **Game 2** Purpose: To explore how movement and passing skills can be used to your teams advantage. Learn how to communicate and work together to score points. To explore how to use movement skills and court space to avoid losing the ball. eg. Tag Ball (Game Sense p 53) Focus Questions: **Attackers** 1. How can team work help to tag your opponents? 2. What are the best passes to uses to score tags? **Defenders** 1. How can you avoid being tagged? 2. Give examples of how to move to avoid being tagged. *FEEDBACK –teacher/peer verbal comments in relation to focus questions*	*Active Australia Game Sense* – Australian Sports Commission (Invasion Games)
• **Game 3** Purpose: To determine as a team how best to keep scoring to a minimum (defence) and to explore options for gaining maximum points under the pressure of restricted time (offence). eg. 5-point Player (Game Sense p 55) Focus Questions: **Attackers** 1. When is it best to try for a high/low score? **Defenders** 1. How can you work as a team to make scoring difficult for the opposition? 2. Is it better to play one on one or as a zone defence? *FEEDBACK –teacher/peer verbal comments in relation to focus questions*	*Active Australia Game Sense* – Australian Sports Commission (Invasion Games)
• **Game 4** Purpose: To explore passing options that will move the ball down the field to set up scoring opportunities. To determine what options are available to make passing, receiving and scoring difficult for an opponent. eg End Ball (Game Sense p 57)	*Active Australia Game Sense* – Australian Sports Commission (Invasion Games)

Focus Question: 1. How can you stop the opposition from scoring points? *FEEDBACK –teacher/peer verbal comments in relation to focus questions* Focus Questions: **Attackers** 1. When should you pass the ball to a team-mate? 2. How can you back up the person with the ball? **Defenders** 1. How can you prevent your opponent from receiving a pass? 2. If your opponent has the ball, how can you stop them getting a good pass away? • **Game 5** Purpose: To explore the use of movement and ball skills, both individually and in combination with others, to move the ball down the court while avoiding the defender. eg 2 on 1 invasion games in basketball, soccer, netball, touch, sofcrosse. Use a basketball court divided into 4 sections. (Game Sense p 59) Focus Questions: **Attackers** 1. When is it effective to run with the ball? 2. When is it appropriate to pass the ball to a team-mate? 3. How can you back up the team-mate with the ball? 4. What suitable passes could be used to get the ball to team-mates? **Defender** 1. Is it better to attempt to gain possession of the ball or tag the player? When? Why? *FEEDBACK –teacher/peer verbal comments in relation to focus questions*	*Active Australia Game Sense* – Australian Sports Commission (Invasion Games)
• **Game 6** Purpose: To explore the ways of keeping possession of the ball being dribbled (offensive). To explore ways of gaining possession (defensive). eg. Dribblers and Robbers (Game Sense p 61) **Attackers (dribblers)** 1. How can you keep control of the ball? 2. How did you keep the ball away from the defence?	*Active Australia Game Sense* – Australian Sports Commission (Invasion Games)

3. If you lose possession what could you do next time to protect the ball? **Defence (robbers)** 1. When would you try to steal the ball? 2. What did the attack do to prevent you getting the ball? How could you have stopped this? *FEEDBACK –teacher/peer verbal comments in relation to focus questions*	*Active Australia Game Sense* – Australian Sports Commission (Invasion Games)
• **Skills analysis task:** re-video students participating in a team sport or modified activity that incorporates attacking and defending skills, eg basketball, football, handball, hockey, netball, soccer, touch. Students and teacher need to evaluate each student's level of improvement and performance of attacking and defending strategies in this task. Students conduct a peer assessment of a nominated partner using set criteria adapted from the modified Board of Studies *Assessment for Learning* CD Rom - Stage 5 Assessment Activity 1, Skills analysis. *FEEDBACK – written self and peer feedback based on performance criteria/guidelines.*	Board of Studies *Assessment for Learning* CD Rom - Stage 5 Assessment Activity 1, Skills analysis