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|  | **Year 8: Health and Physical Education** |

**Scope and Sequence**

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| Identify curriculum | Curriculum Overview | **Year 8 overview** The Health and Physical Education curriculum in Year 8 continues to lay the foundations for the acquisition of life long health and wellbeing knowledge.Over the year students will engage in 80 hours of Health and Physical Education. This will be broken down to 1 x theory lesson and 1 x practical lesson per week and expose them to a range of topics. The focus of the curriculum is to empower students by providing opportunities to discover who they are and what they are capable of. The theory learning experiences will assist students in understanding themselves and where they fit into the world. They will develop characteristics the promote healthy relationships and know how their personal values, beliefs and attitudes can influence behaviour, particularly when it comes to their own health and wellbeing. During the practical lesson’s students will expand their knowledge about movement and acquire specialised movement skills and concepts. Practical learning is learning through movement and will enable students to develop confidence and resilience, apply strategies and social skills in the environment and demonstrate how fitness and health can be maintained through specific actions. |
| Focus areas | The focus areas that will be addressed over the year include;   * alcohol and other drugs (AD) * food and nutrition (FN) * health benefits of physical activity (HBPA) * mental health and wellbeing (MH) * relationships and sexuality (RS) * safety (S) * challenge and adventure activities (CA) * games and sports (GS) * lifelong physical activities (LLPA) * rhythmic and expressive movement activities (RE).   These focus areas when covered will be highlighted with their abbreviations. |
| Assessment and Achievement standard | Assessment of the curriculum will be conducted via the following methods; • ongoing formative assessments – Continuous monitoring of learning and teaching. This provides informational feedback to teachers to  enhance their teaching, and directional feedback to students to improve their grasp on the subject and learning.  • summative assessments – For reporting the progress and achievement of students. The assessments will be conducted in conjunction with the [Australian Curriculum achievement standards](http://docs.acara.edu.au/resources/Health_and_Physical_Education_Sequence_of_achievement.pdf) |

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| **Unit and yearly overview** | **Year 8 unit overviews** | **Units will be paired so that one lesson from *Personal, social and community health* strand and one from the *Movement and physical activity* strand will be taught each week.** | | | |
| **Personal, social and community health** | **Term 1 Unit 1.1   “Identity Detective”** | **Term 2 Unit 2.1   “Express yourself”** | **Term 3 Unit 3.1  “Communication is connection”** | **Term 4 Unit 4.1   “Community Alliance”** |
| Year 8 unit descriptions | Over this Unit students will; - Investigate a range of changes occurring during this phase of life and how that can influence their identity.  - Develop coping methods to express feelings and emotions associated with transitional periods in life.  - Examine how family traditions and culture can influence identity. | During this Unit students will;  - Examine how emotions can influence a situation.  - Exploring support options for dealing with difficult transitions.  - Practising communication techniques to help others. | Through this Unit students will; - Develop communication techniques to apply in social settings.  - Examine how behaviour and actions can influence relationships. - Analyse their own influence in situations and explore ways to build healthy relationships. | In this Unit students will; - Investigate the health and wellbeing benefits of social interactions - Explore ways in which they can connect with their local community.  - Develop strategies to promote inclusion and celebrate diversity. | |
| **Movement and physical activity** | **Term1 Unit 1.2  ‘Bend it like Beckham”** | **Term 2 Unit 2.2**  **“Let’s get physical”** | **Term 3 Unit 3.2  “Batter up”** | **Term 4 Unit 4.2   “Treasure Island”** |
| Year 8 unit descriptions | Over this Unit the sport of Soccer will be used to; - Develop specialised movement skills. - Analyse actions and use feedback to improve performance.  - Design movement and strategic activities to improve performance. | During this Unit students will participate in a range of activities to develop skills related to fitness.  Students will;  - Examine methods for monitoring the effects of physical activity. - Design a plan to promote fitness, health and well-being. | Through this Unit the use of a Bat and Ball (Softball/T-Ball) will be used for students to; - Analyse how elements and objects can change movement sequences.  -Explain objects in flight and adjusting movement to compensate. | In this Unit students will enhance movement and social interaction skills through Orienteering.  Students will;  - Develop team work by understanding their role and responsibility within the group - Explain what is required for success in a team environment. |

