Unit Title:	7.7 Games for Fun	**Stage/Year:**	Stage 4/Year 7
Strand(s):	Strand 2 Movement Skills and Performance	**Unit length:**	5 lessons

Unit Description:	Students will participate in a range of movement skills in the context of striking and fielding games and activities. They will improvise movement to solve problems, communicate to achieve a set purpose and refine fundamental movement skills. This will be achieved in a fun and supportive environment.

Major outcomes A student:	**Evidence of Learning** A student:
• 4.4 – demonstrates and refines movement skills in a range of contexts and environments. • 4.5 – combines the features and elements of movement composition to perform in a range of contexts and environments. • 4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.	• performs FMS with competence in a striking and fielding games context (4.4, 4.5, 4.14). • develops proficiency in a range of swimming strokes (4.4, 4.5, 4.14). • undertakes a lifesaving qualification (4.4, 4.5). • responds verbally to unit focus questions displaying an understanding of the elements of movement composition (4.4, 4.5). • explains how and when to refine movement skills in a range of contexts and environments (4.16). • works cooperatively in a team situation (4.13, 4.11).
Contributing outcomes	
• 4.11 – selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations. • 4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts. • 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 - 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. **Strand 4 - Lifelong Physical Activity:** This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical
Work & Employment		Communicating Ideas	✓	
Aboriginal & Indigenous		Planning		
Civics & Citizenship		Working with others	✓	
Difference & Diversity		Work mathematically		

Environment	✓	Solving problems	✓	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.
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	• 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 music, ideas, player movements – improvise movements to solve problems, eg defending or attacking

– sequencing – performing	strategies, expressing ideas – communicate or achieve a set purpose using different subject matter, eg ideas from growing and changing, music – combine simple movement patterns into logical sequences or phrases • provide and make use of constructive feedback to refine movement performances.
• **the elements of composition** – space – dynamics – rhythm and timing – relationships	• 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
• **lifelong physical activities** – individual/group/team – recreational activities – initiative/challenge activities	• participate in initiative/challenge activities designed to develop teamwork, cooperation and problem-solving.

Teaching, learning and assessment activities	**Resources**
Teacher Note: Using the student copy of the FMS assessment booklet students are to continue with their self, peer and teacher assessment and feedback throughout this unit. Teachers need to select a range of games activities that will develop and refine fundamental movement skills and/or aquatics activities that develop the outcomes for this unit and meet the local student needs and resources of the school community. **Games Activities:**	ACHPER *Fundamental Motor Skills* *Get skilled: Get active* – NSW Department of Education and Training

• **Game 1:** Purpose - To determine the appropriate placement of the ball to increase scoring opportunities and to work as a team to cover playing space and to keep the batters score to a minimum. Eg Zones (Game Sense p 37-38) or another game selected by the students/teacher to meet this purpose. Focus questions: **Batter** 1) What type of shot will help you score points- along the ground, in the air, a hard hit, well timed? 2) Where should you hit the ball to score points? **Fielders** 1) What can happen if you field close to the batter? 2) If the batter is scoring lots of points how can you stop them? *FEEDBACK – teacher/peer verbal comments in relation to the above focus questions.*	*Active Australia Game Sense* – Australian Sports Commission
• **Game 2:** Purpose - To explore when to take risks and when to play safe while attempting to score runs. Eg Hit 4 and Go (Game Sense p. 39-40) or another game selected by the students/teacher to meet this purpose. Focus questions: **Batter** 1) Where should you hit the ball to give the batter adequate time to run? 2) When do you take the chance to go for another run? **Fielders** 1) How can you work together to field each hit? *FEEDBACK – teacher/peer verbal comments in relation to the focus questions.*	*Active Australia Game Sense* – Australian Sports Commission
• **Game 3:** Purpose - to determine appropriate shot selection and placement to increase scoring opportunities and to work as a team to cover the playing space to keep the batters score to a minimum. Eg Go for goal (Game Sense p. 41-42) or another game selected by the students/teacher to meet this purpose.	

Focus questions: **Batter** 2) What type of shot will score points? 3) If the fielders are close to the batting area, will you take a risk to go for a big hit or play it safe and hit short? **Fielder** 1) How important is it to protect every area of the field? 2) Where is it best to stand when waiting for the ball to be hit? Why? *FEEDBACK – teacher/peer verbal comments in relation to the focus questions* • **Game 4:** Purpose: To explore different options for batting a ball to maximise scoring and to determine how to work together to keep a batters score to a minimum. Eg Up and Back (Game Sense p. 43-44) or another game selected by the students/teacher to meet this purpose. **Batter** 1) Where are the gaps in the field so that the batter can hit there? 2) Where could you hit the ball so that the fielder has trouble returning it? 3) How can you disguise/trick the fielders so they don't know where the ball might go? **Fielders** 1) What field placement would you use to reduce the opportunity for the batter to score? 2) How can you force the batter to play a hit so that it easy to field? *FEEDBACK – teacher/peer verbal comments in relation to the focus questions.*	*Active Australia Game Sense –* Australian Sports Commission

• **Game 5:** Purpose - to explore options for placement of the ball and too increase the chances of a run being scored and to improve communication between fielders to stop runs from being scored. Eg Beat the Ball (Game Sense p 45-46) or another game selected by the students/teacher to meet this purpose. **Batter** 1) Where is the best place to hit the ball to allow you time to score a run? 2) If the fielders are in the area where you want to hit the ball, what could you do? **Fielders** 1) Where will you field from? Why? 2) How can the team work together to cover any ball that is misfielded? *FEEDBACK – teacher/peer verbal comments in relation to the focus questions.*	
• **(A) Game 6 Analyse a game:** Purpose - to discover how to play attacking shots, which allow runs to be scored. To maintain accuracy in bowling to get the batter out. To determine how best to cover the fielding and to work as a team to keep scoring to a minimum. Students are to analyse a game and provide responses to the questions outlined below to demonstrate their understanding of the elements of movement composition, problem solving in a team and how to adapt and refine movement skills. Eg Continuous Cricket (Game Sense p. 47-48) or another game selected by the students/teacher to meet this purpose. **Batter** 1) What are the elements of good batting technique? 2) Where can the ball be hit to enable you to score? 3) Should you always know where the ball is when running? Why/Why not? **Fielders** 1) What are the elements of good fielding technique? 2) How can teamwork restrict the batters scoring ability? 3) When do you change the fielding positions? 4) How does the team work together to solve problems? What problems can arise? 5) What are the important aspects of teamwork?	*Active Australia Game Sense –* Australian Sports Commission

Bowler

1) What are the elements of good bowling technique?

2) How might the bowlers placement of the ball make it harder for the batter to make a good shot or to get them out?

3) How can the bowler communicate with the fielders?

FEEDBACK – teacher/peer verbal comments in relation to the focus questions and assessment marking criteria provided by the teacher.