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## PHASE

# SPORT EDUCATION MODULE

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## SPORT EDUCATION IN THE PRIMARY SCHOOL

At the completion of this module participants will:

- Understand how sport education fits into the Health and Physical Education domain
- Know how to link Sport Education programs to other domains and dimensions
- Know the aims and desirable outcomes of student participation in a sport education program
- Understand the difference between sport and sport education
- Be familiar with a variety of teaching approaches to implement in sport education programs
- Have explored a range of ways to assess student performance in sport education programs

### A NOTE to PHASE TUTORS

A PHASE module is designed to run for two hours. When presenting the SPORT EDUCATION module the following breakdown is suggested.

<b>THEORY</b>	<b>TIME</b>
Aims and outcomes of a sport education program Sport education within the VELS curriculum Sport education definitions Games, Play, Sport continuum Approaches to teaching sport education Games Classifications Assessment strategies Resources	45 minutes
<b>PRACTICAL ACTIVITIES</b>	
Games Sense activities SEPEP activities	1 hour 15 minutes

# SPORT EDUCATION

## Introduction

A sport education program should aim to encourage students to:

- develop fundamental skills into sport specific skills and apply them in games and sport both as individuals and with other people
- understand the values and traditions of sport in the community
- work co-operatively with team members in a variety of roles
- apply fair play concepts
- enjoy and be enthusiastic about participating in sport
- understand the importance of rules
- develop leadership qualities

Sport education involves more than just playing games. The desirable outcome of a comprehensive sport education program is for people to CHOOSE to pursue sporting activities in their spare time in one or more of the following ways:

- Highly organised competitive sport
- Casual recreational sport
- Active non-competitive sport

## What is Sport Education?

Sport education is one component of a comprehensive physical education program.

The following definitions of physical education, sport and sport education help explain each term.

### Physical Education

*Physical education is the process through which sport, outdoor education, dance, gymnastics, aquatics and games are used by physical educators to teach students motor skills and fitness skills as well as assisting with the school's responsibility to develop personal and social skills in students.*  
Moneghetti Report, 1993

*Physical education is that part of the total educational program that contributes, primarily through movement experiences, to the total growth and development of children. It is education through movement that gives attention to the psychomotor, cognitive and affective learning domains.*  
Robert Pangrazzi, 'Dynamic Physical Education for Elementary School Children', 2004

*Physical Education is the process by which an individual obtains the optimal physical, mental and social skills through physical activity*

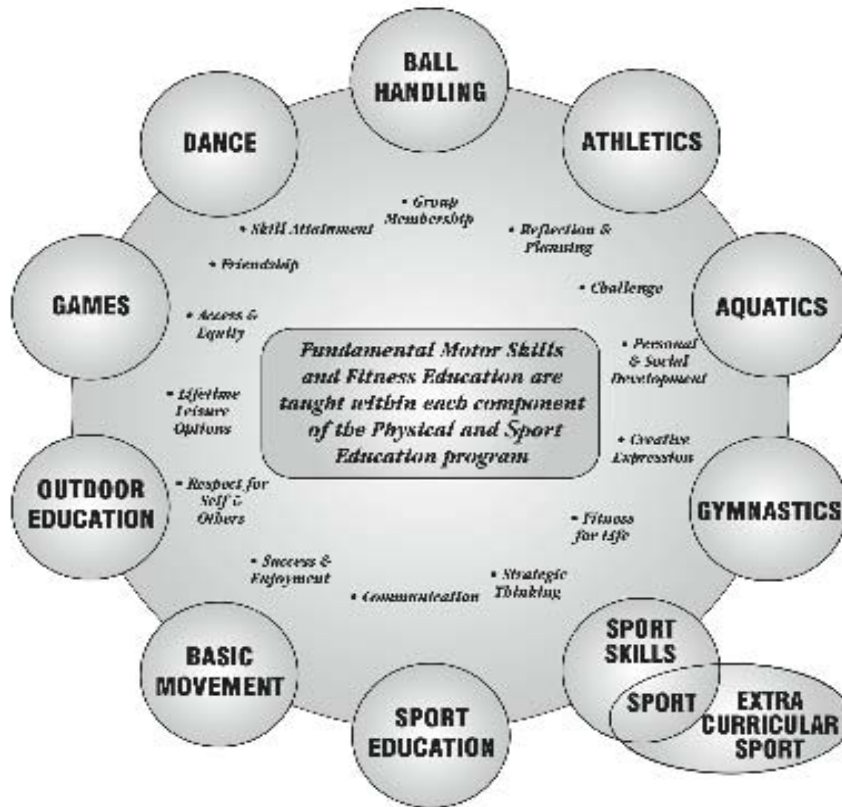
### Sport

*Sport can be defined as vigorous physical activity that, for the purposes of discovering limits of one's capabilities, or for fun, amusement and diversion, involves competition against oneself or another, or a confrontation with natural elements.*  
Moneghetti Report, 1993

### Sport Education

*"Sport education includes the development of sport skills, an understanding of rules, strategies and tactics of various sports and an appreciation of codes of behaviour".*  
Adapted from - Ministry of Education, 1987

# COMPONENTS OF A COMPREHENSIVE PHYSICAL EDUCATION PROGRAM



## Sport Education in the Victorian Essential Learning Standards

The Victorian Essential Learning Standards “provide a framework for schools to deliver teaching and learning programs that support students to develop capacities to confidently manage themselves and their relationships with others, make sense of the world in which they live and effectively participate in that world”.

### Standards:

Describe what students should know and be able to do at different levels of schooling within each domain. They are central to the teaching process and form the outcomes for assessment on student progress.

### Learning Focus Statements:

Suggest appropriate learning experiences that students need to focus on to achieve the standards at a particular level. Teachers can draw on these statements to develop relevant teaching and learning activities

The domain of Health and Physical Education provides the starting point for teachers planning a Sport Education program.

The dimension of Movement and Physical Activity is where the focus of teaching and learning in Sport Education is located. The dimensions of Health Knowledge and Promotion, Working in Teams, Building Social Relationships, Managing Personal Learning and Thinking demonstrate very strong links to Sport Education.

The following tables:

- provides teaching and learning and outcomes related to sport education from the Movement and Physical activity Learning Focus statements and Standards
- provides a sequence of learning in sport education from the Movement and Physical Activity dimension
- links sport education content with other dimensions

### Dimension Movement and Physical Activity

Level	Learning Focus	Standards
3	Begin to apply skills in sport specific settings Explore basic games tactics Begin to work with others to set and achieve goals in both cooperative and competitive settings Invent games for themselves and others to play Consider the different tasks undertaken by officials to ensure a game or activity can proceed smoothly Discuss how all students can have equal opportunity to participate	Demonstrate a wide variety of motor skills and apply them to basic, sport specific situations Begin to use basic games’ tactics Work with others to achieve goals in both cooperative and competitive settings Explain the concept of fair play and respect the roles of officials.
4	Perform skills with increasing precision, accuracy and control in more complex games Use strategic thinking, communication and cooperation to enhance performance, participation in order to improve game performance Begin to set personal goals to improve performance by reflecting on their skill development needs. Undertake a variety of roles when participating in modified sports, and are supported in taking responsibility for organising and conducting competitive activities in which decisions are made about procedures, rules and fair play In groups they discuss ways to design or modify a simple activity or game and consider the object of the game, the playing conditions, the scoring and the rules and procedures for safe conduct	Refine basic and complex motor skills and apply these in increasingly complex games and activities Effectively use strategic thinking and work with both more and less skilled peers to improve game performance. Describe and analyse the various roles required in competitive sports. Work in a group to create a game and establish rules and procedures for its safe conduct

