

Change It!

In this workshop participants will learn how to apply the CHANGE IT! Principles in their teaching of physical activity through a guided exploration. Delegates will participate in a range of small-sided games and then working in small groups will problem solve on how to modify games to change the level of challenge and to maximise inclusion. This is a practical course where participants will learn through experience.

CHANGE IT!

Adapting physical activity lessons to be challenging and inclusive for all.

Focus (Overview):

In this workshop participants learn how to apply the CHANGE IT! Principles in their teaching through a guided exploration. This is a practical course where participants will learn through experience. They will participate in a range of small-sided games and then working in small groups will problem solve on how to modify games to change the level of challenge and to maximise inclusion.

Change It!

Strand/s:

- Movement Skill & Performance

PDHPE Syllabus Outcomes:

Stage 1

PD1-4 - performs movement skills in a variety of sequences and situations

PD1-5 - proposes a range of alternatives to solve movement challenges through participation in a range of activities

PD1-10 - describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

Stage 2

PD2-4 - performs and refines movement skills in a variety of sequences and situation

PD2-5 - applies strategies to solve movement challenges

PD2-10 - demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

Stage 3

PD3-4 - adapts movement skills in a variety of physical activity contexts

PD3-5 - proposes, applies and assesses solutions to movement challenges

PD3-10 - selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

Key Inquiry Questions (KIQ):

Stage 1

1. How can we move our bodies to perform skills in different ways?
2. How can we demonstrate our understanding of movement to solve challenges?
3. How can we include others in physical activity?

Stage 2

1. How can we move our bodies to perform skills in different ways?
2. How can we demonstrate our understanding of movement to solve challenges?
3. How can we include others in physical activity?

Stage 3

1. How can we adapt and perform movement skills in different situations?
2. How can we use strategies and tactics to create solutions to movement challenges?
3. How can we work with others to build positive relationships during physical activity?

Content:**Movement Skill & Performance****Stage 1:****KIQ1: What are the different ways we can move our body?**

- **Demonstrate movement skills and movement sequences in a variety of contexts, for example:**
 - perform locomotor skills using different body parts to travel in different directions, eg walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling **M** 📏👣
 - use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling **M** ⚙️👣

KIQ2: How can we move and improve our involvement in physical activity?

- **Propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMP031)**
 - select and implement different movement skills and concepts to be successful in a game **S M** ⚙️👣📏
 - identify appropriate strategies and/or tactics to influence achievement in games **S M** ⚙️
 - compare different types of movements and identify which ones are easier and harder, eg locomotor, non-locomotor and object control skills **S M** ⚙️
 - persist with more difficult movements in a range of physical activities regardless of success **S M** 👣
 - predict possible outcomes of alternative actions and decide which is likely to be the most effective **S M** ⚙️👣
 - reflect on performance and identify and demonstrate ways to perform a skill more successfully **S M** ⚙️👣
 - seek and respond to feedback from peers or teachers on their performance **S I M** 👣👣
- **Use strategies to work in group situations when participating in physical activities, for example: (ACPMP030)**
 - work cooperatively when practising new skills **I M** 👣
 - communicate positively when working in groups to encourage others and promote inclusion **I M** 👣
 - describe and/or demonstrate how to include others in physical activity **S I M** 👣👣
 - suggest and trial how an activity or game can be changed so that everyone can be involved **I M** ⚙️

KIQ3: How can we participate safely and fairly during physical activity?

- **Identify rules and fair play when participating in physical activities, for example: (ACPMP032)**
 - explain why rules are needed in games and physical activities **I M** ⚙️⚖️
 - demonstrate turn-taking and safe sharing equipment when participating in physical activities and minor games **I M** 👣
 - explain how rules contribute to personal safety and fair play and apply them in group activities **I M** ⚖️👣👣
 - communicate how and when they and others demonstrate safety and fair play **I M** ⚖️👣👣
- **Create and participate in games with and without equipment, for example: (ACPMP027)**
 - invent games with rules using one or two pieces of equipment **S M** ⚙️👣📏
 - use stimuli, eg equipment, rhythm, music and words to create and participate in games **S M** ⚙️👣📏
- **Identify and explore natural and built environments in the local community where physical activity can take place, for example: (ACPPS023)**

- participate in physical activities in a range of different environments, eg natural, school, local community settings **M** 🌿
- learn about and participate in culturally diverse physical activities including Aboriginal and Torres Strait Islander games **I M** 🇺🇸 🇦🇺 🌐

Stage 2:

KIQ1: How can we move our bodies to perform skills in different ways?

