

## THOMAS REDDALL HIGH SCHOOL PDHPE UNIT PLAN

<b>Unit Title: <i>Volleyball 2</i></b>	<b>Unit Length: 4 x 50 minute practical lessons</b>	<b>Year: 9 – Term 3</b>
<b>Syllabus Outcomes</b>		<b>Skills that enhance learning in PDHPE</b>
<p><b>5.4</b> adapts, transfers and improvises movement skills and concepts to improve performance</p> <p><b>5.5</b> composes, performs and appraises movement in a variety of challenging contexts</p>	<p><b>5.11</b> adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations (<i>Communicating</i>)</p> <p><b>5.13</b> adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives (<i>Interacting</i>)</p> <p><b>5.14</b> confidently uses movement to satisfy personal needs and interests (<i>Moving</i>)</p>	
<b>Evidence of Learning (What students will know, understand, be able to do)</b>		
<p><b>By the end of this unit, students will be able to:</b></p> <ul style="list-style-type: none"> <li>Demonstrate movement skills in increasingly complex and challenging activities from net/court games</li> <li>Adapt, transfer and improvise movement in increasingly demanding contexts</li> <li>Participate in a range of increasingly complex and challenging movement activities to further develop their ability to use features of movement composition</li> <li>Use movement to effectively communicate and interact in group/team contexts</li> </ul>		
<b>Physical Literacy Continuum Focus: Tactical Movement (TM) &amp; Personal and Social Attributes (PSA) Cluster 4, 5 &amp; 6 Markers (End of Year 6 through to End of 10)</b>		
<p><b>TACTICAL MOVEMENT (TM)</b></p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p><b>Thinking in action (A)</b></p>	<p><b>TM a4.1</b> Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move</p> <p><b>TM a4.2</b> Implements tactics which account for the strengths of self and others within a physical activity</p>
<p><b>Knowledge of physical activity contexts (B)</b></p>	<p><b>TM b4.1</b> Recognises similarities and differences between tactics used to achieve specific purposes in physical activities</p> <p><b>TM b4.2</b> Creates a plan to succeed in physical activity which takes account of individual strengths</p>	<p><b>TM a5.1</b> Applies multiple tactics appropriately to achieve success within a range of physical activities</p> <p><b>TM a5.2</b> Transfers tactics across physical activities</p> <p><b>TM b5.1</b> Compares tactics and how they can be used across multiple physical activities</p> <p><b>TM b5.2</b> Creates a plan to succeed in physical activity which takes account of the abilities of self and others</p>
<p><b>TM a6.1</b> Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities</p> <p><b>TM a6.2</b> Evaluates tactics according to purpose to participate successfully across a range of physical activities</p>	<p><b>TM b6.1</b> Assesses the relationship between rules and tactics to create plans for achieving success in physical activities</p> <p><b>TM b6.2</b> Reflects on and creates new plans that take account of a number of variables (e.g. own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities</p>	
<p><b>PERSONAL AND SOCIAL ATTRIBUTES (PSA)</b></p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p><b>Safety (A)</b></p>	<p><b>PSA a4.1</b> Consistently participates within the rules and etiquette of different physical activities</p> <p><b>PSA a4.2</b> Applies or modifies rules to ensure their own and others' safety</p> <p><b>PSA a4.3</b> Creates solutions to promote a safe environment</p>
<p><b>Conflict resolution (B)</b></p>	<p><b>PSA b4.1</b> Uses appropriate strategies to negotiate conflict independently for positive outcomes</p> <p><b>PSA b4.2</b> Recognises that reflecting on and learning from conflict situations is an important part of the resolution process</p>	<p><b>PSA a5.1</b> Assesses and adjusts the physical environment to ensure safety in physical activity for self and others</p> <p><b>PSA b5.1</b> Resolves personal conflict in a sensitive manner using appropriate strategies</p> <p><b>PSA b5.2</b> Reflects on conflict situations to devise plans to reduce conflict in the future</p>
<p><b>PSA c6.1</b> Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer mentoring and officiating</p>	<p><b>PSA c6.1</b> Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict</p> <p><b>PSA b6.2</b> Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation</p>	
<p><b>Inclusion (C)</b></p>	<p><b>PSA c4.1</b> Takes initiative to encourage respect for others in physical activity</p>	<p><b>PSA c5.1</b> Selects and role models strategies that promote inclusion in physical activity</p> <p><b>PSA c5.2</b> Demonstrates actions that support the rights and feelings of others</p>
<p><b>PSA c6.1</b> Encourages and positively influences others to demonstrate respect and inclusive behaviours</p> <p><b>PSA c6.2</b> Advocates for the inclusion of others</p>	<p><b>PSA d4.1</b> Actively involves others in physical activity</p> <p><b>PSA d4.2</b> Participates and takes responsibility for own actions in a group</p> <p><b>PSA d4.3</b> Adopts roles where appropriate in physical activity, e.g. leader</p>	<p><b>PSA d5.1</b> Interacts confidently with others in physical activities</p> <p><b>PSA d5.2</b> Makes individual compromises based on the strengths of self and others to work effectively as a group</p> <p><b>PSA d5.3</b> Supports and encourages the enjoyable involvement of others</p> <p><b>PSA d5.4</b> Responds positively to the needs of others</p>
<p><b>PSA d6.1</b> Adopts a leadership role that positively influences physical activity behaviours, e.g. volunteering, coaching and mentoring</p>	<p><b>PSA d6.1</b> Cooperates and communicates with others in physical activities</p>	