# SEQUENCE OF LEARNING IN THE HEALTH AND PHYSICAL EDUCATION STANDARDS

DIMENSION	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Movement and Physical Activity</b>	<ul style="list-style-type: none"> <li>perform basic motor skills and movement patterns, with or without equipment, in a range of environments</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate basic motor skills and some more complex skills</li> <li>combine motor skills and movement patterns during individual and group activities</li> <li>demonstrate control when participating in locomotor activities requiring change of speed, direction and level</li> <li><b>create and perform rhythmic movement sequences in response to stimuli</b></li> </ul>	<ul style="list-style-type: none"> <li>perform a broad range of complex motor skills</li> <li>demonstrate a wide variety of motor skills and apply them to basic sport specific situations</li> </ul> <p>▪ create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns</p>	<ul style="list-style-type: none"> <li>perform confidently and efficiently in a range of movement environments (indoor, outdoor, aquatic)</li> <li>refine basic and complex motor skills</li> <li>evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development</li> <li>apply skills in increasingly complex games and activities</li> </ul>	<ul style="list-style-type: none"> <li>proficiently perform complex movement and manipulative skills</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate proficiency in the execution of manipulative and movement skills during complex activities</li> <li>demonstrate advanced skill in selected physical activities</li> </ul>
	<p>▪ regularly engage in periods of moderate to vigorous physical activity</p> <p>▪ use simple vocabulary to describe movement, physical responses of the body to activity and feelings about participation in physical activity</p>	<ul style="list-style-type: none"> <li>regularly engage in bouts of moderate to vigorous physical activity</li> <li>describe the link between physical activity and health</li> </ul>	<ul style="list-style-type: none"> <li>participate regularly in physical activities for the purpose of improving skill and health</li> <li>identify and describe the components of health related fitness</li> </ul>	<ul style="list-style-type: none"> <li>maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity</li> <li>explain the process for improving health related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement</li> <li>measure their own fitness and physical activity levels</li> <li>identify factors that influence motivation to be physically active</li> </ul>	<p>▪ participate in sports, games, recreational, leisure and outdoor adventure activities that maintain regular participation in moderate to vigorous physical activity</p> <ul style="list-style-type: none"> <li>use training methods to improve fitness levels</li> </ul>
	<ul style="list-style-type: none"> <li><b>follow rules and procedures</b></li> <li><b>share equipment and space safely</b></li> </ul>	<ul style="list-style-type: none"> <li><b>explain the contribution rules and procedures make to the safe conduct of games and activities</b></li> <li><b>use equipment and space safely</b></li> </ul>	<p>▪ <b>follow safety principles in games and activities</b></p> <ul style="list-style-type: none"> <li><b>explain the concept of fair play and respect the roles of officials</b></li> <li><b>work with others to achieve goals in cooperative and competitive sporting and games situations</b></li> </ul>	<ul style="list-style-type: none"> <li><b>work in a group to create a game, and establish rules and procedures for safe conduct</b></li> <li><b>describe and analyse the different roles required in competitive sports</b></li> <li><b>effectively use strategic thinking and work with more and less-skilled peers to improve game performance</b></li> <li><b>work independently to improve performance</b></li> </ul>	<ul style="list-style-type: none"> <li><b>demonstrate the ability to combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance</b></li> </ul>	

## SPORT EDUCATION IN THE HPE LEARNING FOCUS STATEMENTS

LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Through modified major games and athletics activities, students begin to apply skills in sport specific settings</p> <p>Discuss the performance criteria of motor skills and practise observing a partner's performance</p> <p>Explore basic games tactics such as the concept of attack and defence following rules of the game and describing roles of various positions</p> <p>Discuss how all students can have equal opportunity to participate, irrespective of skill level</p> <p>Begin to work with others to set and achieve goals in cooperative and competitive settings</p> <p>Consider different tasks undertaken by officials to ensure game can proceed smoothly</p>	<p>Students refine and expand their range of skills and perform them with increasing precision, accuracy and control</p> <p>Begin to observe and give constructive feedback on the skill performance of their peers</p> <p>Use strategic thinking, communication and co-operation to enhance performance and participation in order to achieve team goals</p> <p>Work effectively with more and less skilled peers</p> <p>Begin to set personal goals to improve performance by reflecting on their skill development needs and explore strategies to achieve them</p> <p>Undertake a variety of roles when participating in modified sports</p> <p>Supported to take responsibility for organising and conducting competitive activities in which decisions are made about rules and fair play</p>	<p>Students further develop and refine a range of movement and manipulative skills</p> <p>Participate in a variety of team and individual games, building on skills and strategies from other sports</p> <p>Develop new sport specific skills</p> <p>Observe peer performance, developing and using criteria to provide precise feedback</p> <p>Engage in activities which develop strategic thinking to improve individual and team performance in competitive sports and games</p> <p>Collaborate with team members planning strategies and practising set plays to respond to tactical challenges</p> <p>Respect the rights of others to participate</p> <p>Students undertake a variety of roles (player, administrator etc) and reflect on their experiences</p> <p>Reflect on how they contribute to creating an inclusive environment for learning and fair play</p> <p>Reflect on their own personal and social behaviour in physical activity settings</p> <p>Students monitor and analyse their own performance</p> <p>Develop a set of conflict resolution strategies</p>	<p>Develop proficiency in a range of high-level movement skills</p> <p>Focus on identifying and implementing ways of improving the quality of their sports performance during games and sports</p> <p>When introduced to new sports they adapt previously learnt skills and learn new skills</p> <p>Participate in peer teaching and coaching situations</p> <p>Learn and practise tactics and strategies relevant to the sports in which they participate</p> <p>Develop strategies to counter tactical challenges in game situations</p> <p>Undertake a variety of roles in team games and assume responsibility for organisation of sporting competition</p> <p>Discuss sporting conduct and implement fair play and good sporting behaviours</p>

## Suggested Development of a Sport Education Program Prep – Year 10

A sport continuum PLAY > GAMES > SPORT reflects the stages of development of children and uses a process in which students are presented with a carefully constructed series of steps leading to adult participation.

Stage	Emphasis	Experiences
<b>PLAY</b> (Prep – Year 3)	fun and enjoyment creative and spontaneous activities no/few formal rules little or no equipment basic locomotor skills no pressure, no winners or losers spirit of co-operation engendered	rhyming/singing games tag/chasing games basic ball games creating games
<b>GAMES</b> (Year 2 – Year 6)	agreed upon organisation of time and space bounded by formal rules: defining objective of activity restricting player behaviour needing only minimum skill developing manipulative and locomotor skills	minor games specific sport skills lead up games modified games and sports creating games basic strategies and tactics health related fitness for games
<b>SPORT</b> (Year 5–Year10)	vigorous, physical, competitive activities enforceable, standardised rules and playing conditions needing more complex skills and greater practice and training tactics and strategies required for specific sports transfer of learning between games of similar construction	specialised sport skills major sports modifying major sports to make them inclusive apply skills and strategies developing codes of behaviour officiating and administering physical training for specific sports

An effective sport education program will consist of a structured sequential sports skill experience as well as the development of appropriate cognitive and social skills. For example it will include:

- appropriate attitude to physical activity
- participation with others
- codes of behaviour
- understanding of strategies
- compliance with rules
- appropriate attitude to competitiveness

For younger students an appropriate sport education program involves elements of ‘play’ and ‘games’ combined. For older students it involves elements of ‘games’ and ‘sport’ combined with opportunity for low key competition or higher level competition, as ready.



## Teaching and Learning in Sport Education

A quality sport education program within the physical education curriculum aims to equip students to pursue a physically active lifestyle

Each learning sequence or unit of work should seek to develop:

- The technical skills for the sport
- An understanding of game skills and strategies
- An understanding of the rules and code of behaviour
- Experience in game situations
- An understanding of training and preparation for the sport

Each student should have the opportunity to:

- Develop and execute strategic play
- Participate at a level appropriate to their stage of development
- Share in the planning and administration of the sport
- Be provided with responsible leadership opportunities
- Work effectively with the group towards common goals

## The Learning Environment

The following guidelines about the learning environment are applicable in the primary school.

- Reduce emphasis on winning and losing
- Focus on maximum participation for all students in a variety of sports
- Provide modified rules where and when appropriate
- Provide enjoyment and a measure of success for all
- Allow skill acquisition and improvement
- Develops sporting behaviour, including self-control, discipline, co-operation, tolerance and respect for others
- Caters for student learning styles

There are a number of learning and teaching models through which sport education/concepts can be presented to students. Learning and teaching models selected by teachers must be flexible enough to be adapted to suit a particular setting. Whichever teaching models you choose will depend on the context you are working in, identified students' needs and your understanding of the model application.