- **Perform and refine movement skills in a variety of movement sequences and contexts, for example:**
 - perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M** 🏃
 - explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** 🏹
 - demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained using the body and objects **M** 🏃
 - perform fundamental movement skills to demonstrate weight transference in different physical activities, eg sidestepping or running backwards **M** 🏃
 - participate and use equipment in a variety of games and modified sports **M**
 - adapt movement skills to improve accuracy and control in a variety of contexts **M** 🏃

KIQ2: How can we demonstrate our understanding of movement to solve challenges?

- **Pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:**
 - apply movement skills and respond to feedback to solve movement challenges **S M** 🏃 🏃
 - pose questions to others as a strategy for solving movement challenges **S I M** 🏃 🏃 🏃
 - test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M** 🏃
 - draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M** 🏃
 - identify how to modify plans within a game to achieve success **S M** 🏃
 - participate in physical activities which require problem-solving and persistence to achieve a goal **S M** 🏃 🏃
 - plan and perform strategies and/or tactics to be successful in tag and dodge games **S M** 🏃 🏃
 - demonstrate movement concepts and strategies to create scoring opportunities **S M** 🏃
 - use problem-solving strategies to identify ways to make environments safer **S M** 🏃

KIQ3: How can we include others in physical activity?

- **Adopt inclusive practices when participating in physical activities, for example: (ACPMP048)**
 - work collaboratively with team members to maintain possession in a game **I M** 🏃
 - modify physical activities to ensure that everyone is included, eg changing equipment, rules or playing space **S I M** 🏃
 - identify situations where it is appropriate to adopt a role and take on responsibilities to solve movement challenges **I M** 🏃
- **Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)**
 - collaborate to decide rules for a new game **I M** 🏃 🏃 🏃

- contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M** 🏆 🏆
- recognise fairness and inclusion in a game situation, and propose strategies to promote these actions **S I M** 🏆 🏆 🏆
- **Participate in physical activities from their own and other cultures, for example: (ACPMP108)**
 - participate, with cultural guidance and endorsement, in Aboriginal and/or Torres Strait Islander games **M** 🏆 🏆 🏆 🏆
 - learn and participate in games from diverse cultures and teach the class how to play them **M** 🏆 🏆

Stage 3:**KIQ1: How can we adapt and perform movement skills in different situations?**

- **Perform and refine movement skills to a variety of situations, for example:**
 - vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** 🏆
 - adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control **M** 🏆
 - use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance **S M** 🏆
- **Practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)**
 - apply locomotor and stability skills to create deception in different movement situations, eg dodging, faking a pass, field/court positioning **M** 🏆
 - refine object-control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** 🏆
 - apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
 - design a sequence of passes between teammates to maintain possession or move a piece of equipment from one point to another **M** 🏆 🏆 🏆 🏆
 - perform physical activities that involve a transition from one skill to another, eg from dribbling to shooting, leaping to balancing, running and passing, running to kicking **M** 🏆 🏆 🏆 🏆

KIQ2: How can we use strategies and tactics to create solutions to movement challenges?

- **Apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)**
 - recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** 🏆 🏆
 - apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** 🏆 🏆
 - assess and refine strategies to persist and successfully perform new and challenging movement skills **S M** 🏆 🏆
 - demonstrate defensive and offensive play in modified games **M** 🏆
 - implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** 🏆 🏆

- explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** 🎯 🏃


KIQ3: How can we work with others to build positive relationships during physical activity?

