**Lesson 4.1 Kickball – Soccer/AFL/Handball Combination**

**Demographic of Lesson**

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| **Year Level:** | **9** | **Length of lesson in minutes:** | **60** |
| **Topic/Theme:** | **Modified Games** | | |
| **Curriculum Learning Area:** | **Health and Physical Education** | | |
| **Strand:** | **Understanding Movement** | | |
| **Content Descriptor and Code:** | Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment [(ACPMP101 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP101) | | |
| **General Capabilities:** | **Games and Sport**  modified games  non-traditional games and sports  **Challenge and Adventure Activities**  movement challenges (as individuals and in teams or groups)  **Life Long Physical Activities**  individual and group fitness activities  active recreation activities  **Critical and Creative Thinking capability**  Analysing, synthesising and evaluating reasoning and procedures  Transfer knowledge into new contexts  Identify and clarify information and ideas  (ACARA, n.d.) | | |
| **Learning Intention (objective)** | **Students are learning to:** adapt rules and movements of known games, to form a modified game. | | |
| **Success Criteria (assessment):** | **Students will be able to:**   * demonstrate the ability to combine several familiar sports to create a new game | | |

**Lesson Sequence:**

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| **Timings** | **Teacher Activity:** | **Student Activity:** | **Resources/Notes** |
|  | **Preliminaries:** | |  |
| 10min | Welcome, roll call, injury check, equipment/uniform check.  Introduce Warm-up activities  xxxx 1o 2o 3o 4o  x x x x  X – Student  O – Ball  Blue lines – student movement  Orange lines – ball movement | Warm-up activities  Kicking to a partner, (soccer)  Throwing (Handball)  Handball and Kicking (AFL)  Rotating activity, where students kick and throw the ball in each technique for the game.  1Soccer kick  2Handball Throw  3AFL Handball  4AFL Kick | Field is to already be set preferably on an AFL Oval with Handball goals set up at the centre of the goals. Alternate goal setups can also be used if student numbers are low and the field size needs to be modified. |
|  | **Introduction (Beginning):** | |  |
| Max 5 min | Introduce the rules of Kickball. Reinforce no contact is allowed. No picking up of the ball from the ground. | Students will divide into their teams and spread out around the field. | Scoring  1 point – Kicked through the point goals  2 points – Kicked through the AFL goals  6 points – Thrown into the handball goal |
|  | **Lesson Body (Middle)** | |  |
| 10 min | Teacher will act as referee, unless a student is unable to participate. In this case, the student will act as the referee to aid their learning of the rules and include their participation.  Teacher is also to observe substitutions | Students are to self-rotate substitutions. All students are to participate; the teacher is to ensure this occurs. There should be no more than 15 players on the field per team, therefore there should be no substitutions. | Students that are unable to play can either assist refereeing or video play for later review. |
|  | **Lesson Body (Middle)** | |  |
| 15 min | Introduction of modified rules. Options:   1. 1-2 players, on each team, are given different coloured bibs for identification. The frisbee must be passed to the bibbed players between each pass. 2. Minimum number of passes is introduced. E.g. 5 3. Zone restrictions. Similar to Netball or Lacrosse 4. Increase points scored for certain students | Increase in points scored by selected students shall be marked by specific bibs. This will encourage focused and strategic use of certain students to encourage critical thinking and inclusion. |  |
|  | **Conclusion/Summary (End)** | |  |
| 15 min | Being discussion with students about the rules to confirm learning. Discuss how the modification of the rules changed the game.  Confirm whether the students enjoyed the games. | Pack up equipment  Sitting as a group  Students that have recorded plays can share select clips or photos with the group. Students complete self-assessment form. If the student did not directly participate in the activity, they are to complete the self-assessment on their peers. |  |

**Reflection/Notes:**

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| **How do you know if the lesson went well?** | Students were able to participate in the game with little confusion.  Students enjoyed the game.  Students managed to assimilate the rule modification and continue playing without disruption.  Were the rules clear. |

**Resources**

Game is similar to Speedball (American ball game) <https://en.wikipedia.org/wiki/Speedball_(American_ball_game)>. Rules may be adapted to suit the teacher’s confidence and the students’ abilities.