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| **Unit breakdown and outcomes** | **Scope and Sequence: Personal, social and community health** | | | | |
| **Unit and allocated time** | **Curriculum Content Description** | **Elaborations** | **Planning** | **Resources** |
| **“Identity Detective”  Unit 1.1  Weeks 1-10** | Investigate the impact of transition and change on identities  [(ACPPS070 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPPS070) | Examining the impact of physical changes on gender, cultural and sexual identities. (RS/MH)  Investigating how changing feelings and attractions are part of developing sexual identities. (MH/RS)  Identifying feelings and emotions associated with transitions and practising self-talk and help-seeking strategies to manage these transitions and associated responsibilities. (MH/S) | Weeks 1-3  Lesson Plan 1.1-1 Lesson Plan 1.1-2 Lesson Plan 1.1-3  Weeks 4-6 Lesson Plan 1.1-4 Lesson Plan 1.1-5  Lesson Plan 1.1-6  Weeks 7-10  Lesson Plan 1.1-7  Lesson Plan 1.1-8 Lesson Plan 1.1-9 Lesson Plan 1.1-10 | [Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACPPS070&learningarea=%22Health%20and%20physical%20education%22&userlevel=%287,8%29) [TES Australia](https://www.tes.com/resources/search/?q=&orientations=Australian&subjects=AU|0|Physical%20education|)  [ACHPER](https://www.achper.org.au/resources/all) | |
| **“Express Yourself”   Unit 2.1**  **Weeks 11-20** | Practise and apply strategies to seek help for themselves or others  [(ACPPS072 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPPS072) | Examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes. (S/MH/FN/RS/AD/HBPA)  Practising different communication techniques to persuade someone to seek help (RS/FN/AD/MH/S)  Exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation.  (AH/RS/MH/S)  Collaborating with peers to suggest strategies they could use in emergencies. (AH/RS/MH/S) | Weeks 11-13  Lesson Plan 2.1-1 Lesson Plan 2.1-2 Lesson Plan 2.1-3  Weeks 14-16  Lesson Plan 2.1-4 Lesson Plan 2.1-5 Lesson Plan 2.1-6  Weeks 17-18  Lesson plan 2.1-7 Lesson Plan 2.1-8  Weeks 19-20 Lesson Plan 2.1-9 Lesson Plan 2.1-10 | [Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACPPS072)  [TES Australia](https://www.tes.com/resources/search/?q=&orientations=Australian&subjects=AU|0|Physical%20education|)  [ACHPER](https://www.achper.org.au/resources/all) | |
| **“Communication is connection”**  **Unit 3.1**  **Weeks 21-30** | Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing  [(ACPPS074 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPPS074) | Exploring skills and strategies needed to communicate and engage in relationships in respectful ways  Analysing how their relationships influence behaviours and actions. (S/AD/RS/FN/MH/HBPA)  Examining how individuals, family and peer groups influence people’s behaviours, decisions and actions (AD/RS/FN/MH/S) | Weeks 21-24  Lesson Plan 3.1-1  Lesson Plan 3.1-2  Lesson Plan 3.1-3  Lesson Plan 3.1-4  Weeks 25-27  Lesson Plan 3.1-5 Lesson Plan 3.1-6 Lesson Plan 3.1-7  Weeks 28-30  Lesson Plan 3.1-8 Lesson Plan 3.1-9 Lesson Plan 3.1-10 | [Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACPPS074)  [TES Australia](https://www.tes.com/resources/search/?q=&orientations=Australian&subjects=AU|0|Physical%20education|)  [ACHPER](https://www.achper.org.au/resources/all) | |
| **“Community Alliance”**  **Unit 4.1**  **Weeks 31-40** | Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities  [(ACPPS078 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPPS078)   Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity  [(ACPPS079 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPPS079) | Identifying local natural resources and built environments where individuals and groups can connect as a community and participate in physical and social activities. (LLPA/HBPA)  Exploring how kinship and extended-family structures in different cultures support and enhance health and wellbeing (FN/RS)  Developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities. | Weeks 31-33 Lesson Plan 4.1-1 Lesson Plan 4.1-2 Lesson Plan 4.1-3  Weeks 34-37 Lesson Plan 4.1-4 Lesson Plan 4.1-5 Lesson Plan 4.1-6 Lesson Plan 4.1-7  Weeks 37-40 Lesson Plan 4.1-8 Lesson Plan 4.1-9 Lesson Plan 4.1-10 | [Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACPPS078)  [TES Australia](https://www.tes.com/resources/search/?q=&orientations=Australian&subjects=AU|0|Physical%20education|)  [ACHPER](https://www.achper.org.au/resources/all)  [Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACPPS079) | |

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| **Unit breakdown and outcomes** | **Scope and Sequence: Movement and Physical Activity** | | | | |
| **Unit and allocated time** | **Curriculum Content Description** | **Elaborations** | **Planning** | **Resources** |