## The Traditional Approach

The traditional approach to teaching games and sports is technical and focuses on teaching skills. The following framework may be used to present appropriate learning experiences through which students can acquire skills and techniques in team sport related games.

Warm up

Basic skill drills and practices (individual and partner)

Basic skill drills and variables (individual and partner)

Basic skills and opposition (partner and small group)

Functional practices through small group activities

The major or modified game.

## The Games Sense (or Teaching games for Understanding) Approach

The Games Sense Model emphasizes the strategic application of skills and the manipulation of game rules to develop tactical awareness and decision making under pressure. Games sense focuses on the game rather than technical (skill) practice, to encourage participants to be more tactically aware and make better decisions during games. Students still develop skill techniques but only after they understand the game and the role an importance of the skills in the context of the game. Rather than skills and drills each session begins with a game that focuses on identifying and understanding the common demands of players during those events. The teacher has an essential role in asking questions that encourage students to use problem solving as tactical and strategic scenario's arise during game events.

Game Sense aims to develop

LEARNING OUTCOMES	HOW GAMES SENSE CAN ACHIEVE OUTCOMES	EXAMPLES
Knowledge of rules and techniques	Games to emphasise how rules shape a game Games that demonstrate which techniques are most effective	Making the area smaller; adding a three second rule Questioning: Is a lob pass effective?
Contextual knowledge (understanding tactics, similarities between different games)	Use of questioning to reinforce learning  Presenting games in categories to demonstrate tactical transfer between games	When should you pass the ball?  Invasion (court games); netball, basketball, team handball, korfball
Tactical and decision making	Games that use structured scenarios to emphasise problem solving	2v1 two attackers must run the ball over the end line
Technical skills (execution of a skill in the game context)	Games and questioning to demonstrate and develop particular techniques	Must use bounce pass. Was this more effective than a lob pass?

The following format may be used to present appropriate learning experiences for games centered lessons.

Focus question (for the teacher)	What is the key question about the game that is driving the learning?	
Lesson Focus	What is the element of the game or the common game strategy that is the focus?	
Outcomes	What are the links to the Victorian Essential Learning Standards?	
Section 1	Warm up	How will students be prepared for activity?
Section 2	Introduce the game	What is the modified game being played? What rule modifications are in place to ensure focus question is addressed?
Section 3	Developing the play	What questions can you ask to develop understanding and game involvement?
Section 4	Return to the game	
Section 5	Warm down	How can the lesson be ended so that students reflect upon lesson focus and achievement or progress towards outcomes are assessed?

## **The Moving Games Model**

The focus of this model is on maximizing opportunities for students to learn and demonstrate movement skills in an open competitive environment. Each session begins with a game with a focus on technical skill development. As the teacher observes the students, they determine needs and skill levels and then make alterations to the team size/playing area/ equipment/rules/according to the needs of the students. The aim is to provide every student with a chance of success and challenging them to progress. The teacher then plans a sequence of small sided games that become increasingly complex and demanding on skill levels. Alternatively, taking a more student centered approach the students collectively decide on how to best to modify the game.

## **The Sport Education in Physical Education Program (SEPEP)**

A model used as a means to develop skills and interest of students in community sport is SEPEP. This involves a holistic approach to sport and enables teachers to develop an outcomes-based education approach to Physical Education and Sport Education.

It is a curriculum-based model where students learn to plan, implement and play in a sporting competition as part of their Physical Education or Sport program.

SEPEP is a student centered program in which mixed ability groups teams are formed at the start of the season. Students and teachers work collaboratively in;

Facilitating

Planning

Managing

Selecting teams

Coaching teams

Organizing fixtures

Umpiring games

Scoring,

Recording, reporting results,

Coordinating finals competitions

Planning celebrations

The SEPEP program is characterised by the following:

The program runs for a season and duplicates a community season of sport

Students demonstrate ownership of and responsibility for the implementation of the season

Students plan and implement a formal competition with a culminating event

Students decide on team sizes and rules modifications

Students publish results and write reports.

The teacher acts as a facilitator rather than the leader and assists students where needed to implement the program.

## A Sample SEPEP 10 Week Program

Weeks 1-2	SEPEP philosophy explained, history of selected sport, Discuss components of team play, discuss what roles are needed to run a season of sport, basic skills practices
Week 3	Selection of teams, selection of roles, warm up guidelines, skill practice
Week 4	Rule modifications for game play, codes of conduct, coaching clinics, team strategies
Week 5-6	Coaching clinics, practice matches, publicity
Week 7-9	Round Robin tournament, sports tribunal, results published, planning for culminating event
Week 10	Culminating celebration

It is beneficial for teachers to be familiar and confident with all models of delivery and recognize that there are overlaps with all approaches for example a Traditional Approach or a Games Sense approach may be taken within a SEPEP unit

The choice of approach varies with school context but all approaches can be implemented within the physical education program as well as

- lunchtime competitions
- after school activities
- House or Sport afternoons
- Intra-school sport
- Inter-school sport

## Classification of Sports and Games

Games and sports may be classified in a variety of ways depending on their purpose and nature.

### • **Developmental Approach (Adapted from Gallahue, D. Developmental Physical Education for Today's Children)**

This system classifies games into four developmental levels as part of an overall strategy of applying, reinforcing and implementing movement and sports skills.

- 1. Low Level Games** describe activities that are easy to play, have few and simple rules, require little or no equipment and may be varies in many ways. They help the learner become familiar with the basic skills involved in an activity. They may also be viewed as discovery games because the learner is establishing an awareness of the spatial requirements of the game. Low level games are particularly appropriate for learners who are at the beginning level of learning the skills being used in the game. They are grouped according to the movement skill they promote, the theme (tag, partner, seasonal), formation (mass, circle and line games), activity level (active and passive games).
- 2. Cooperative Games** emphasise group interaction, and socialization in a cooperative setting that de-emphasises competition. These include group initiative activities, group problem solving activities and trust activities.
- 3. Lead Up Games** are active games that involve the use of two or more sport skills, rules or tactics used in playing the official sport. They provide students with the opportunity to develop and test their games skills. They play an important role in the middle school years providing the opportunity to practise skills needed for the major game.

**4. Modified Sports** are those that resemble the sport from which it originated and has been specially adapted for the players according to their needs. They have an emphasis on safety and challenge and allow students to practice and perfect skills in a modified environment. Aspects that are modified include the playing area, equipment. Length of the game, rules, number of players. They are often more fun than the official game and make up a significant part of the primary school sports program.

**5. Major Sports** are governed by a set of rules and regulations that are recognized and interpreted by an official governing body as the standard for performance and play. They are appropriate for students at the advanced/fine tuning level of movement skill and strategic thinking level. Very few primary school students are at this level in most sports and still need instruction and practice.

#### • **Games for Understanding**

This is a sports classification system that categorises games according to strategies and tactics used. It facilitates transfer of learning between games in one category. The skills used in games in one category are often very different. The system divides games into invasion, net and wall, striking and fielding and target games.

##### **1. Invasion Games**

In invasion games teams score by moving a ball or projectile into another teams territory and either shooting into a fixed target or by moving the ball across an open ended target. To prevent scoring one team must stop the other from bring the ball into it's territory and attempting to score. Movement off the ball is common to all invasion games. Offensive players must position themselves so they can receive passes from teammates and threaten the goal. The defensive components of invasion games are similar in that players must mark or guard an opponent and pressure the ball carrier before attempting to win the ball. The execution of equipment handling skills can vary greatly in different games such as hockey and team handball.

##### **2. Net and Wall Games**

In net/wall games teams score by hitting the ball or projectile into a court space with sufficient accuracy so that opponents cannot hit it back before it bounces once (volleyball or twice tennis).

##### **3. Striking and Fielding Games**

In striking and fielding games players on the batting team must strike a ball with sufficient accuracy so that eludes players on the fielding team and gives the hitter time to run between two destinations.

