

THOMAS REDDALL HIGH SCHOOL PDHPE UNIT PLAN

Unit Title: <i>Go-Go Golf</i>	Unit Length: 3 x 50 minute practical lessons	Year: 10 – Term 2
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 striking/target 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 : Movement Competencies (MC) Cluster 5 & 6 Markers (End of Year 8 through to End of 10)		
MOVEMENT COMPETENCIES Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings. MC	Stability skills (A) Object control skills (B) Locomotor skills (C) Combinations (D)	End of Year 8 Cluster 5 End of Year 10 Cluster 6 MC 5.1 Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) MC 5.2 Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts MC 5.3 Transfers similar movement skills and sequences appropriately across physical activity contexts MC 6.1 Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g. at different speeds or within reduced play space MC 6.2 Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts

Cross-curriculum content	Resources
	- BOS NSW (2003). <i>Personal Development, Health & Physical Education – Years 7-10 Syllabus</i>. Sydney: Author. http://www.streetdirectory.com/travel_guide/43914/golf_guide/the_best_junior_golf_drills.html http://www.monkeysee.com/play/4645-golf-basics-the-grip http://www.golfgriptips.co.uk/golf-grip-instruction.html http://www.golftoday.co.uk/proshop/features/consistent_ball_position.html http://www.instructacard.co.uk/pid-83-golf-swing.html http://www.monkeysee.com/play/4648-golf-basics-swing-follow-through http://www.instructacard.co.uk/pid-77-golf-shot-putting.html

Learn About's	Learn To's	Teaching & Learning Strategies	Registration					
			10.1	10.2	10.3	10.4	10.5	
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	Longest drive challenge (L1) MC5.2, MC6.1						
		Chipping target game (L2) MC5.1, M6.1						
		O-U-T putting game (L3) MC5.1, MC5.3, MC6.1, MC6.2						
	adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm	Chipping target game (L2) MC5.1, M6.1						
		1,3,5 Putt (L3) MC5.1, MC5.3, MC6.1, MC6.2						
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	Irons golf swing technique practice (L1) MC5.2, MC6.1						
		Chipping target game (L2) MC5.1, M6.1						
		O-U-T putting game (L3) MC5.1, MC5.3, MC6.1, MC6.2						
		1,3,5 Putt (L3) MC5.1, MC5.3, MC6.1, MC6.2						
		Automatic ball return (putting) (L3) MC5.1, MC5.3, MC6.1, MC6.2						

Learn About's	Learn To's	Teaching & Learning Strategies	Registration					
			10.1	10.2	10.3	10.4	10.5	
• 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	• Irons golf swing technique practice (L1) MC5.2, MC6.1						
		• Chipping practice (L2) MC5.1, MC5.2, MC6.2						
		• 1,3,5 Putt (L3) MC5.1, MC5.3, MC6.1, MC6.2						
		• Automatic ball return (putting) (L3) MC5.1, MC5.3, MC6.1, MC6.2						
• 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	• Irons golf swing technique practice (L1) MC5.2, MC6.1						
		• Chipping target game (L2) MC5.1, M6.1						
		• 1,3,5 Putt (L3) MC5.1, MC5.3, MC6.1, MC6.2						
	• use movement to effectively communicate and interact in group/team contexts	• Longest drive challenge (L1) MC5.2, MC6.1						
		• Chipping target game (L2) MC5.1, M6.1						
• 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	• Chipping target game (L2) MC5.1, M6.1						
		• Automatic ball return (putting) (L3) MC5.1, MC5.3, MC6.1, MC6.2						