| **“Bend it like Beckham”**  **Unit 1.2**  **Weeks 1-10** | Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations  [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080) | Analysing their own and others’ performance using ICT and implementing feedback to enhance performance. (GS)  Participating in activities where vision is compromised to demonstrate the importance of auditory feedback. (GS)  Designing and performing movement sequences to create, use and defend space.  Using visual and kinaesthetic feedback when coordinating eye–hand and eye–foot movements to control different pieces of equipment. (GS) | Weeks 1-3 Lesson Plan 1.2-1  Lesson Plan 1.2-2 Lesson Plan 1.2-3   Week 4-6  Lesson Plan 1.2-4  Lesson Plan 1.2-5 Lesson Plan 1.2.6   Weeks 7-8 Lesson Plan 1.2-7  Lesson Plan 1.2-8  Weeks 9-10 Lesson Plan 1.2-9 Lesson Plan 1.2-10 | [Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080)  [School Sport Australia](http://www.schoolsportaustralia.edu.au/) [Sporting Schools](https://www.sportingschools.gov.au/resources-and-pd/schools)  [Play Football](https://www.playfootball.com.au/schools) | |
| **“Lets Get Physical”**  **Unit 2.2**  **Weeks 11-20** | Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans  [(ACPMP083 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP083) | Performing physical activities that improve health- and skill-related components of fitness and analysing how the components are developed through these activities. (LLPA/HBPA)  Measuring heart rate, breathing rate and ability to talk in order to monitor the body’s reaction to a range of physical activities, and predicting the benefits of each activity on health- and skill-related fitness components. (HBA)  Designing and monitoring a personal fitness plan that proposes realistic strategies for maintaining fitness, health and wellbeing.  (LLPA/HBPA) | Weeks 11-14  Lesson Plan 2.2-1 Lesson Plan 2.2-2 Lesson Plan 2.2-3  Lesson Plan 2.2-4   Weeks 15-17  Lesson Plan 2.2-5 Lesson Plan 2.2-6 Lesson Plan 2.2-7     Weeks 18-20 Lesson Plan 2.2-8 Lesson Plan 2.2-9 Lesson Plan 2.210 | [Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACPMP083) [Australian Sport](https://www.sportaus.gov.au/physical_literacy)  [Aussie Educator](https://www.aussieeducator.org.au/curriculum/physicaleducation.html) | |
| **“Batter Up”**  **Unit 3.2  Weeks 21-30** | Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences  [(ACPMP084 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP084) | Performing a range of movements and analysing technique based on understanding of take-off, body position and landing. (GS)  Demonstrating an understanding of how to adjust the angle of release of an object and how this will affect the height and distance of flight. (GS)  Designing and refining movement concepts and strategies to manipulate space and their relationship to other players in this space. (GS) | Weeks 21-24 Lesson Plan 3.2-1 Lesson Plan 3.2-2 Lesson Plan 3.2-3 Lesson Plan 3.2-4   Weeks 25-27 Lesson Plan 3.2-5 Lesson Plan 3.2-6 Lesson Plan 3.2-7    Weeks 28-30 Lesson Plan 3.2-8 Lesson Plan 3.2-9 Lesson Plan 3.2-10 | [Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACPMP084) [School Sport Australia](http://www.schoolsportaustralia.edu.au/) [Sporting Schools](https://www.sportingschools.gov.au/resources-and-pd/schools) | |
| **“Treasure Island”**  **Unit 4.2**  **Weeks 31-40** | Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations  [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080)  Practise, apply and transfer movement concepts and strategies with and without equipment  [(ACPMP082 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP082)  Practise and apply personal and social skills when undertaking a range of roles in physical activities  [(ACPMP086 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP086) | Designing and performing movement sequences to travel around, over, under and through natural or built obstacles  Examining and demonstrating the similarities of strategies used in different physical activities and how they can be transferred to new movement situations  (GS/LLPA)  Adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes. (GS/RS/LLPA)  Reflecting on their role and articulating how the actions they initiated in that role led to the achievement of successful outcomes. (GS/RS/LLPA) | Weeks 31-33 Lesson Plan 4.2-1 Lesson Plan 4.2-2 Lesson Plan 4.2-3  Weeks 34-36 Lesson Plan 4.2-4 Lesson Plan 4.2-5 Lesson Plan 4.2-6  Weeks 37-38 Lesson Plan 4.2-7 Lesson Plan 4.2-8  Weeks 39-40 Lesson Plan 4.2-9 Lesson Plan 4.2-10 | [Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080)  [Sporting Schools](https://www.sportingschools.gov.au/resources-and-pd/schools)  [Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACPMP082)  [Orienteering Australia](https://orienteering.asn.au/)  [Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACPMP086) | |

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| Unit of Work | **Unit of Work: Movement and Physical Activity** | |
| **Unit 1.2 Bend it Like Beckham 10 Weeks (1-10)** | |
| **Unit and outcome** | Students will participate in Soccer/Football and improve movement skills, body control and develop strategies to solve problems which increase game awareness. At the end of this Unit students will be able to design game specific activities which improve coordination and have the capacity to evaluate performance to provide feedback for improvement. |
| **Australian Curriculum & Elaborations** | Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations   [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080)   * Analysing their own and others’ performance using ICT and implementing feedback to enhance performance. * Participating in activities where vision is compromised to demonstrate the importance of auditory feedback. * Designing and performing movement sequences to create, use and defend space. * Using visual and kinaesthetic feedback when coordinating eye–hand and eye–foot movements to control different pieces of equipment. | |