##### **4. Target Games**

In target games players score by striking a ball to a target. Sometimes the target is unopposed (golf, tenpin bowling) while others are opposed (lawn bowls, croquet).

#### **Safety**

Teachers are responsible for ensuring the safety of their students. When planning a lesson, the teacher should consider whether the planned activities will be safe.

Safety advice to consider includes:

- Discuss and emphasise safety practices and precautions with students when introducing a new activity;
- Provide proper supervision of activities at all times;
- Ensure an adequate warm-up to prepare students for physical activity;
- When dividing the class into groups, aim to create groups of equal ability;
- Watch for students becoming tired and adjust or change activities as appropriate;
- Organise activity areas so there is ample space between students, groups and obstacles (fences, poles, nets, bins, walls etc);

- Pay careful attention to the suitability of the activity surface. Wet grass, wet concrete, sandy surfaces, cracked pavement and polished floors can be very dangerous to use for activities which involve students moving and changing direction quickly;
- Encourage students to wear appropriate clothing for the activity. Appropriate footwear also helps prevent accidents;
- Hoops, carpet squares and mats sometimes slip when jumped on by students;
- Be careful to select equipment that is appropriate for students' ability;
- Encourage students to drink regularly to prevent dehydration;
- Encourage students to follow sun protection practices.

## **Support for Program Development**

### State Sporting Associations

Can assist schools with developing programs, conducting skills clinics, professional development for teachers and resources (see appendix

### Victorian Primary Schools Sports Association

Rules, zone officers and manuals for reference

### Local clubs and associations

May be able to assist with officiating, training of players and resources (including equipment and scoresheets)

### Australian Sports Commission Codes of Behaviour

The Australian Sports Commission has published a series of Codes of Behaviour which can assist teachers when encouraging appropriate values and attitudes from students. These are available in brochure form on the Australian Sports Commission website [www.ausport.gov.au](http://www.ausport.gov.au)

## **Assessment in Sport Education**

The Department of Education and Early Childhood Development has published the following assessment principles to guide teachers when developing assessment tasks:

- The primary purpose of assessment is to improve student learning;
- Assessment practices are integral to the teaching and learning process and are matched to teaching and learning goals;
- Assessment practices use a range of measures allowing students to demonstrate what they know and can do;
- Assessment processes are valid, reliable and fair and cater for the range of students' learning styles;
- Assessment practices promote deeper understanding of learning processes by developing students' capacity for self-assessment;
- Assessment is authentic – based on an understanding of how students learn and requiring them to apply their skills to real world challenges;
- Students are involved in negotiating assessment to ensure a shared understanding of purpose, criteria and standards;
- Assessment works best when it is ongoing rather than episodic;
- Students have access to ongoing constructive feedback that supports their learning;
- Good assessment provides useful information to report credibly to parents on student achievement.

The following assessment tasks are examples of strategies that may be used in a sport education unit. Teachers need to be aware that assessment in sport education should be against the Victorian Essential Learning standards. Refer to the ASSESSMENT module for further information about assessment.



FORM 7.1 **I'm on Offense!**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Directions:** Explain two offensive strategies that you can use to increase your chances of being successful when participating in \_\_\_\_\_.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Assessment:** Your work will be scored according to the criteria in the following rubric. Use this information to self-assess your work before you hand it in.

4	Excellent work! You went above and beyond!	Two specific offensive strategies are provided. Artwork, specific examples, or details that support answers are included.
3	Good work. Everything is here!	Two specific offensive strategies are provided.
2	Good attempt. Just a few things are missing. Would you like to try again?	At least one specific offensive strategy is provided.
1	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	The offensive strategies provided are inaccurate or not specific to the sport.

From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.



FORM 7.2 **I'm on Defense!**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Explain two defensive strategies that you can use to increase your chances of being successful when participating in \_\_\_\_\_.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Assessment:** Your work will be scored according to the criteria in the following rubric. Use this information to self-assess your work before you hand it in.

<b>4</b>	Excellent work! You went above and beyond!	Two specific defensive strategies are provided. Artwork, specific examples, or details that support answers are included.
<b>3</b>	Good work. Everything is here!	Two specific defensive strategies are provided.
<b>2</b>	Good attempt. Just a few things are missing. Would you like to try again?	At least one specific defensive strategy is provided.
<b>1</b>	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	The defensive strategies provided are inaccurate or are not specific to the sport.

## ***Game Performance Assessment Instrument: Invasion Games***

Scorer \_\_\_\_\_ Player \_\_\_\_\_ Game \_\_\_\_\_

### **What to look for**

Students should attempt to move into position to receive a pass from a team-mate by:

- moving forward to space after pass is made.
- positioning self in a passing lane.
- moving quickly and calling for the ball.

### **Recording Directions**

- Read the three points about good support.
- Use a tally to mark each player's attempts to support during the game.

Date	Appropriate (good supporting)	Inappropriate (not supporting)

Name: \_\_\_\_\_

<b>SEPEP ROLES AND RESPONSIBILITIES CHECKLIST SELF ASSESSMENT</b>														
<b>Directions:</b>	At the end of each lesson think about the responsibilities that you successfully completed. For each responsibility successfully completed, place a tick [√] in the box. For each responsibility that you did not successfully complete, place a [0] in the box. If you are the coach, then your role will not change and you will perform the coaching role for the entire season. All other roles will rotate on a regular basis.													
	<b>Roles and Responsibilities</b>											<b>Lesson</b>		
												1 0	1 1	1 2
<b>Coach</b>														
• Lead skill and strategy practice														
• Makes decisions about team line-ups														
• Provides leadership for team														
• Communicate with and supports captain														
• Assists teacher when needed														
<b>Captain</b>														
• Selects appropriate warm-up activities														
• Leads team warm-ups														
• Reports injuries to teacher														
• Provides on field leadership for team														
<b>Statistician/Scorer</b>														
• Records scores during game play														
• Maintains ongoing team records														
• Summarises game scores														
• Provides final records to coaches and publicity officer														
<b>Official/Umpire/Referee</b>														
• Manages game play														
• Interprets rules during game play														
• Mediates conflicts														
<b>Publicity Officer</b>														
• Gets scores and records from statistician														
• Writes report for school/class newspaper														
<b>Manager</b>														
• Organises home court space														
• Inspects and cares for equipment														
• Distributes equipment														
• Reports injuries to teacher														

**Standards Assessed:**

**Movement and Physical Activity Level 4**

They describe and analyse the various roles required in competitive sports

**Working in Teams Level 4**

Students work effectively in different teams and take on a variety of roles of varying length and complexity

## Peer Assessment

The purpose of this form is to evaluate the etiquette used by your opponents.  
Please answer fairly and accurately.

Your names: \_\_\_\_\_

Opponent's names: \_\_\_\_\_

Please rate the following by circling the appropriate number:

	Not at all true				Very true
Encourages others (Says things like nice shot, good hustle, etc.)	1	2	3	4	5
Wins or loses gracefully (doesn't throw temper tantrums)	1	2	3	4	5
Both partners on the other team played equally; (one person didn't "hog" the court and try to dominate play)	1	2	3	4	5
Correct calls were made; they didn't try to cheat	1	2	3	4	5
Courteous to others; (we really enjoyed playing the other team because they were so nice)	1	2	3	4	5

**Figure 6.** Quantitative analytic rating scale for fair play during a badminton game.

Peer assessment filled out by opposing team following the completion of a badminton game. Both teams filled this out for their opponents. Developed by a secondary methods class, University of Louisville.