Cross-curriculum content	Resources
	<ul style="list-style-type: none"> <li>BOS NSW (2003). <i>Personal Development, Health &amp; Physical Education – Years 7-10 Syllabus</i>. Sydney: Author.</li> <li>Adapted from Skills and Strategies for Games – Multimedia. 2007http://www.tale.edu.au</li> <li>www.mrgym.com/SportsGames</li> <li>mm.afl.com.au/afl_archive/cp2/c2/webi/article/218421ag.doc</li> <li>http://www.humankinetics.com/products/all-products/101-fun-warm-up-and-cool-down-games</li> <li>http://www.y-coach.com/CD/Coaching.htm#Volleyball_Drills.htm</li> <li>http://www.sportplan.net/drills/Volleyball/1-T-techniques</li> </ul>

Learn About's	Learn To's	Teaching & Learning Strategies	Registration				
			9.1	9.2	9.3	9.4	9.5
<ul style="list-style-type: none"> <li><b>Aspects of movement skill development</b></li> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts:</li> <li>- games</li> </ul>	<ul style="list-style-type: none"> <li>Four Way Newcomb ball (L1) TM a5.1, a5.2 PSA d5.1, d5.2, d5.3, d5.4</li> </ul>					
		<ul style="list-style-type: none"> <li>Four Way Volleyball (L1) TM a6.1 PSA d5.1, d5.2, d5.3, d5.4</li> </ul>					
		<ul style="list-style-type: none"> <li>Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4</li> </ul>					
	<ul style="list-style-type: none"> <li>adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Four Way Newcomb ball (L1) TM a5.1, a5.2 PSA d5.1, d5.2, d5.3, d5.4</li> </ul>					
		<ul style="list-style-type: none"> <li>Four Way Volleyball (L1) TM a6.1 PSA d5.1, d5.2, d5.3, d5.4</li> </ul>					
		<ul style="list-style-type: none"> <li>Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4</li> <li>Dig the Ball Across (L3) TM a6.1, a6.2, b6.1, b6.2 PSA c5.2, c6.1</li> </ul>					
<ul style="list-style-type: none"> <li><b>Influences on skill development and performance</b></li> <li>- transfer of skills and concepts</li> <li>- learning environments</li> <li>- feedback</li> <li>- importance of practice</li> <li>- safety</li> <li>- the role of rules and regulations in safe participation</li> </ul>	<ul style="list-style-type: none"> <li>design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>Four Way Newcomb ball (L1) TM a5.1, a5.2 PSA d5.1, d5.2, d5.3, d5.4</li> </ul>					
		<ul style="list-style-type: none"> <li>Four Way Volleyball (L1) TM a6.1 PSA d5.1, d5.2, d5.3, d5.4</li> </ul>					
		<ul style="list-style-type: none"> <li>Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4</li> </ul>					
<ul style="list-style-type: none"> <li><b>Applying mechanical principles to enhance performance</b></li> <li>- absorbing and applying force</li> <li>- balance and stability</li> <li>- momentum</li> </ul>	<ul style="list-style-type: none"> <li>experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique</li> </ul>	<ul style="list-style-type: none"> <li>Setting Circles (L1) TM a4.1, a4.2 PSA c5.2, c6.1</li> </ul>					
		<ul style="list-style-type: none"> <li>Lowered Net Serving with Hoop Targets (L2) TM a4.1</li> </ul>					
		<ul style="list-style-type: none"> <li>Volleyball (L2) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1</li> </ul>					
		<ul style="list-style-type: none"> <li>Dig the Ball Across (L3) TM a6.1, a6.2, b6.1, b6.2 PSA c5.2, c6.1</li> </ul>					
		<ul style="list-style-type: none"> <li>Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4</li> </ul>					

Learn About's	Learn To's	Teaching & Learning Strategies	Registration				
			9.1	9.2	9.3	9.4	9.5
<ul style="list-style-type: none"> <li>• <b>Features of movement composition</b></li> <li>- purpose</li> <li>- responding to stimuli</li> <li>- improvising</li> <li>- planning</li> <li>- sequencing</li> <li>- performing</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball (L2) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1</li> </ul>					
		<ul style="list-style-type: none"> <li>• Setting and Digging Circles(L4) TM a4.1, b4.1, b4.2 PSA c5.2, c6.1</li> </ul>					
		<ul style="list-style-type: none"> <li>• Volleyball Game (Assessment Finalisation) (L4/5) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1</li> </ul>					
		<ul style="list-style-type: none"> <li>• use movement to effectively communicate and interact in group/team contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Tag ball stuck in the mud (L3) TM a5.1, b5.2 PSA a5.1, d5.1, d5.4</li> </ul>				
		<ul style="list-style-type: none"> <li>• Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4</li> </ul>					
		<ul style="list-style-type: none"> <li>• Setting and Digging Circles (L4) TM a4.1, b4.1, b4.2 PSA c5.2, c6.1</li> </ul>					
		<ul style="list-style-type: none"> <li>• Volleyball Game (Assessment Finalisation) (L4/5) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1</li> </ul>					
		<ul style="list-style-type: none"> <li>• use performance feedback to improve quality of movement in a variety of contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Lowered Net Serving with Hoop Targets (L2) TM a4.1</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Appreciating movement composition and performance</b></li> <li>- aesthetic appreciation</li> <li>- qualities of performance</li> <li>- analytical techniques</li> </ul>		<ul style="list-style-type: none"> <li>• Volleyball (L2) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1</li> </ul>					
		<ul style="list-style-type: none"> <li>• Assessment Introduction and Questioning (L4) TM a6.2, b6.2</li> </ul>					
		<ul style="list-style-type: none"> <li>• Volleyball Game (Assessment Finalisation) (L4/5) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1</li> </ul>					