| **Focus Areas** | Health benefits of physical activity (HBPA) Games and sports (GS) Lifelong physical activities (LLPA) |
| **Capabilities** | Information and Communication Technology Capability (ICTC) Personal and Social Capability (PSC) Critical and creative thinking (CCT) Numeracy (N) Literacy (L) |
|  | **Assessments** | Formative = 50% grade for the Unit. Students behaviour and participation will be monitored and assessed during the module. Active participation over the duration of the Unit will be recorded by the teacher will students required to continuously involved in the lessons by playing or monitoring/providing feedback.  Summative = 50% grade for the Unit. 2 pieces worth 25% each.  1. Students will design a drill to create, defend or maximise the use of space within the game.  2. Students will identify a skill to perform, evaluate and refine utilising an ICTC method. |

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| Unit of Work | **Unit of Work: Movement and Physical Activity** | | | | | |
| **Unit 1.2 Bend it Like Beckham Weeks 1-3** | | | | | |
| **Australian Curriculum** | Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations   [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080) | | | | |
| **Elaborations** | Analysing their own and others’ performance using ICT and implementing feedback to enhance performance | | | | |
| **Focus Areas** | Games and sports (GS) | | | | |
| **Capabilities** | Information and Communication Technology Capability (ICTC) Personal and Social Capability (PSC) Critical and creative thinking (CCT) Numeracy (N) Literacy (L)  Intercultural understanding | | | | |
|  | **Week 1 – Lesson 1**  **Lesson Outcome:** Students can demonstrate dribbling, passing, shooting and footwork skills.  **Teacher Notes:** Maximum participation and time to develop/refine basic skills prior to further advancement. Have multiple stations/drills and make sure all equipment is set up prior to the class for easy transitions.  End lesson with group discussion regarding skills and reflection on how they could improve.  **Resources:** Lesson Plan 1.2-1 Soccer balls/Cones/Goals/Whistle  Dribbling Tips- <https://www.youtube.com/watch?v=oRwQd8VBIPM> Passing Tips-  <https://www.youtube.com/channel/UC0Ik25PHaiHCbfGrzu-lBFQ> Shooting Tips- <https://www.youtube.com/watch?v=r4TF8rBfGWc> | | **Week 2 – Lesson 1**  **Lesson Outcome:** Students can demonstrate a throw-in, header and ball control skills such as trapping.  **Teacher Notes:** Increase difficulty from previous weeks drills and skills. Get students to use non dominant foot for passing. Start to split groups and have them watch and provide feedback to each other to improve skills. **Resources:** Lesson Plan 1.2-2 Soccer balls/Cones/Goals/Whistle Ball Control Tips- <https://www.youtube.com/watch?v=nqE-WMg1FOs> | | **Week 3 – Lesson 1**  **Lesson Outcome:** Students can demonstrate effective ball protection when attacking can regain possession when defending.  **Teacher Notes:** Set up mini games to utilise the use of space. Have attackers/defenders out numbered to simulate game situations and opportunities for creative thinking/feedback. Lesson will contain a mini game to be filmed for use in Assessments 1&2. Players who aren’t active are monitoring and providing feedback.  **Resources:** Lesson Plan 1.2-3 Soccer balls/Cones/Goals/Whistle/Bibs  Ball protection tips -  <https://www.youtube.com/watch?v=InvqGXICwsQ> | |
| Unit of Work | **Unit of Work: Movement and Physical Activity** | | | | | |
| **Unit 1.2 Bend it Like Beckham Weeks 3-6** | | | | | |
| **Australian Curriculum** | Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations   [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080) | | | | |
| **Elaborations** | Participating in activities where vision is compromised to demonstrate the importance of auditory feedback. | | | | |
| **Focus Areas** | Games and sports (GS) | | | | |
| **Capabilities** | Information and Communication Technology Capability (ICTC) Personal and Social Capability (PSC) Critical and creative thinking (CCT) Numeracy (N) Literacy (L) | | | | |
|  | **Week 4 – Lesson 1**  **Lesson Outcome:** Students participate in activities where vision has been removed and rely on direction from other class mates.  **Teacher Notes:** Students will perform a series of activities without restriction then be blindfolded and directed around obstacles by another class mate. Discuss issues like speed, agility and control when vision has been removed.  **Resources:** Lesson Plan 1.2-4  Blindfolds/Cones  Adapted PE Games <http://www.pelinks4u.org/archives/adapted/100104.htm> | | | **Week 5 – Lesson 1**  **Lesson Outcome:** Students develop control skills without vision using specialised equipment. Exercises include throwing and kicking/footwork.  **Teacher Notes:** Students will perform a series of activities using equipment without restriction then be blindfolded and perform the same exercises blindfolded. Discuss issues like perception and body awareness.  **Resources:** Lesson Plan 1.2-5  Blindfolds/Audible Balls Sensory Impairment games- <https://www.aph.org/files/manuals/games-people-sensory-impairments-HTML/> | | **Week 6 – Lesson 1**  **Lesson Outcome:** Participate in a game of Goalball.  **Teacher Notes:** Introduce the game and the rules. Have multiple game set up for maximum participation.  **Resources:** Lesson Plan 1.2-6Goalball video explanation-<https://www.youtube.com/watch?v=0bZ51jzmbAQ&t=63s>  Goals/Audible Soccer Ball/Blindfolds  Goalball information-<https://www.goalball.com.au/goalball-4-schools/> |