# Culminating Performance Rubric for a Tennis Unit – Level 4

## Proficient Level

- Consistently demonstrated the ability to select the appropriate strokes
- Consistently anticipates ball placement and moves to the ball
- Consistently demonstrates appropriate stroke for forehand and backhand
- Consistently applies and follows the appropriate rule for play and scoring
- Consistently applies an appropriate offensive strategy with success
- Consistently moves to cover appropriate space on the court, which results in successful play
- Consistently follows rules of game etiquette and fair play
- Consistently demonstrates the rules of the game and scoring

## Competent Level

- Demonstrates the ability to select appropriate stroke and attempts to use it the majority of the time
- Demonstrates appropriate stroke form for forehand and backhand in a majority of attempts
- Demonstrates the ability to anticipate ball placement and move to the ball a majority of the time
- Consistently applies and follows the appropriate rules for play and scoring
- Consistently selects the appropriate strategy, but play does not always end with success
- Attempts to move to cover appropriate space on the court but is not consistently successful
- Demonstrates good sporting behaviour consistently and follows game etiquette most of the time

## Novice Level

- Inconsistent attempt to select and use appropriate strokes
- Frequently demonstrates incorrect form for forehand and backhand
- Often is unable to anticipate ball flight and move to ball
- Applies and follows appropriate rules for play
- Little evidence of attempts to apply appropriate strategies to the situation
- Does not move to appropriate space on the court, often caught out of position on a play
- Does not consistently demonstrate appropriate game etiquette of good sporting behaviour

## Standards Level 4- Movement and Physical Activity

Students refine basic and complex motor skills and apply these skills in increasingly complex games and activities.

Students effectively use strategic thinking.

## TEAM REFLECTION- Assessment as Learning: Three-on-Three Modified Soccer Game

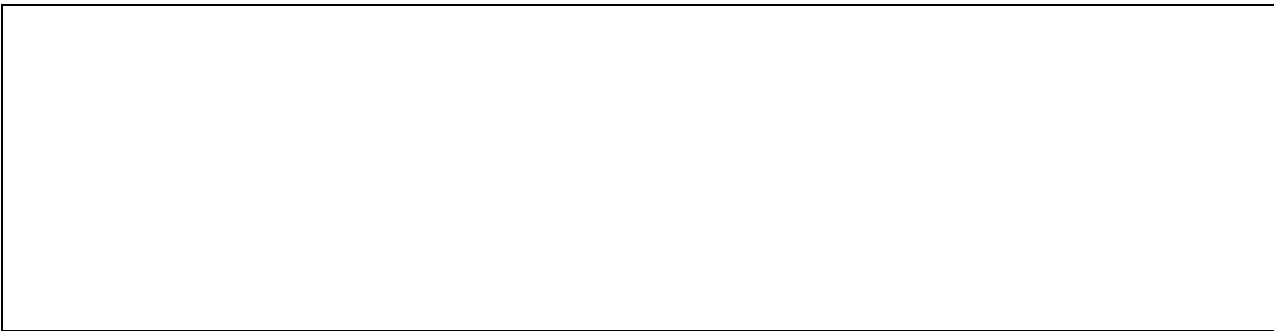
Directions:

After playing a three-on-three game for three minutes, meet with the members of your team and discuss the offensive and defensive strategies that worked well. What did you have difficulty with and what different strategy might you use?

1. What offensive strategies did you team use successfully to keep the ball away from your opponent and to move the ball toward the goal?

.....  
.....  
.....

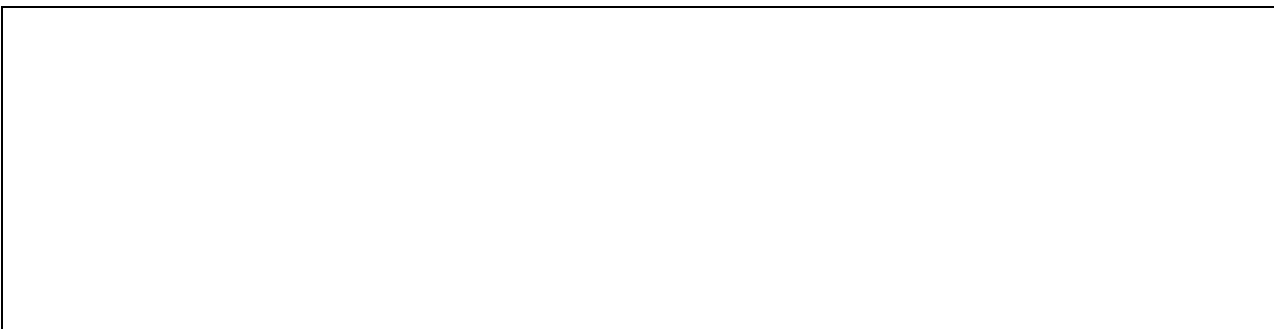
It may be helpful to also draw a picture with X's for your team and O's for your opponent's and use arrows to show how the members of your team moved to demonstrate your strategies. Also draw the lines of your playing fields. Do that in the space below.



2. What defensive strategies did your team use to successfully get the ball away from your opponents and to prevent them from scoring? Describe what you did that worked well. What did you do that did not work? What can you do differently that might work?

.....  
.....  
.....

Use the space below to show what you did with drawings. Use X's and O's as you did for offensive strategies.



### Level 4 Standards

Movement and Physical Activity:

Students effectively use strategic thinking and work with more and less skilled peers to improve game performance.

Managing Personal Learning:

Students describe task progress, suggesting how outcomes may have been improved.

## Target Games

### Obstacle Ball

**Applications:** Billiards, snooker, bowls, cricket, golf

**Problem-solving:** Use one ball to progress another ball around obstacles within a field of play.

Use balls of different sizes, shape and/or weight. Starting behind a line, roll the softest ball into the playing area. Each player takes a turn to roll their ball to hit the soft ball and progress it around obstacles placed randomly on the playing area towards the other end of the field, without it going out of play (over the side lines).

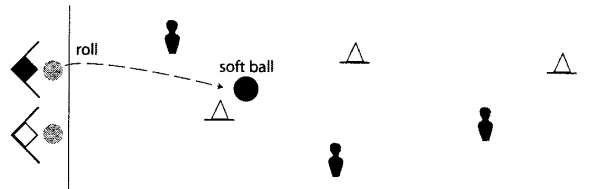
Obstacles: skittles, witches hats, cardboard boxes, etc.

#### Variations

- Size and shape of playing field.
- Size and shape of balls.
- Size, shape, positioning, number of obstacles.
- Starting point.
- Change from a cooperative game to a competitive game where players attempt to progress their own ball.

#### Safety

- Do not allow players inside the field of play to collect a ball while the game is in progress.



#### Example Key Questions

- Where on the soft ball does your ball need to hit to deflect in the direction you want it to go?
- How can the obstacles help you to progress your ball?
- From where behind the end-line is it best to roll your ball?
- When is it best to roll the ball hard and fast?
- When is it best to roll the ball with less force?

### Skittle Ball

**Applications:** Bocce, lawn bowls, ten-pin bowling

**Problem-solving:** Rolling for accuracy

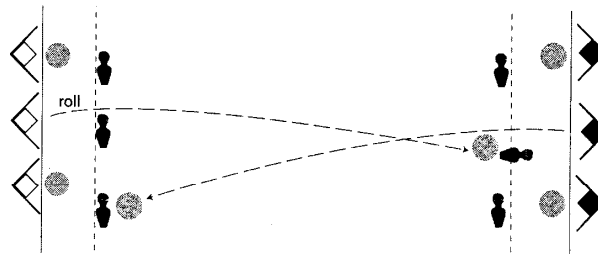
In teams of 3-4, each player places their skittle/witches hat on the target line (about 2 m in front of their end-line). By bowling a ball from behind their end-line, players attempt to knock over the skittles/witches hat of the opposing team. The winning team is the first to knock down all the other teams' skittles.

#### Variations

- Dimension/shape of playing area.
- A curved target line.
- Size and shape of skittles and balls.
- Throw at the targets.
- Players roll their ball to hit opponents' rolls in order to 'Defend their End'.

#### Safety

- If players are allowed to throw the ball, do not allow them to collect balls inside the field of play while the game is in progress.



#### Example Key Questions

- Which skittle do you aim for first?
- How can you protect your end?
- Is it better for everyone to aim at the same or a different skittle?

