

THOMAS REDDALL HIGH SCHOOL PDHPE UNIT PLAN

Unit Title: <i>Volleyball 2</i>	Unit Length: 4 x 50 minute practical lessons	Year: 9 – Term 3
Syllabus Outcomes		Skills that enhance learning in PDHPE
5.4 adapts, transfers and improvises movement skills and concepts to improve performance 5.5 composes, performs and appraises movement in a variety of challenging contexts		5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations (<i>Communicating</i>) 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives (<i>Interacting</i>) 5.14 confidently uses movement to satisfy personal needs and interests (<i>Moving</i>)
Evidence of Learning (What students will know, understand, be able to do)		
By the end of this unit, students will be able to: • Demonstrate movement skills in increasingly complex and challenging activities from net/court games • Adapt, transfer and improvise movement in increasingly demanding contexts • Participate in a range of increasingly complex and challenging movement activities to further develop their ability to use features of movement composition • Use movement to effectively communicate and interact in group/team contexts		
Physical Literacy Continuum Focus: Tactical Movement (TM) & Personal and Social Attributes (PSA) Cluster 4, 5 & 6 Markers (End of Year 6 through to End of 10)		
TACTICAL MOVEMENT (TM) 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.	Thinking in action (A)	TM a4.1 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 TM a4.2 Implements tactics which account for the strengths of self and others within a physical activity TM a5.1 Applies multiple tactics appropriately to achieve success within a range of physical activities TM a5.2 Transfers tactics across physical activities TM a6.1 Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities TM a6.2 Evaluates tactics according to purpose to participate successfully across a range of physical activities
	Knowledge of physical activity contexts (B)	TM b4.1 Recognises similarities and differences between tactics used to achieve specific purposes in physical activities TM b4.2 Creates a plan to succeed in physical activity which takes account of individual strengths TM b5.1 Compares tactics and how they can be used across multiple physical activities TM b5.2 Creates a plan to succeed in physical activity which takes account of the abilities of self and others TM b6.1 Assesses the relationship between rules and tactics to create plans for achieving success in physical activities TM b6.2 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
PERSONAL AND SOCIAL ATTRIBUTES (PSA) 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.	Safety (A)	PSA a4.1 Consistently participates within the rules and etiquette of different physical activities PSA a4.2 Applies or modifies rules to ensure their own and others' safety PSA a4.3 Creates solutions to promote a safe environment PSA a5.1 Assesses and adjusts the physical environment to ensure safety in physical activity for self and others PSA a6.1 Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer mentoring and officiating
	Conflict resolution (B)	PSA b4.1 Uses appropriate strategies to negotiate conflict independently for positive outcomes PSA b4.2 Recognises that reflecting on and learning from conflict situations is an important part of the resolution process PSA b5.1 Resolves personal conflict in a sensitive manner using appropriate strategies PSA b5.2 Reflects on conflict situations to devise plans to reduce conflict in the future PSA b6.1 Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict PSA b6.2 Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation
	Inclusion (C)	PSA c4.1 Takes initiative to encourage respect for others in physical activity PSA c5.1 Selects and role models strategies that promote inclusion in physical activity PSA c5.2 Demonstrates actions that support the rights and feelings of others PSA c6.1 Encourages and positively influences others to demonstrate respect and inclusive behaviours PSA c6.2 Advocates for the inclusion of others
	Cooperation and communication (D)	PSA d4.1 Actively involves others in physical activity PSA d4.2 Participates and takes responsibility for own actions in a group PSA d4.3 Adopts roles where appropriate in physical activity, e.g. leader PSA d5.1 Interacts confidently with others in physical activities PSA d5.2 Makes individual compromises based on the strengths of self and others to work effectively as a group PSA d5.3 Supports and encourages the enjoyable involvement of others PSA d5.4 Responds positively to the needs of others PSA d6.1 Adopts a leadership role that positively influences physical activity behaviours, e.g. volunteering, coaching and mentoring

Cross-curriculum content	Resources
	- BOS NSW (2003). <i>Personal Development, Health & Physical Education – Years 7-10 Syllabus</i>. Sydney: Author. - Adapted from Skills and Strategies for Games – Multimedia. 2007http://www.tale.edu.au www.mrgym.com/SportsGames mm.afl.com.au/afl_archive/cp2/c2/webi/article/218421ag.doc http://www.humankinetics.com/products/all-products/101-fun-warm-up-and-cool-down-games http://www.y-coach.com/CD/Coaching.htm#Volleyball_Drills.htm http://www.sportplan.net/drills/Volleyball/1-Techniques

Learn About's	Learn To's	Teaching & Learning Strategies	Registration					
			9.1	9.2	9.3	9.4	9.5	
Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	- demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: - games	Four Way Newcomb ball (L1) TM a5.1, a5.2 PSA d5.1, d5.2, d5.3, d5.4						
		Four Way Volleyball (L1) TM a6.1 PSA d5.1, d5.2, d5.3, d5.4						
		Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4						
	adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm	Four Way Newcomb ball (L1) TM a5.1, a5.2 PSA d5.1, d5.2, d5.3, d5.4						
		Four Way Volleyball (L1) TM a6.1 PSA d5.1, d5.2, d5.3, d5.4						
		Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4						
		Dig the Ball Across (L3) TM a6.1, a6.2, b6.1, b6.2 PSA c5.2, c6.1						
Influences on skill development and performance - transfer of skills and concepts - learning environments - feedback - importance of practice - safety - the role of rules and regulations in safe participation	design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations	Four Way Newcomb ball (L1) TM a5.1, a5.2 PSA d5.1, d5.2, d5.3, d5.4						
		Four Way Volleyball (L1) TM a6.1 PSA d5.1, d5.2, d5.3, d5.4						
		Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4						
Applying mechanical principles to enhance performance - absorbing and applying force - balance and stability - momentum	experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique	Setting Circles (L1) TM a4.1, a4.2 PSA c5.2, c6.1						
		Lowered Net Serving with Hoop Targets (L2) TM a4.1						
		Volleyball (L2) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1						
		Dig the Ball Across (L3) TM a6.1, a6.2, b6.1, b6.2 PSA c5.2, c6.1						
		Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4						

Learn About's	Learn To's	Teaching & Learning Strategies	Registration					
			9.1	9.2	9.3	9.4	9.5	
• Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition	• Volleyball (L2) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1						
		• Setting and Digging Circles(L4) TM a4.1, b4.1, b4.2 PSA c5.2, c6.1						
		• 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						
		• Tag ball stuck in the mud (L3) TM a5.1, b5.2 PSA a5.1, d5.1, d5.4						
	• use movement to effectively communicate and interact in group/team contexts	• Dig Baseball (L3) TM a6.1, b6.1, b6.2 PSA d5.1, d5.2, d5.3, d5.4						
		• Setting and Digging Circles (L4) TM a4.1, b4.1, b4.2 PSA c5.2, c6.1						
		• 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						
• Appreciating movement composition and performance - aesthetic appreciation - qualities of performance - analytical techniques	• use performance feedback to improve quality of movement in a variety of contexts	• Lowered Net Serving with Hoop Targets (L2) TM a4.1						
		• Volleyball (L2) TM a6.1, a6.2, b6.1, b6.2 PSA a6.1, b6.1, b6.2, c6.1, c6.2, d6.1						
		• Assessment Introduction and Questioning (L4) TM a6.2, b6.2						
		• 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						