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| Unit of Work | **Unit of Work: Movement and Physical Activity** | | |
| **Unit 1.2 Bend it Like Beckham Weeks 7-8** | | |
| **Australian Curriculum** | Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations   [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080) | |
| **Elaborations** | Designing and performing movement sequences to create, use and defend space. | | |
| **Focus Areas** | Games and sports (GS) | |
| **Capabilities** | Information and Communication Technology Capability (ICTC) Personal and Social Capability (PSC) Critical and creative thinking (CCT) Numeracy (N) Literacy (L) | |
|  | **Week 7 – Lesson 1**  **Lesson Outcome:** Students will demonstrate effective use of space and situational awareness.  **Teacher Notes:** Students will use the lesson as an example to design their own exercise/drill to use/defend space. Have multiple stations/drills set up to highlight the use of space. Highlight use of auditory direction and feedback to move into space to defend/receive the ball and build skills learnt in previous lessons.  **Resources:** Lesson Plan 1.2-7 Awareness Tips- <https://www.youtube.com/watch?v=dVGGZoX3Dm4> | | **Week 8 - Lesson 1**  **Lesson Outcome:** Students will demonstrate their drills to use/defend space.  **Teacher Notes: Summative Assessment 1.**  Students deliver their drill to create, defend or maximise the use of space within the game.  **Resources:** Lesson Plan 1.2-8  Use of space tips-  <https://www.youtube.com/watch?v=T6dFzb1TN70> |
| Unit of Work | **Unit of Work: Movement and Physical Activity** | | |
| **Unit 1.2 Bend it Like Beckham Weeks 9-10** | | |
| **Australian Curriculum** | Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations   [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080) | |
| **Elaborations** | Using visual and kinaesthetic feedback when coordinating eye–hand and eye–foot movements to control different pieces of equipment. | | |
| **Focus Areas** | Games and sports (GS) | |
| **Capabilities** | Information and Communication Technology Capability (ICTC) Personal and Social Capability (PSC) Critical and creative thinking (CCT) Numeracy (N) Literacy (L) | |
|  | **Week 9 – Lesson 1**  **Lesson Outcome:** Students will play Traditional Indigenous Games utilising the skills they have learnt over the module and linking the movements.  **Teacher Notes: Summative 2 Due**  **Resources:** Lesson Plan 1.2-9Soccer balls/Cones/Goals/Whistle/Bibs | | **Week 10 – Lesson 1**  **Lesson Outcome:** Students will play a complete game and display skills they have learnt over the module.  **Teacher Notes:** Culmination of the Unit with a full game of soccer.  **Resources:** Lesson Plan 1.2-10Soccer balls/Cones/Goals/Whistle/Bibs |

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| Lesson Plans | **Movement and Physical Activity** | | | | | | | | |
| **Unit 1.2 - Bend it Like Beckham Lesson Plan 1.2-1 Week 1** | | | | | | | | |
| **TIME: 60mins** | | | **LOCATION: Outdoor Field 1** | | | | **Class: Year 8** | |
| **Australian Curriculum:** Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations  [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080) | | | | | **Elaboration:** Analysing their own and others’ performance using ICT and implementing feedback to enhance performance | | | | |
| **Learning Objectives:**  At the end of this lesson, students will be able to; **LO1 -** Dribble a soccer ball through cones without losing control  **LO2 –** Pass and receive the ball without losing control.  **LO3 –** Shoot for goal and score | | | | **Resources;** Soccer balls/Cones/Goals/Whistle  Dribbling Tips- <https://www.youtube.com/watch?v=oRwQd8VBIPM> Passing Tips-  <https://www.youtube.com/channel/UC0Ik25PHaiHCbfGrzu-lBFQ> Shooting Tips- <https://www.youtube.com/watch?v=r4TF8rBfGWc> | | | | |
| **Time** | **Content** | **Student Activity** | | | | **Organisation/Layout** | | **Assessment** |
| **INTRO** | 10mins | Welcome class.  Check for injuries.  Expectations and whistle controls  Warm Up. Utilise movements used in Soccer. Demonstrate, Explain, Practice all exercises.   Intro Game: Keep the ball in your square | Warm Up: Students will jog around cones performing the following exercises;  High Knees / Side Stepping / GrapeVine  Intro Game: Students have to keep the ball side their square. | | | | Legend: T = Teacher  x X = Student   o = Ball   T      T  Xo  Xo  Xo | | **Formative:** Students following direction  Participation  **Teacher Reflection:**  Were students able to advance to harder dribbling drills  **Evaluation:**  How can I make this better in the future (more equipment etc) |