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## Sink the Strip

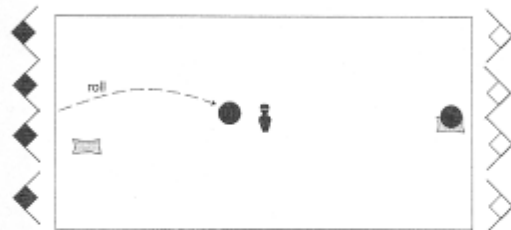
**Applications:** Cricket, softball, baseball, bowls

**Problem-solving:** Work as a team to knock over the target.

Set a target, eg. a skittle, in the middle of a playing area. Two teams of 4 line up at opposite ends. Place a ball on a beanbag (so that it does not roll) inside the playing area, in front of each team. On 'go' the first player in each line runs to the ball, picks it up and bowls at the target. If the target is knocked over, the player quickly resets it and returns the ball to the beanbag for the next player. If a player misses the target, they quickly retrieve the ball and bowl it from that spot. The player continues until they hit the target.

### Variations

- Type of bowl (ie. along the ground, underarm, overarm).
- Size and shape of target.
- Type of ball.
- Size and shape of playing area.



### Example Key Questions

- How do you position your body to get the ball going towards the target?
- Is it better to bowl hard/fast or soft/slow?
- What type of bowl is best?

## Shoot the Circle

**Applications:** Cricket, softball, baseball, football codes, lacrosse

**Problem-solving:** Get the ball through the target circle (a target on a stand, eg. AusKick handball target).

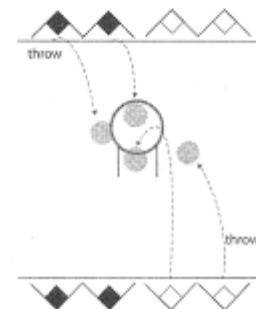
Get the ball through the target as many times as possible in a set time period. Two teams of 4 line up in pairs on opposite sides of the playing area. Two players from each team have a ball. On 'go' they attempt to throw the ball through the target circle. The other 2 players on each team field the ball, return behind the line for their attempt to throw through the target circle. Players continue to alternate throwing and fielding until time is called.

### Variations

- Size of target circle.
- Height of target circle above the ground.
- Type of ball.
- Type of throw, eg. on both knees, on one knee.
- Use softball gloves to field the ball.
- Players can move/not move from the spot where they field the ball.
- Substitute a kick, or a throw from a lacrosse stick.

### Example Key Questions

- Why is it harder to throw through the target from the side than from in front? How does this affect the way you throw at the target?
- How do you position your body when fielding to stop the ball getting past you?



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# Striking/Fielding Games

## Beat the V

**Applications:** Cricket, tennis, softball, baseball

**Problem-solving:** Place the ball to provide maximum time to run the bases. Pass the ball quickly and effectively.

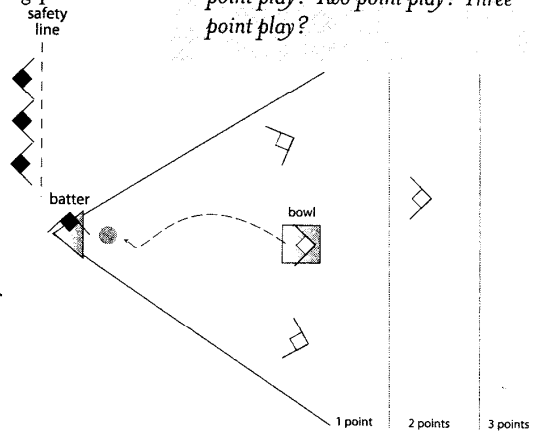
This striking and fielding game is similar to Continuous Cricket, played by teams of 4 in a V-shaped playing area. The bowler bowls from the bowling plate. The batter stands on the hitting plate and attempts to hit an underarm bowled ball into the 'V' playing area, past the fielders, then runs around the bowler's plate and back to the batting plate. They can only run around the base if they hit the ball. Fielders attempt to get the ball back to the bowler before the batter returns from running around the bases. The batter can be caught out, or bowled out if the ball passes over the hitting plate but is not hit.

### Variations

- Use wickets as a target for the bowler.
- Batters can be bowled out.
- Use scoring zones - 1 point close to the batting plate in the inner V, 2 points past the inner V, 3 points into the outer V past the fielders.

### Safety

- Batters must place the bat on the ground, not drop or throw it before running.
- Fielders must not block a runner.



### Example Key Questions

- How do you hit the ball to beat the field and complete a run?
- How do you bowl the ball to prevent the batter hitting it, but get the ball over the batting plate?
- How do you position yourself and move in the field to prevent the batter making a run?
- If using hitting zones for bonus points - When do you go for a 1 point play? Two point play? Three point play?

## Beat the Ball

**Applications:** Cricket, hockey, softball, baseball, soccer, Australian Rules football, lacrosse

**Problem-solving:** Hit the ball to place it to provide maximum to run the bases. Pass the ball quickly and effectively.

Fielders stand outside the 'diamond' playing area. A batter hits the ball off a batting tee to a space inside the 'V' and runs (clockwise) around the bases (run to 1st base first) while fielders retrieve the ball and pass it around the bases (throw to 3rd base first) in the opposite direction (anti-clockwise) in a race to see who completes their circuit and gets to home base first.

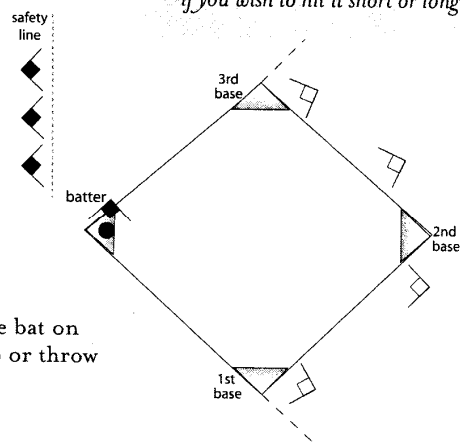
### Variations

- Shape of the playing area.
- Kick from a kicking tee.
- Fielders move/do not move with the ball.
- Emphasise a hitting direction - set up a target for bonus points if the ball goes through/lands on the target.
- Use Grip Ball and mits or softball gloves.
- For a fielding exercise throw from the batting plate.

### Safety

- Fielders must not block a runner.

- Batters must place the bat on the ground, not drop or throw it before running.



### Example Key Questions

- Where is the best place to hit the ball?
- Where is the best place to stand to field the ball?
- How do you position your body as a fielder to stop the ball getting past you?
- How does the swing of the bat differ if you wish to hit it short or long?

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# Striking/Fielding Games

## Bucket Ball

**Applications:** Tennis, cricket

**Problem-solving:** Accurately place the ball.

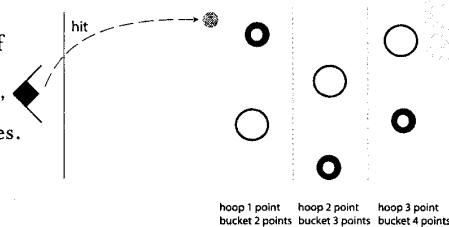
This striking game requires players to judge the distance, speed and direction of their hit. Set up a playing area 10m x 5m and randomly place 3 buckets and 3 hoops. Use a racquet appropriate to the age and ability of the student. Players self-feed the ball - hold the ball in front of the body with the hand not holding the racquet - drop the ball, let it bounce and attempt to hit it at the top of the bounce to land in either a hoop (1 point) or bucket (2 points).

### Variations

- Size and shape of balls.
- Size and placement of buckets and hoops.
- Score maximum points possible in a set number of hits.
- Use a 'partner-cooperative' feed as confidence improves.

### Safety

- Feed from the side of the batter.



### Example Key Questions

- How do you position your body to give you room to swing at the ball?
- What do you do with your feet to position yourself to hit the ball?
- Is it better to hit the ball with feet together (facing forward) or side-on?
- Where is it best to hit the ball - in line with, behind or in front of your body?
- What do you do with the racquet after you have hit the ball?
- How do you change your hitting movement when hitting to long targets compared to closer ones?