- **Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities, for example: (ACPMPO67)**
 - understand and perform different roles and responsibilities in physical activities that promote enjoyment, safety and/or positive outcomes for participants **I M** ⚖️ 🏃
 - demonstrate negotiation skills when dealing with conflicts or disagreements in movement situations **I M** ⚖️ 🏃
 - respond appropriately to others when working in small groups on movement tasks or challenges **I M** 🏃 🏃
 - perform in ways that enhance the contribution of self and others in a range of cooperative situations **I M** 🏃
- **Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMPO69)**
 - propose changes to the rules and/or conditions to create more inclusive play and allow for a fairer contest **S I M** 🎯 ⚖️ 🏃
 - correctly interpret, explain and/or apply rules in games and physical activities **I M** ⚖️ 🏃 🏃
- **Participate in physical activity from their own and others’ cultures and examine how involvement creates community connections and intercultural understanding, for example: (ACPMPO66)**
 - participate in different culturally diverse physical activities that people in activity in Aboriginal and Torres Strait Islander cultures and other countries play **M** 🌐 🏃

Suggested Links to other Key Learning Areas:

- Integrate cross curriculum priorities such as aspects of literacy, numeracy and ICT skills
- Aboriginal and Torres Strait Islander histories and cultures
- Critical and creative thinking.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>End Ball (Invasion Game) This game can be modified in a number of ways to either make it more challenging, increase inclusivity, or focus on a skill or strategy. The basic set up is below (see the “End ball” card from Playing for Life) Teaches students how to move into open space in order to receive the ball and pass to open players. 1. Score by passing to goal-taker</p>	<p>Equipment - 3-4 small rectangular fields marked out with cones. Need a 5m end zone area, could modify and use a hoop or gym mat, goal/s as end zone. - Use ball/equipment suitable to game developing, eg. League ball, basketball, netball, hockey sticks. - Small-sided games are best to maximise participation (5 sided teams optimal).</p>	<p>Examples of how to modify under CHANGE IT! Coaching – create zones (see the “End ball” card) – pair players with opponents of similar ability to increase participation. Monitor ball movement through zones How to Score – Number of passes, smaller/bigger end-zone area to stand in, allow</p>

<p>over a line marked by cones (end zone).</p> <ol style="list-style-type: none"> Cannot move with ball. One defender allowed on the person to defend, no contact allowed. No defenders allowed in the end zone. Only one offensive “goal-taker” in end zone, switch regularly or after score. 	 <p>Sport Aus Sporting Schools Playing For Life</p>	<p>defenders in end-zone</p> <p>Area – Play ‘cross-court’, create zones, create lanes and have smaller numbers (2v2), smaller/bigger area</p> <p>Number of players – 2v1, 3v2, 4v3 – using lanes.</p> <p>Game Rules – set number of passes before can score, use sport specific rules eg. Basketball allow some dribbling, only need to touch in end-zone, go for a catch and drop it get to keep it, ball to land in the end-zone only</p> <p>Equipment – size of ball, sport-specific equipment, use targets eg. Skittles</p> <p>Inclusion – Use a chair for less mobile</p> <p>Time – small sided and rotate often to increase intensity, more numbers to decrease intensity.</p>
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Assessment:

Formal i.e. Test, quiz etc

Informal i.e. Ask questions, observation

Questioning students is an important tool in challenging them to think about the game, reflect on their actions and improve.

Questions for understanding could include:

- When will you... (run, pass, shoot)?
- Where will you move to?
- Where will you aim?
- Which option will you take to pass?
- Which option will you take to go long/short?
- Will you run or stay?
- Will you attack or defend?

Getting students to think about CHANGE IT!

The use of questioning is an important tool to challenge players and get them to contribute to the structure, questions could be asked around:

- understanding the tactics of the game
- how the game be changed to make it more inclusive
- coming up with alternative rules and ways of playing
- coming up with their own solutions to challenges the teacher has set
- understanding the consequences of their actions.

How can this activity be differentiated? (Ideas for inclusion)

- Refer to Teaching Tips/ Strategies.