| **BODY** | 10mins | Dribbling.  Explain the principals of dribbling and ball control in the game of soccer. DEP main points of dribbling. Gently tap ball with inside/outside of toes, keep ball close to body. | Students will dribble the ball through different cone obstacle courses. First time through using dominant foot only Second time through non dominant foot only Third time through using both feet and as fast as possible without loosing control. | | | | Xo | | **Formative:** Students following direction  Participation  **Teacher Reflection:** Were students able to get through the course without losing control of the ball.  **Evaluation:**  Was the task too easy/too hard ? Was the opportunity for maximum participation? |
| **BODY** | 10mins | Passing.  Explain the principals and importance of effective passing in the game of soccer. DEP main points of passing. | Students will partner up practicing short passes back and forward. First 10reps @ 10m apart using dominant foot only. Second 10reps @ 20m apart using non dominant foot only.  Triangle passing. Adds difficulty changing the ball direction. Student passes and follows their ball to next cone.  Zig Zag Passing. Ball travels from student 1through to 5. Students will follow their ball to next cone. Introduces more players in the space and requires situational awareness. | | | | Xo X  Xo  X X  X5 X4  Xo1  X2 X3 | | **Formative:** Students following direction  Participation  **Teacher Reflection:** Were students able to grasp the concept of passing on the move?  **Evaluation:**  Was the task too easy/too hard ? Was the opportunity for maximum participation? |
| **BODY** | 10mins | Shooting.  DEP the the principals of shooting for goal in the game of soccer. | Students will practice shooting for goal. First time through the ball will be stationary 10rep @10m  Second time through the ball will be passed to them and moving when taking shot. 10reps @ 20m | | | | Xo     X oX | | **Formative:** Students following direction  Participation  **Teacher Reflection:** Were students able to score a goal?  **Evaluation:**  Was the task too easy/too hard ? Was the opportunity for maximum participation? |
| **BODY** | 10mins | Skills Combination.  Students will combine 3 skills in a link up sequence drill | There will be 3 stations. 1. Dribbling  2. Passing  3. Shooting for goal   Students will follow their ball and move to the next station.  Station 1 will dribble the ball through the cones and pass to Station 2. S2 will pass the ball to Station 3 who will shoot for goal | | | | X3   X2    X1 | | **Formative:** Students following direction  Participation  **Teacher Reflection:** Were students able link the skills ?  **Evaluation:**  Was the task too easy/too hard ? Was the opportunity for maximum participation? |
| **CLOSURE** | 10mins | Reflection. Reiterate the main skills just learnt and their application in the game.  Discussion and mini quiz about the lesson. | Students will discuss what they found easy/hard about the skills. | | | |  | |  |

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| Lesson Plans | **Movement and Physical Activity** | | | | | | | | |
| **Unit 1.2 - Bend it Like Beckham Lesson Plan 1.2-3 Week 3** | | | | | | | | |
| **TIME: 60mins** | | | **LOCATION: Outdoor Field 1** | | | | **Class: Year 8** | |
| **Australian Curriculum:** Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations  [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080) | | | | | **Elaboration:** Analysing their own and others’ performance using ICT and implementing feedback to enhance performance | | | | |
| **Learning Objectives:**  At the end of this lesson, students will be able to; **LO1 –** Maintain possession by utilising ball control when attacking  **LO2 –** Regain possession through interception or tackling  **LO3 –** Identify methods to improve skills and provide feedback | | | | **Resources;** Soccer balls/Cones/Goals/Whistle/Bibs  Ball protection tips -  <https://www.youtube.com/watch?v=InvqGXICwsQ>   Yulunga Indigenous Games- <https://www.sportingschools.gov.au/resources-and-pd/schools/yulunga/game-category#Ball%20Games> | | | | |
| **Time** | **Content** | **Student Activity** | | | | **Organisation/Layout** | | **Assessment** |
| **INTRO** | 10mins | Welcome class.  Check for injuries.  Expectations and lesson overview  Warm Up. Utilise movements used in Soccer. Demonstrate, Explain, Practice all exercises. Utilise drills such as triangle passing taught in previous lesson  Intro Game: Tjapu Tjapu Traditional Indigenous Game. Explain that a version of soccer was played by Indigenous Australians and how it is played. Have multiple courts set up for maximum participation. | Warm Up: Students will incorporate soccer skills such as passing and dribbling in warm up to improve control skills  Intro Game: Students play Tjapu Tjapu, using skills to juggle the ball and improve footwork. | | | | Legend: T = Teacher  X = Student   oX o = Ball      T  X X  x Xo x x x x x x    T | | **Formative:** Students following direction  Participation  **Teacher Reflection:**  Were students able to advance to harder dribbling drills  **Evaluation:**  How can I make this better in the future (more equipment etc) |