## Danish Long Ball

**Application:** Cricket, tennis, softball, baseball

**Problem-solving:** Place the ball to score a run to base. Prevent the batter from scoring a run.

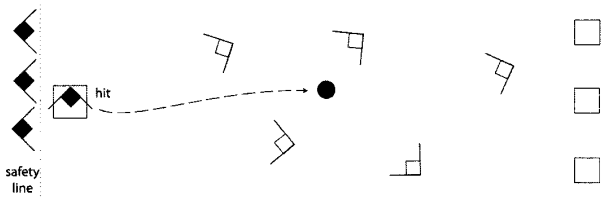
This striking/fielding game is played in a rectangular playing area (eg, basketball court). Batters stand on a home base and hit the ball off a tee into the playing area then run to one of the 3 bases at the other end of the playing area. The batter may stay on this base, but if they step off they must run back to home base. Only one batter is allowed on a base at a time. If all bases are occupied when a ball is hit, one player must run home. Batters may be caught out or tagged with the ball in a fielder's hand.

### Variations

- How a fielder throws the ball.
- A fielder bowls the ball.
- Use a racquet instead of bat.
- Use softball/baseball gloves.
- Fielders move/do not move with the ball.

### Safety

- Batters must place the bat on the ground, not drop or throw it before running.
- Waiting batters must wait behind a designated safety line.
- Fielders must not block a runner or throw the ball at a runner.
- If played on a basketball court, ensure court is free from obstructions and goal posts are padded.



### Example Key Questions

- Where is the best place to hit the ball to score a run to base?
- When is the best time to run off a base and return to home base?
- Is it better to hit the ball in the air or along the ground?
- How do you move in the field to get a player out?

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# INVASION GAMES

## Interceptor

**Application:** Football codes, hockey, lacrosse, team handball, netball, basketball

**Problem-solving:** Pass without interception. Defender's position to intercept the ball.

In this 2v1 passing and receiving game, the passer and receiver keep possession of the ball for as many consecutive passes as possible. The opposing player - 'interceptor' - tries to touch or catch the thrown ball. After a set time; a set number of consecutive passes; or when the interceptor catches or touches the ball, one of the passer's/receiver's changes roles with the interceptor.

### Variations

- Size of playing area.
- Size/shape of ball.
- Kick instead of throw.
- Push-pass using a hockey stick instead of throw.
- Time a player can have

possession of the ball, eg. 3 seconds.

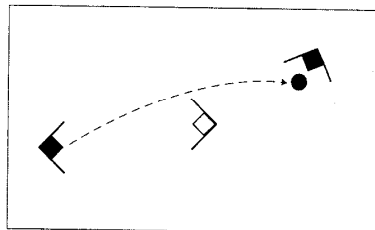
- Type of pass allowed, eg. chest pass only.

### Safety

- Defenders must not tackle or bump opposing players.

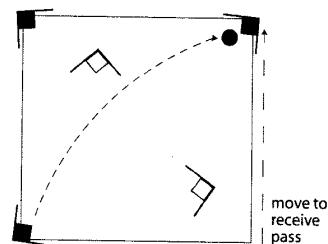
### Example Key Questions

- How can the player without the ball support the partner with the ball?
- How can the interceptor position their body to pressure a passer and receiver into error so that the interceptor can touch or catch the ball?
- When defending is it better to watch the player with the ball or the player without the ball?



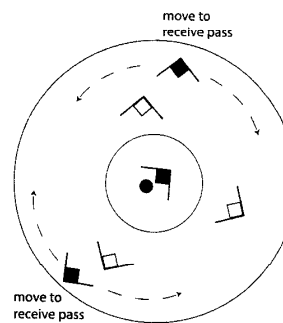
## Modify to 3v2 Corner Spry

3 players attempt to keep possession of the ball by moving between the corners of a square - only one player allowed at one corner at a time. The 2 defenders attempt to intercept the ball.



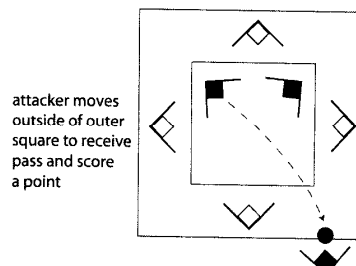
## Modify to 3v3 in a circle

Mark out 2 concentric circles. One attacker stands inside the centre circle and passes the ball to their 2 team mates who are in the space between the 2 circles. Each time a player in the outer circle catches the ball they pass back to the player in the centre circle. The 3 defenders also stand in the space between the 2 circles and try to intercept the ball.



## Modify to 4v3

The 3 attackers begin with the ball inside the centre square, 1 attempts to move into a position outside the larger square to receive a pass - score a point. The 4 defenders stand on each side of the centre square in the area between the 2 squares and attempt to intercept the ball. They are not allowed inside the centre square. After scoring, players move back to their starting positions. After 5 points teams swap roles.



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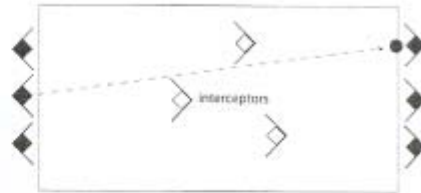
# INVASION GAMES

## (INTERCEPTOR CONTINUED)

### MODIFY TO EMPHASISE A PARTICULAR PASS 6V3

**Problem-solving:** Use accurate long passes to maintain possession.

A team of 6 stand 3 at each end of the playing area. They attempt to make as many passes across the playing area as they can retaining possession of the ball. They can only hold the ball for 3 seconds and are not allowed to move with the ball. Only one pass is allowed at one end before the ball must be passed back across the playing area. The 3 interceptors/defenders must stay inside the playing area and try to touch or intercept the ball. If so, they change places with the player who threw the ball.



#### Variations

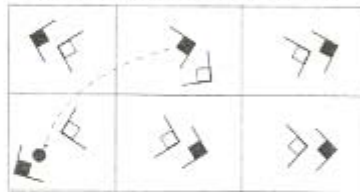
- Type of pass, eg. chest, shoulder, side arm, overhead.
- Size of the playing area.
- Number of passes before the ball must be passed across the playing area.
- Number of players per team.

### MODIFY TO TEACH POSITIONING 6V6

*Inexperienced players often follow the ball like a flock of sheep during invasion games. Play in grids to teach players to move in space while maintaining distance from other players. Two teams are paired off - one player from each team - per square. Players are not allowed to move into another square.*

The team in possession of the ball attempts to keep it for as many consecutive passes as possible. The interceptors/defenders try to touch or gain possession.

move to create space and position to receive the ball

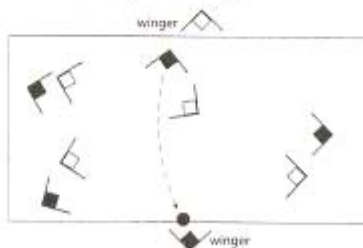


### MODIFY TO TEACH SET POSITION

*Players do not always understand the position they play in relation to other players.*

**Problem-solving:** Move the ball in sequence to players in set positions. Each team has a 'winger' who moves up and down the side line, but is not allowed into the field of play. One team attempts to keep possession of the ball for 5 consecutive passes - one pass must go to the winger - to score a point.

To score a point the interceptors/defenders must touch the ball; force a player with the ball to hold it for longer than 3 seconds, or the ball goes to ground or out of play.



### MODIFY BY ADDING A SET OF GOALS

After 5 consecutive passes - 1 must go to the winger - the team in possession can shoot for goal for a bonus point. After a goal, teams change roles.

Instead of a winger, designate a player from each team as a centre forward. One of the 5 passes must go through the centre forward before shooting for goal?

#### Example Key Questions

- What is the role of the winger?
- When is the best time to pass the ball to the winger?
- How do other players support the winger when they have possession?

#### Example Key Questions

- What is the role of the centre forward?
- When is the best time to pass the ball to the centre forward?
- Where is the best place on the field for the centre forward?

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## DEFENSIVE DEPTH

**Applications:** Touch, netball, basketball, football codes, lacrosse, team handball

**Problem-solving:** Work together to progress the ball across the playing area in the quickest possible time; make defensive position to delay time, block space to force a turnover.