How can this activity be adapted to:

Early Stage 1	Modify this game using the CHANGE IT! Principles outlined in the "Teaching Tips/ Strategies" section.
Stage 1	
Stage 2	
Stage 3	

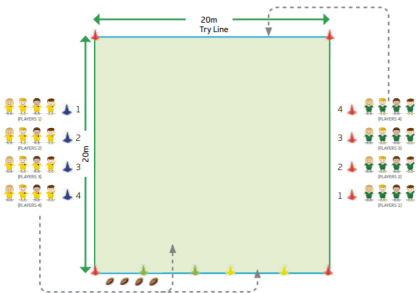
Other Considerations:

Supporting Teacher Resources:

- [Sport Aus Playing For Life End Ball Card](#)
- [Sport Aus Playing For Life End Ball Video](#)
- [Change It! Booklet - clearinghouseforsport.gov.au](http://clearinghouseforsport.gov.au)

Support Agencies: (ACHPER NSW, NSW Health)

Sport Aus, Sporting Schools - Playing for Life - Change It!
 (<https://www.sportaus.gov.au/schools/schools/resources>)

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Scramble (Invasion Game) Small sided end-zone game that is easy to organise, highly active and easy to implement CHANGE IT (See League Resource p.29).</p> <ul style="list-style-type: none"> - Nominate one team to be attackers and one team of defenders. - In one group ie. Group of 4 students, on the teachers signal, the group run around the end cone and enter the field as shown. - Basic game set up is all four attackers have a ball and try to invade the territory to score a try. - Defenders attempt to tag a player with the ball to stop them. - Add the score as you go and switch the attackers and defenders after set amount of turns or time frame. 	<p>Equipment</p> <ul style="list-style-type: none"> - Cones as set up below - Minimum four ball - can change the ball based on the activity. <p>Organisation Divide the class into 8 equal groups lined up behind the markers (See diagram.)</p> <p>Easy game to organise for maximum participation while teacher supervises whole group/activity.</p>  <p>Sport Aus Sporting Schools Play Rugby League</p>	<p>Examples of how to modify under CHANGE IT!</p> <p>Coaching – Lots of opportunity to give individual coaching/feedback.</p> <ul style="list-style-type: none"> • Where do you run to score? • Do you work as a team, split up, target players? • How do you hold the ball, dodge, score a try, change pace fast/slow? <p>- Side-step; dummy pass; set up obstacle course eg. Gates.</p> <p>How to Score – cross the line eg. Touchdown, pass to a target, sport specific, dribble the ball over the line, shoot at a goal (basketball, AFL).</p> <p>Area – Make it wider eg. For AFL, narrower, longer (increase intensity).</p> <p>Number of players – Can modify to make 3v4, 3v3, 3v2 and can play multiple games.</p> <p>Game Rules For league: One ball and give chances to score with defenders having to retreat after each tag. How to tag - can use Oztag belts, two handed tag, tag on the shorts. Play the ball: tap the ball, pass the ball. Drop the ball counts as a chance. Sport specific rules: eg. Netball advancing the ball, basketball, soccer. Extension: Allow to kick the ball, grubber or chip and then score a try</p> <p>Equipment –Sport specific – can do for any invasion game.</p>

		<p>Inclusion – Use less abled students as a:</p> <ul style="list-style-type: none"> • pass to the side-line, • catcher over the end-line, • start the game by passing the ball to runners. <p>Time – Set number of turns as attackers/defenders or time limit 3-4 mins each.</p>
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<p>Assessment:</p>
<p>Formal i.e. Test, quiz etc Informal i.e. Ask questions, observation</p> <p>Questioning students is an important tool in challenging them to think about the game, reflect on their actions and improve. Questions for understanding could include:</p> <ul style="list-style-type: none"> - When will you... (run, pass, shoot)? - Where will you move to? - Where will you aim? - Which option will you take to pass? - Which option will you take to go long/short? - Will you run or stay? - Will you attack or defend?

<p>Getting students to think about CHANGE IT!</p>
<p>The use of questioning is an important tool to challenge players and get them to contribute to the structure, questions could be asked around:</p> <ul style="list-style-type: none"> - understanding the tactics of the game - how the game be changed to make it more inclusive - coming up with alternative rules and ways of playing - coming up with their own solutions to challenges the teacher has set - understanding the consequences of their actions.

<p>How can this activity be differentiated? (Ideas for inclusion)</p>
<ul style="list-style-type: none"> ▪ Refer to Teaching Tips/ Strategies.