| **BODY** | 20mins | Attacking  Set up drills with odd numbers and highlight points about maintaining possession through ball control and passing.  Defending Flip the attacking structure and explain defending, the key points and using communication, team work and tackling to regain possession | Students in the attacking drill will aim to keep possession through passing and moving between stations/cones while outnumbering the defender. Attackers can only move to the spare cone.     Defenders will outnumber attackers to attempt to take possession. Attackers have to get from one side of the square to the other. | | | | Legend: T = Teacher  Xa Xa X = Student  a = Attack  Xd d = Defend   o = Ball   Xa       T  Xd Xd Xd   Xa Xa | | **Formative:** Students following direction  Participation  Team work   Communication  **Teacher Reflection:** Were students able to implement strategies to maintain/regain possession  **Evaluation:**  Was the task too easy/too hard ? Was the opportunity for maximum participation? |
| **BODY** | 20mins | Mini Game  Class will be split up into 4 teams for a half field game each game will go for 10mins with the non-active teams observing/filming for Assessment 1. | Students will play a half field game utilising the skills they have been taught. | | | | Xd Xd Xd    Xa Xa Xa | | **Formative:** Students following direction  Participation  Team work   Communication  **Teacher Reflection:** Did the students display good sportsperson conduct during the game?  **Evaluation:**  Was the task too easy/too hard ? Was the opportunity for maximum participation? |
| **CLOSURE** | 10mins | Reflection. Discuss tactics and strategies used in possession drills.  Quiz skills development review/feedback | Students will discuss what they liked about the class. | | | |  | |  |

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| Lesson Plans | **Movement and Physical Activity** | | | | | | | | |
| **Unit 1.2 - Bend it Like Beckham Lesson Plan 1.2-5 Week 5** | | | | | | | | |
| **TIME: 60mins** | | | **LOCATION: Outdoor Field 1** | | | | **Class: Year 8** | |
| **Australian Curriculum:** Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations  [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080) | | | | | **Elaboration:** Participating in activities where vision is compromised to demonstrate the importance of auditory feedback | | | | |
| **Learning Objectives:**  At the end of this lesson, students will be able to; **LO1 –** Communicate effectively to achieve a score  **LO2 –** Follow directions whilst vision is impaired  **LO3 –** Explain the importance of auditory feedback during a game of soccer | | | | **Resources;** Soccer balls/Cones/Goals/Whistle/Blindfolds  Sensory Impairment games- <https://www.aph.org/files/manuals/games-people-sensory-impairments-HTML/> | | | | |
| **Time** | **Content** | **Student Activity** | | | | **Organisation/Layout** | | **Assessment** |
| **INTRO** | 20mins | Welcome class.  Check for injuries.  Expectations and lesson overview  Warm Up. Use drills as previously taught to reinforce learning and skills.  Intro Game: 3 Goal soccer 3 Teams, 3 Goals, 1 Playing area. | Warm Up: Students will incorporate soccer skills such as passing and dribbling in warm up to improve control skills. Station 1 will dribble the ball through the cones and pass to Station 2. S2 will pass the ball to Station 3 who will shoot for goal    Each team has a goal to defend with a keeper. They can score in the other 2 goals. Most goals wins. | | | | Legend: T = Teacher  X = Student   o = Ball  X3    X2      X1o         ooooooooooooooooooooo  X1 X2 X3 X1 X2 X3 X1 X2 X3 | | **Formative:** Students following direction  Being a good sportsperson  **Teacher Reflection:**  Were students able to follow directions and understand rules  **Evaluation:**  How can I make this better in the future (more equipment etc) |
| **BODY** | 30mins | Minefield Students will be broken up into groups and are to navigate their team through a grid with a highlighted path on a map.   All students will get a chance to lead the team through. Change the direction of the maps after each turn.     Jingle balls  Using the audible balls.  Throwing/Catching Kicking/Receiving | 1 Student will be in charge of getting the whole team through the mine field. The rest of the team will be blind folded and must follow directions. Student in charge can only use the words *Forward, Backward*, *Left* and *Right*. If a player does not follow direction (steps in wrong square) they have to return to the start.      Using the special vision impairment balls students will pair up and perform the following drills, first with vision then without.  Throwing/Catching @ 5m apart 1st time through.  Throwing/Catching @ 10m apart 2nd time through.  Soccer pass/Receive @ 10m apart 1st time through  Soccer pass/Receive @ 20m apart 2nd time through. | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |   Xo --------- X  Xo --------- X   Xo --------- X   T   Xo ------------------------- X  Xo ------------------------- X   Xo ------------------------- X   T | | **Formative:** Students following direction  Participation  Team work   Communication  **Teacher Reflection:** Were students able to communicate effectively and get the team through ?  **Evaluation:**  Was the task too easy/too hard ? Was the opportunity for maximum participation? |
| **CLOSURE** | 10mins | Reflection. Discuss the use of communication during a game of soccer and how the use of auditory feedback can help when a player can not see the ball/opposition etc. | Students will discuss what they found easy/hard about not being able to see. | | | |  | |  |

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| Lesson Plans | **Movement and Physical Activity** | | | | | | | | |
