



# PDHPE

# Stage 1

## Dodge

### Activity context

The dodge is a fundamental movement skill which is best introduced in Stage 1. The focus for teachers should be on students developing the introductory components of the dodge. The dodge is a locomotor skill that involves a high degree of balance and stability. It is an extension of the side gallop and sprint run and incorporates dynamic, fluid and coordinated movement to change direction. It is common to many playground games and activities and is an important skill in the majority of team sports.

### Syllabus links:

ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health.

- engages in a range of planned activities

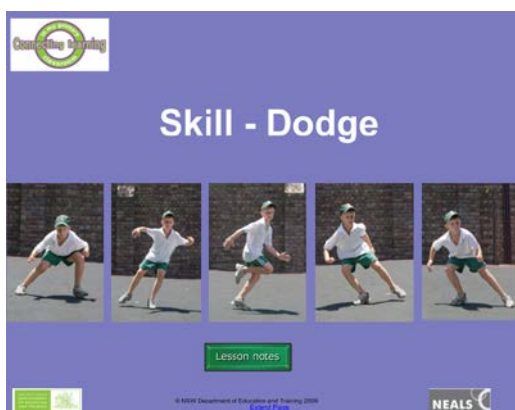
GSS1.8 Performs fundamental movement skills with equipment in minor games

- participates in a range of minor games and practices that assist skills development

INS1.3 Develops positive relationships with peers and other people

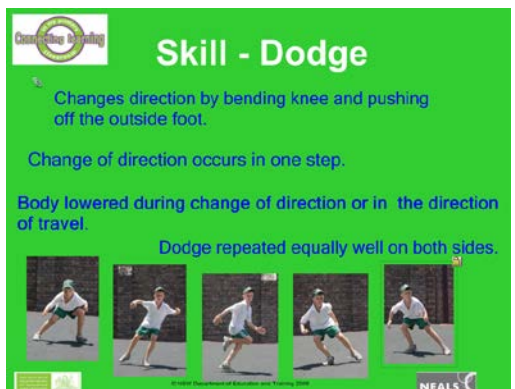
- displays cooperation in group activities.

### Notebook page



### Activity

Explain to students that the lesson will focus on the 'dodge'.



Ask students to read the 5 components of the dodge aloud. Click on the *paperclip* link (located bottom of the T in The

Dodge).

[NB if you do not have QuickTime installed on your computer, the video may not play. In this instance use the *Get Skilled: Get active* resource (2005) available for purchase on the curriculum support website.]

The video shows a proficient student, followed by a developing student performing the FMS 'dodge'.

After observing the proficient student, you should mute the sound. As the developing student performs the skill, ask students to indicate the errors the student is making.

Keep referring to the five skill components of the dodge outlined in the lesson plan.

### **Outdoor Activity**

Take students outside to practice the skills of the dodge.

#### **Warm up**

##### **'Octopus tag'**

Mark out a designated area. One student is chosen to be the octopus. The others line up on one side of the area. When the octopus yells out "Octopus" the students all run to the other side of the area – trying not to get caught. Those that are caught become one of the octopus's arms. They stand where they were caught and try to tag the remaining students.

##### **Skill development activity**

Arrange markers in a zigzag pattern. Students dodge markers, making sure they touch the marker with the outside of their foot.

Students run on the spot. On the command "freeze", students stop with their feet apart and their body lowered. On the command "melt", students continue running on the spot.

Students play follow-the-leader. The leader starts by making large zigzag steps and then increases the number of steps before changing direction.

Ask students to change direction:

- with their feet together
- with their feet wider apart
- with body held upright
- with body dropped down low
- with arms kept close by their side

Ask students which way is the most effective. Why?

Students run in an open space. On the command "change", they push off on the outside foot to change direction.

Students dodge off and onto a line. Place some markers about 40cm either side of a straight line every two metres. Students run along the line and lower their body when they step out to the marker and push off and back to the centre line.

Use the teaching cues:

- Look straight ahead
- Use the outside of your foot
- Lower body height down and then up when changing direction
- Use your knees to change direction
- Use only one step to change direction
- Lower body height and transfer body weight.

##### **'Shadow tag'**

All students are in. You can catch someone by stepping on

their shadow. When caught, students sit down, count to ten, then get back up and keep playing.

**'Ball Tag'**

Equipment: 1 soft medium sized ball per group

5 students combine to tag the 1 free runner. The runner can only be tagged if the tagger is holding the ball. Taggers are only allowed 3 steps with a ball. Therefore, the 5 taggers combine running, throwing and catching to trap the runner. Rotate positions.

**Assessment strategies:**

The teacher:

- record student ability to dodge on checklist (*Get Skilled: Get Active* - Teacher's resource)

The student:

- displays cooperation in group activities
- participates willingly in a range of minor games and practices that assist development of the skill
- engages in a range of planned activities.

These criteria relate to outcomes COS1.1, ALS 1.6 and GSS1.8.

*The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.*