How can this activity be adapted to:	
Early Stage 1	Modify this game using the CHANGE IT! Principles outlined in the "Teaching Tips/ Strategies" section.
Stage 1	
Stage 2	
Stage 3	

Other Considerations:

Supporting Teacher Resources:
<p>Sport Aus Sporting Schools Play Rugby League</p> <p>Change It! Booklet - clearinghouseforsport.gov.au</p>

Support Agencies: (ACHPER NSW, NSW Health)
<p>Sport Aus, Sporting Schools - Playing for Life - Change It! (https://www.sportaus.gov.au/schools/schools/resources)</p>

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Wana leading into Noongar Wana See the game cards for more information Wana wana (Link) Noongar wana (Link) Start with the game Wana as per the card.</p> <p>Wana - Initial game will be played with one batter, bucket, bat, tennis balls, hoop around the bucket and one area 5m back from batter marked with cones (safety area). - Each fielder has a ball and they attempt to throw the ball into the bin, the player with the wana blocks the ball (not allowed to hit it hard). As soon as the ball is hit or missed the next bowler goes until everyone has bowled their ball. - Once everyone has had a go, count the balls in the bin or the number of balls that are hit beyond the 5m area.</p> <p>Noongar Wana - Same set up, two balls are used, underarm throw to hit the target from behind the 5m line, once it is hit or the ball hits the target the next ball can be bowled. Players can pass to other players to bowl. - Out if hits the ball too far (beyond defined area), doesn't hit outside 5m area, caught outside 5m area.</p>	<p>Equipment - Tennis ball to throw (coloured softball-sized airflow balls work very well) - small cricket bat (wana) - set of wickets or skittle as the nhoba (baby) - large hoop to place over the nhoba</p> <p>Organisation - group of 4-10 players - use ropes or cones to mark a circle 3 metres in diameter - mark another circle 7-10 metres in diameter around this small circle to make the playing area.</p> <p>See the game cards for more information Wana wana (Link) Noongar wana (Link)</p>	<p>Examples of how to modify under CHANGE IT! Coaching – Opportunities for individual skill instruction on underarm throw and how to hold the wana (bat)</p> <p>How to Score – make boundary or restricted area 10m mark to promote controlled shots, - number of hits regardless of distance, - 2 points for ball 5-10m, 0 if over 10m, - 4 if passes through the 10m area on the ground, - 6 for misfield, dropped catch, no call of catch, illegal play. - 3 chances at getting bowled</p> <p>Area – reduce/increase are for throwers, give different areas for scoring</p> <p>Number of players – two/more batters in the middle with their own area in the 5m zone</p> <p>Game Rules - Use two balls and make continuous (Noongar Wana). Out if caught, one hand one bounce, call for the ball if in 5m area, or no call not out "mine". Hit on full outside 10m area. Deliberately uses the body to contact the ball. Ball must bounce at least once.</p> <p>Equipment – Use just one ball if skill level low or younger groups. - Use bigger balls, or could use hand instead of bat. - One ball or two. - Bigger or smaller target.</p> <p>Time – Bat for a certain time and count hits or times ball passes 10m area.</p>

Assessment:

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Informal i.e. Ask questions, observation

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How can this activity be differentiated? (Ideas for inclusion)

- Refer to Teaching Tips/ Strategies.

How can this activity be adapted to:

Early Stage 1

Stage 1

Stage 2

Stage 3

Modify this game using the CHANGE IT! Principles outlined in the "Teaching Tips/ Strategies" section.

Other Considerations:

Supporting Teacher Resources:

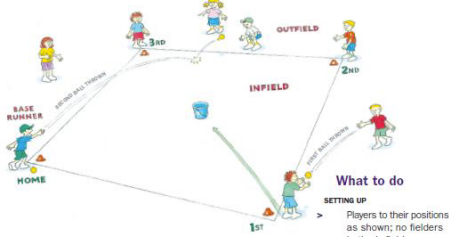
[Sport Aus Sporting Schools Yulunga Indigenous Games Resource](#)

[NSW Office of Sport- Wana](#)

[Change It! Booklet - clearinghouseforsport.gov.au](#)

Support Agencies: (ACHPER NSW, NSW Health)

