

# PDHPE

# Stage 3

## Fundamental movement skill - dodge (Part B)

### Activity context

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.

This activity is the second part of a dodge lesson where the students are placed in a game situation that ensures all students can participate, regardless of ability, and make decisions about how the game is played.



### Syllabus links:

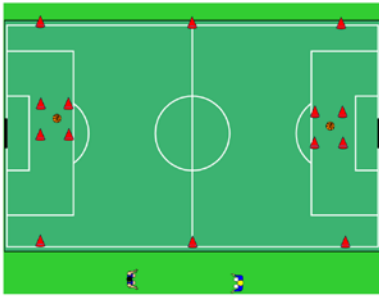
GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules

- participates in games and sports combining strategy, teamwork, movement skill and fair play
- develops strategies for effective teamwork

PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems

- selects the most appropriate solution to a given problem.

Notebook page	Activity
	<p>Before beginning this activity, make sure you are acquainted with the game <i>Ball rescue</i>.</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>• What are the Fundamental Movement Skills?</li> <li>• What are some common sports that use more than one Fundamental Movement Skill?</li> </ul>
	<p>Inform the class they are going to play a game called <i>Ball rescue</i> and that it, like many games, has rules!</p> <p>Do not try to over explain the rules. You are familiar with the game and it is beneficial to allow the students to modify/develop the rules as you play it.</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>• do you think the rules listed are sufficient to play the game?</li> <li>• will the game be safe?</li> <li>• will it give all players a chance to be involved?</li> </ul>



**Outside:** Take students onto a field space similar to half of a soccer field. After a brief warm up ( huff and puff)

Allow students to play the game. Continue to remind students of the rules as the game progresses. Provide feedback to individual students. Allow students make suggestions for any changes/modifications to the rules at each stoppage point in the game.

After the game take students back inside the classroom to discuss the strategy they used and how they modified their style of play after each rule was changed or team strategy changed.

Using the plan view map of the court area, ask students to contribute their team's strategy for the game.

*Each of the players at the bottom of the field is an infinite clone and can be pulled out on to the field as required – to represent the class members/teams.*

Students can annotate this page using the board functions, with direction lines, squiggles etc.



Annotate this page adding extra rules that may have been made. When the game is played again, this slide can be referred to, to ensure that rules are remembered.

Ask students:

- what did your team do to rescue the ball?
- how did you get past a player?
- where do you look when trying to dodge someone?
- which foot should you push off when changing direction?
- what rules can we change for next time we play?

#### **Assessment strategies:**

The teacher:

- record student ability to dodge on checklist (*Get Skilled: Get Active* - Teacher's resource)
- observes interaction and ability to make decisions throughout the game.

The student:

- demonstrates proficiency in the run and dodge skills
- selects the most appropriate solution to the various problems which arise e.g. how to effectively defend the ball
- works as part of the team to develop and implement strategies for effective game play.

These criteria relate to outcomes PSS3.5 and GSS3.8.

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