



PDHPE

Stage 3

Fundamental movement skill - dodge (Part A)

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. Students are ready to demonstrate proficiently the introductory components of the dodge by the end of Year 2 and the fine-tuning components by the end of Year 5. At Stage 3 students should be provided with opportunities to consolidate and apply the skill in sports, games and physical activities.



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, team work, movement skill and fair play
- combines a series of skills for use in a game e.g. run, dodge, pass and catch

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

- selects the most appropriate solution to given problem.

Notebook page	Activity
	<p>Explain to students that the lesson will focus on the 'dodge'.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • to list sports they know that use the dodge e.g. rugby league, netball, soccer, tennis, European handball, boxing etc • why do you think the dodge is one of the hardest skills to master? <p>Students write their answers on the board.</p>
	<p>Ask students to read the five components of the dodge aloud.</p> <p>Click on the <i>paperclip</i> link (located bottom of the T in The Dodge). </p> <p>[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 in your school or for purchase at</p> <p>http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/resources/general/gsga.htm</p> <p>The video shows a proficient student, followed by a developing student performing the FMS 'dodge'.</p> <p>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.</p>

	<p>Keep referring to the five skill components of the dodge outlined in the lesson plan.</p>
	<p>Outdoor activity Take students outside to practice the skills of the dodge.</p> <p>Warm up and skill development Mark out a designated area.</p> <p>'Octopus tag' One student is chosen to be the octopus. The others line up on one side of the designated 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.</p> <p>'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.</p> <p>Skill development activity Arrange markers in a zigzag pattern within the designated area. Demonstrate to students the body positions required for the activity and have students replicate.</p> <p>Students run around the designated area. 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.</p> <p>Students play follow-the-leader. The leader starts by making large zigzag steps and then increases the number of steps before changing direction.</p> <p>Ask students to change direction:</p> <ul style="list-style-type: none"> • 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. <p>Ask students which way is the most effective. Why? (A lower body position with feet close to shoulder width apart will be most effective as it provides the greatest stability and balance allowing for more push off the outside foot. Arms will move away from the body to add to the stability.)</p> <p>'Number chase' Equipment: 3 coloured braids, netball court</p> <p>Groups stand in opposite rows facing each other. 3 'taggers' wearing coloured braids stand in the middle of the court. Students in the 2 groups are given numbers. Numbers are repeated (e.g. 1, 2, 3, 4, 1, 2, 3, 4, etc). When a number is called the corresponding students attempt to change sides. The students in the middle tag as many as possible. Tagged students stand still and become obstacles for the others to avoid.</p>

Variation: If a student is successful in crossing, students with the next highest number change sides.

'Ball tag'

Equipment: 1 soft medium sized ball per group

In a designated space (10m x 10m square) 5 students work together to tag 1 free runner with a ball. The runner can only be tagged if the tagger is holding the ball (the ball cannot be thrown at the runner). Taggers are only allowed 3 steps with a ball. Therefore, the 5 taggers combine running, throwing and catching to trap the runner. The free runner dodges and runs to stay clear of the taggers within the designated space. Rotate positions.

Provide feedback on the performance of the dodge skill components throughout the activity.

Take the class back inside to continue with FMS -dodge Part B of the dodge or complete lesson on another day.

Assessment strategies:

The teacher:

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

The student:

- changes direction by bending knee and pushing off the outside foot
- change of direction occurs in one step
- lower their body during change of direction or in the direction of travel
- eyes focused forward
- dodge repeated equally well on both sides.

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.