Sport Aus, Sporting Schools - Playing for Life - Change It!
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Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Beat the Bucket (Fielding Game) See game card for Aus Sport Playing for Life - Beat The Bucket (Link)</p> <p>Start with a basic game with the following set up:</p> <ul style="list-style-type: none"> - A base runner has three tennis balls - throw each ball into the infield or outfield - once third ball is run they run around bases and complete as many bases as possible. - each base is worth one point and can keep going even if return to home. <ul style="list-style-type: none"> - Fielders stay still until the last ball is thrown - if a ball comes right to them they can catch it. - They gather one ball each and throw to a person on a base or next to a cone - Once all balls returned the fielders call “stop”. Rotate throwers <p>ALTERNATIVE: Or if only 5 players then they throw to a fielder next to the bucket or run the ball into the bucket.</p>	<p>Equipment</p> <ul style="list-style-type: none"> - 3 small to medium sized balls per group - 4 markers to define a playing diamond per group - plastic bucket or hoop in the middle of diamond <p>Organisation</p> <ul style="list-style-type: none"> - 6-8 players per game  <p>Source: Aus Sport Playing for Life - Beat The Bucket (Link)</p>	<p>Examples of how to modify under CHANGE IT!</p> <p>Coaching –</p> <p>Questions to ask thrower:</p> <ul style="list-style-type: none"> • Where should you throw the ball, far, short or varied? <p>Break down the throw technique, encourage overarm throw.</p> <p>Questions to ask the fielders:</p> <ul style="list-style-type: none"> • Where will you stand? • Where will you throw? • How can you get the ball back fastest? • What is the best throw underarm or overarm? • How can you work as a team to return the balls? <p>How to Score - Bonus point for 2nd, 3rd, 4th base equal to the base number.</p> <ul style="list-style-type: none"> - If kicking, add a bonus gate or goals - add a target or distance markers if ball goes beyond for bonus points. <p>Area – Smaller area to run</p> <ul style="list-style-type: none"> - run back and forth between two cones (like cricket) <p>Number of players – 2 players work in tandem and must relay the ball to the bucket.</p> <ul style="list-style-type: none"> - Must throw to a base first who then runs the ball or throws the ball to the middle. <p>Game Rules - Need to return by rolling the ball.</p> <ul style="list-style-type: none"> - Novelty passes – through the legs, underarm, hand pass or football pass if footballs, soccer dribble. - Penalise false calls. <p>Equipment – Allow player choice! SAAFE Principles.</p> <ul style="list-style-type: none"> - Use a bat and tee. - Increase the number of balls.

		<ul style="list-style-type: none"> - Use dog thrower. - Use a tennis racket and tennis balls. - Use different sized balls, allow to kick the balls. <p>Inclusion - Students with restricted coordination or mobility can be used as catcher next to bucket with an assistant, or they must touch the ball.</p>
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Assessment:
<p>Formal i.e. Test, quiz etc Informal i.e. Ask questions, observation</p> <p>Questioning students is an important tool in challenging them to think about the game, reflect on their actions and improve. Questions for understanding could include:</p> <ul style="list-style-type: none"> - When will you... (run, pass, shoot)? - Where will you move to? - Where will you aim? - Which option will you take to pass? - Which option will you take to go long/short? - Will you run or stay? - Will you attack or defend?

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How can this activity be differentiated? (Ideas for inclusion)
<ul style="list-style-type: none"> ▪ Refer to Teaching Tips/ Strategies.

How can this activity be adapted to:	
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Other Considerations:

Supporting Teacher Resources:

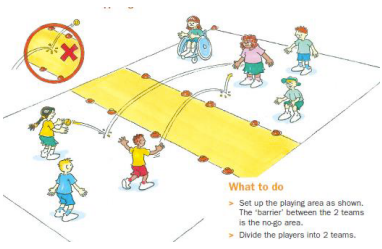
[Aus Sport Playing for Life - Beat the Bucket Card Link](#)
[Aus Sport Playing For Life - Beat the Bucket Video Link](#)

[Change It! Booklet - clearinghouseforsport.gov.au](http://clearinghouseforsport.gov.au)

[ACHPER NSW - SAAFE Principles](#)

Support Agencies: (ACHPER NSW, NSW Health)