| **Unit 1.2 - Bend it Like Beckham Lesson Plan 1.2-6 Week 6** | | | | | | | | |
| **TIME: 60mins** | | | **LOCATION: Outdoor Field 1** | | | | **Class: Year 8** | |
| **Australian Curriculum:** Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations  [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080) | | | | | **Elaboration:** Participating in activities where vision is compromised to demonstrate the importance of auditory feedback | | | | |
| **Learning Objectives:**  At the end of this lesson, students will be able to; **LO1 –** Explain the rules and application of Goalball  **LO2 –** Practise movement whilst vision is impaired  **LO3 –** Explain the importance of auditory feedback | | | | **Resources;** Goals/Audible Soccer Ball/Blindfolds/Elbow and knee pads  Goalball video explanation-<https://www.youtube.com/watch?v=0bZ51jzmbAQ&t=63s>  Goalball information- <https://www.goalball.com.au/goalball-4-schools/> | | | | |
| **Time** | **Content** | **Student Activity** | | | | **Organisation/Layout** | | **Assessment** |
| **INTRO** | 15mins | Welcome class.  Check for injuries.  Expectations and lesson overview Warm up   Intro game: Target Practice  Aim of the game is to knock the cones over DEP rolling the ball as conducted in the game of goalball. | Students will complete the zig zag passing drill previously taught as the warm up.     Students will attempt to knock the cones over rolling the ball as demonstrated. 1st time through with full vision. 2nd time through blindfolded | | | | X5 X4  Xo1  X2 X3   X X X X X   T | | **Formative:** Students following direction  **Teacher Reflection:**  Were students able to follow directions and understand rules  **Evaluation:**  How can I make this better in the future (more equipment etc) |
| **BODY** | 15mins | Explain the function of the goal keeper in Goalball and how it is similar to soccer.  DEP how to protect the goals in Goalball. | Students will continue to practise the rolling as previously taught and learnt the new skill of defending goal. 1st time through students will have full vision. 2nd time through students will be blindfolded | | | | Xo X      Xo X     Xo X | | **Formative:** Students following direction  Participation  Team work   Communication  **Teacher Reflection:** Were students able to display the same skills when blindfolded?  **Evaluation:**  Did the student have active participation? |
| **BODY** | 20mins | Full game of Goalball 4 teams, 2 playing 10min games Students not playing are to observe to provide feedback | Students will be in 4 teams with 2 playing at one time | | | | X X  Xo X  X X | | **Formative:** Students following direction  Participation  Team work   Communication  **Teacher Reflection:** Were students able to display the same skills when blindfolded?  **Evaluation:**  Did the student have active participation? |
| **CLOSURE** | 10mins | Reflection. Discuss the use of asking leading and open questions about the lesson | Students will discuss what they found easy/hard about not being able to see. | | | |  | |  |

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| Lesson Plans | **Movement and Physical Activity** | | | | | | | | |
| **Unit 1.2 - Bend it Like Beckham Lesson Plan 1.2-10 Week 10** | | | | | | | | |
| **TIME: 60mins** | | | **LOCATION: Outdoor Field 1** | | | | **Class: Year 8** | |
| **Australian Curriculum:** Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations  [(ACPMP080 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP080) | | | | | **Elaboration:** Using visual and kinaesthetic feedback when coordinating eye–hand and eye–foot movements to control different pieces of equipment. | | | | |
| **Learning Objectives:**  At the end of this lesson, students will be able to; **LO1 –** Explain tactics used in soccer  **LO2 –** Demonstrate skills used in soccer **LO3 –** Provide feedback to improve skills | | | | **Resources;** Goals/ Balls/Bibs/Whistle/Cones | | | | |
| **Time** | **Content** | **Student Activity** | | | | **Organisation/Layout** | | **Assessment** |
| **INTRO** | 10mins | Welcome class.  Check for injuries.  Expectations and lesson overview   Warm Up- Students will take their own soccer based warm up, displaying skills and knowledge gained from the unit. | Students will complete drills as previously taught as the warm up.     Student Choice | | | | Student Choice | | **Formative:** Students following direction  **Teacher Reflection:**  Were students able to conduct their own lead warm up using skills taught over the Unit  **Evaluation:**  Did Students use more than 1 warm up skill from the module. |
| **BODY** | 40mins | Conduct full game. 20min halves | Students will play a full game of soccer displaying the skills and tactics obtained in the Unit | | | |  | | **Formative:** Students following direction  Participation  Communication  **Teacher Reflection:** Did Students work well together, did they follow directions from the referee  **Evaluation:**  Did the students display good sportsperson behaviours ? |
| **CLOSURE** | 10mins | Reflection. Discuss the use of asking leading and open questions about the lesson | Students will discuss what they like about the sport of Soccer and what they found easy/hard about the unit as a whole | | | |  | |  |

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