Mark out a grid divided into 3 equal sections. One defender/interceptor stands in each section and must remain there. 3 attackers begin with the ball behind the line at one end. The aim is to progress the ball across the playing area and over the other end-line without the ball being touched by the opposing team, intercepted, go to ground or out of play. If so team swap roles.

### Variations

- Attackers must have at least one pass in each section of the grid.
- Allow dribbling of the ball.
- Player in possession can/can not move with the ball.
- Limit the time a player is allowed to maintain possession, eg. 3 seconds.

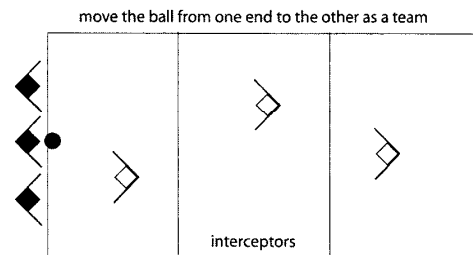
- The ball can only be passed backwards like touch football.
- Define/limit the type of pass, eg. only bounce passes.

### Safety

- Defenders must not tackle, bump or grab opposition players.

### Example Key Questions

- How do interceptors work together to pressure the team with the ball?
- Where is the best place for interceptors to position themselves inside their grid?
- How do the team in possession work together to get the ball across the grid as quickly as possible?



## CONCENTRATION

**Applications:** Football codes, team handball, netball, basketball, hockey, lacrosse.

**Problem-solving:** Reposition defenders to create an opportunity to shoot at goal.

In a concentrated defence, 3 interceptors protect the goal from 4 attackers trying to score. Attackers start on the opposite side of the playing area to the goals. Interceptors start in front of the goals. Attackers try to maintain possession of the ball while moving defenders away from the goal so they can take a clear shot. Interceptors try to touch, intercept, force the ball to ground or out of play, without a goal being scored.

### Variations

- Type of ball.
- Use a 'shot clock' to limit the time a team has to make their shot.
- Players can/can not move with the ball.
- Allow dribbling of the ball.
- Place goals in the middle of the playing area so players can run behind them.
- Use basketball goals instead of field goals.

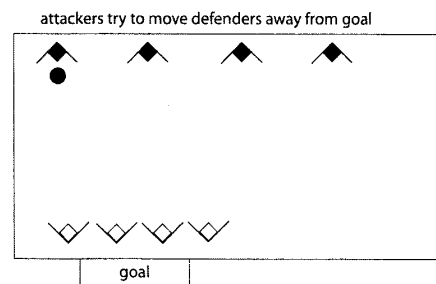
- Use Australian Rules football goal and point targets.

### Safety

- Interceptors/defenders must not tackle, bump or grab attackers.
- Attackers must not deliberately throw the ball at defenders.

### Example Key Questions

- How do interceptors combine to protect the goals and prevent scoring?
- Is there a time when it is appropriate for interceptors to chase an opponent?
- Is it better for interceptors to protect space or individually mark an opponent?
- How can the team in possession combine to reposition interceptors away from the goals?



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# INVASION GAMES

## Shadow

**Applications:** Football codes, lacrosse, netball, basketball, hockey.

**Problem-solving:** Shadow your opponent so that you can tag them if they receive the ball.

This 5 minute game combines elements of *Interceptor* (p.29) with 'Chasey'. In teams of 3, players are either: interceptors, shadows or passer/receivers.

Passer/receivers work as a team to maintain possession for as long as possible - 1 point for every 5 consecutive passes they make.

Interceptors try to touch, intercept, force the ball to ground or out of play - 1 points for each.

Each shadow follows a specific opposition player around the court. They are not allowed to touch or intercept the ball, or in any way interfere with the player they are shadowing. Only when their player receives the ball can they try to touch them on the back - 1 point for each touch.

### Variations

- Limit the time players can maintain possession, eg. 3 seconds.
- Type of ball used.
- Type of pass allowed/not allowed.
- Players can move or not while in possession of the ball.

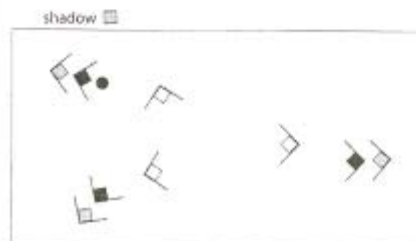
- Allow dribbling of the ball.

### Safety

- Defenders must not tackle, push, bump or grab opposition players.

### Example Key Questions

- How can a shadow stay as close to their player as possible?
- What does a shadow look at as they try to follow their player?
- How can the team in possession combine to gather as many sets of 5 consecutive passes as possible?
- How can interceptors combine together to accumulate points?



## Hoop Ball

**Applications:** Football codes, basketball, netball, lacrosse, team handball, hockey.

**Problem-solving:** Make position to receive the ball in a scoring space.

This game develops passing, receiving and defensive positioning. 4 hoops in a playing area are 'scoring' spaces. Teams of 3 attempt to pass the ball to a team mate when in a scoring hoop. One team begins with the ball and tries to maintain possession and accumulate points. Players are only allowed in a hoop for 3 seconds. If the team in possession infringes the rules or the ball goes out of bounds, or is touched or intercepted, teams swap roles.

### Variations

- Type of ball used.
- Limit the type of pass.
- Players can move no more than 3 m with the ball or not at all.
- Limit the time players can hold the ball before passing.

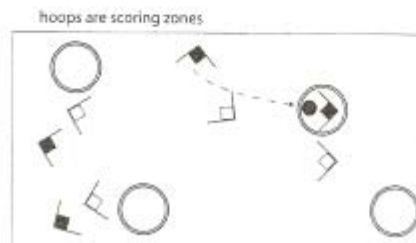
- Size or shape of playing area.

### Safety

- Defenders must not tackle, bump or grab opposition players.
- Tape down hoops so they can not move.

### Example Key Questions

- What are the roles of the players supporting the player with the ball?
- How can the team in possession keep possession for as long as possible and still attempt to score?
- How can defenders combine to prevent a score by the team in possession?



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## **SPORT EDUCATION IN PHYSICAL EDUCATION - PRACTICAL ACTIVITY**

The task is to plan, organise, implement and play a game or sport. Suggestions are cricket, volleyball, hockey, basketball, tee-ball. During this game/sport everyone will play, and have a turn at umpiring, coaching, and equipment organizer scoring.

You will need to organize the group into teams of 4-5 players.

Decide on the rule modifications for the game.

Develop any specific safety rules

Develop a round robin, ladder and score sheet

Organise equipment and playing dimensions.

If your competition is going to work, everyone needs to help set up, organize and perform their job fairly.

Work together

In your team you will need to take it in turns to be the coach for one game. The coach is a playing coach.

OR

Create a game according to criteria the supplied by PHASE tutor.

Appoint roles such as team captain, umpire/referee, coach, statistician, equipment monitor, scorer

Practise games and make any modifications to rules

Demonstrate/teach game to other groups

De-brief focusing on roles undertaken

### **Resources:**

Pill, Shane *Play with Purpose* 2007 ACHPER – available from

Australian Sports Commission *SEPEP Sport Education in Physical Education Program* 1995 (Out of print);  
Codes of Conduct <http://www.ausport.gov.au/junior/codes.asp>

Bulger et al *Sport Education Seasons* Human Kinetics 2006

Mitchell et al *Sport Foundations for Elementary Physical Education A Tactical Games Approach* Human Kinetics 2008

Lauder, A. *Play Practice* Human Kinetics 2001

Townsend, S. Tannehill, D. *Assessing Student Outcomes in Sport Education: A Pedagogical Approach* NASPE 2003

Lines *Sport Covered* 2004

Griffin et al *Teaching Sports Concepts and Skills* 2006

Sports Directory (2<sup>nd</sup> edition 2009) – A resource for teachers, developed by ACHPER, that details all the programs and resources that State Sporting Associations have available to assist schools with school sport programs. (Available free from ACHPER Victorian Branch [www.achper.vic.edu.au](http://www.achper.vic.edu.au) refer under Links)

State Sporting Associations – for a complete list and linked websites, refer [www.achper.vic.edu.au](http://www.achper.vic.edu.au) under Links, Physical and Sport Education