Sport Aus, Sporting Schools - Playing for Life - Change It!
<https://www.sportaus.gov.au/schools/schools/resources>

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>No-Go (Net and Court Games)</p> <p>See Game card for No-Go (Link below)</p> <p>- Set-up as per game card with 'no-go' barrier in the middle roughly 2m across.</p> <p>- Initial game two balls thrown across the barrier, the opposing team must catch the ball and send it back.</p> <p>- Teams score points when:</p> <ul style="list-style-type: none"> • the ball touches the ground twice on the opponent's side • the opponents send the ball out of the court • the ball lands in the 'no-go' area from an opponent's last touch • Score to an agreed number of points (e.g. 10) or set a time limit (e.g. 5 minutes).  <p>Source: Aus Sport Playing for Life - No Go Card Link</p>	<p>Equipment</p> <p>- depends heavily on the game/what is available</p> <p>- in most basic form: tennis balls and cones set up as per the card.</p> <p>Organisation</p> <p>- as always small-sided games is best</p> <p>- want around 4-6 players per team in this game, depending on the set up.</p>	<p>Examples of how to modify under CHANGE IT!</p> <p>Coaching –</p> <p>Questions to ask thrower:</p> <ul style="list-style-type: none"> • Where should you throw the ball? • What is the best throw underarm or overarm? • Break down the throw technique: • on the side for players who require help, or • demonstrate to group and reinforce with each throw. <p>Questions to ask the fielders:</p> <ul style="list-style-type: none"> • Where will you stand? How will you catch? • Demonstrate catch techniques or teaching ques. • How will you communicate? • Call 'mine' to take a catch. <p>How to Score - If ball dropped give a point (Emphasise no elimination games – or have a buy back in place SAAFE Principles).</p> <p>- If ball not thrown a certain height.</p> <p>Area - Make it bigger or smaller</p> <ul style="list-style-type: none"> - make the 'no-go' zone wider. - Smaller court needs more communication. <p>Number of players - How low in numbers can you go? 2v2? Very high involvement.</p> <ul style="list-style-type: none"> - Maximum? Increase in numbers is fine, but need to increase the number of balls. <p>Game Rules -</p> <p>If playing volleyball style:</p> <ul style="list-style-type: none"> - allow catching - could allow to throw to partner who hits it over using a volleyball dig.

		<p>Equipment –</p> <ul style="list-style-type: none"> • Use a beachball or balloon to make it easier as ball travels slower. • Use smaller balls to make it faster. • Use footballs and make it kicking. • Use paddles or racquets to turn it into a tennis game with no net. Good if no net equipment. • Introduce batting with the hands, can use a volleyball to make it more like volleyball. • Or can hit the ball with their hands to increase striking, similar to handball but with a wider line. • Can use an implement to help catching eg. Blanket with use of a big ball <p>Time - Decrease the time to make more intense, or - increase time/play to points to increase skill practice/accuracy.</p>
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Assessment:

Formal i.e. Test, quiz etc

Informal i.e. Ask questions, observation

Questioning students is an important tool in challenging them to think about the game, reflect on their actions and improve.

Questions for understanding could include:

- When will you... (run, pass, shoot)?
- Where will you move to?
- Where will you aim?
- Which option will you take to pass?
- Which option will you take to go long/short?
- Will you run or stay?
- Will you attack or defend?

Getting students to think about CHANGE IT!

The use of questioning is an important tool to challenge players and get them to contribute to the structure, questions could be asked around:

- understanding the tactics of the game
- how the game be changed to make it more inclusive
- coming up with alternative rules and ways of playing
- coming up with their own solutions to challenges the teacher has set
- understanding the consequences of their actions.

How can this activity be differentiated? (Ideas for inclusion)

- Refer to Teaching Tips/ Strategies.

How can this activity be adapted to:

Early Stage 1

Stage 1

Stage 2

Stage 3

Modify this game using the CHANGE IT! Principles outlined in the "Teaching Tips/ Strategies" section.

Other Considerations:

Supporting Teacher Resources:

[Aus Sport Playing for Life - No Go Card Link](#)
[Aus Sport Playing For Life - No Go Video Link](#)

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