

Physical Activity for Everybody

This workshop will provide teachers with knowledge and practical experience to adapt and modify their physical activity sessions using the TREE principle (Teaching style, Rules, Equipment and Environments). Teachers will gain greater confidence in providing opportunities for students with special education needs in practical sessions.

Inclusive Physical Activity

As we move towards a more inclusive learning environment, teachers are being asked to include students with a range of disabilities into their mainstream PDHPE classes. The best way for this to be successful is for teachers to gain an understanding of the concepts of adapting and modifying, inclusion, alternative communication and disability specific considerations.

The TREE Principle:

Teaching Style: Altering the way you group your students, present the information and communicate, can make your lesson more inclusive. Examples of ways you can alter your teaching style include, using a buddy system, making smaller groups of similar abilities, using demonstrations and student locations.

Rules: By altering some of the rules of an activity you can increase participation and inclusion. Examples include: increasing the number of bounces allowed (wheelchair tennis), increasing the number of scoring options, allowing more or less players on the field or court and shortening and lengthening time.

Equipment: Altering the equipment used can change the game. Using bigger or smaller balls, lowering the net or basket, changing the bats or handles.

Environment: By changing the environment the activity is conducted in, disadvantages may be removed. Make the court larger or smaller, move the game inside or outside, change the game to a court or grass area. Be considerate of lighting.

The Golden Rule of Inclusion:

Finding the right balance between maintaining the integrity of the activity and maximising an individual's potential. Provide an example that illustrates how one side of the scale may overbalance: Set up a simple activity e.g., a simple volleyball game two on two one sitting or in a wheelchair. Make a rule that the ball must bounce once before any player can touch the ball, explain that as a teacher you have made this rule so that the person in the wheelchair can have more time to get to the ball and so that the others will look down more often and be able to avoid colliding with the person in the wheelchair, allow the game to proceed for a few minutes. Ask the group to comment on the following questions: *Did this kind of modification to the activity allow the person in the wheelchair to be included? Did the modifications affect the integrity of the activity for the whole group?* Remember that this is a role play type situation and that in actual practice there would be more players per side. After the group has discussed this, point out that the must-bounce rule significantly slows the game for the group and virtually eliminates any possibilities for players to spike. Now run the activity again and change the must-bounce rule to a may bounce rule. This re-introduces more possibilities for spiking and speeds the game when required. It still allows the play to slow if necessary, which is good for all players.

Adapting and Modifying:

Activity: Case Study

Ben is legally blind. He needs significant activity modifications to meet the learning outcomes.

- What type of modifications might Ben need in order to participate in an athletics program?

Ways to include Ben.

Introduce the TREE principle

Teaching style

- Use a buddy system—a guide can be used to run with Ben
- Ensure students are correctly positioned (eg within hearing range) for demonstration/instruction to maximise understanding.
- Use physical assistance by guiding body parts through a movement.
- Use language that is appropriate to the group.
- Make use of specially designed equipment to assist in learning.
- Always check for understanding of instructions.
- Use 'circuit' activities to allow for students to progress at their own level and pace.

Rules

- Reduce the competitive element
- Vary time restrictions on specific athletic events
- Use an 'interchange' rule to allow for short periods of exercise and appropriate periods of rest
- Change running to walking

Equipment

- Use a guide wire system or rope that is securely anchored to an eyehook or attached to poles. Attach a PVC tube to the rope/wire so the student can hold the tube and run along the rope. This allows the student to run freely and not be dependent on a sighted guide.

Environments

- Reduce the length/size of the event area
- Use smooth/indoor surface rather than grass.
- Minimise distractions in the surrounding area.

Key Points:

- As skill levels increase, adaptations may need to be changed to allow for a continued development in skill acquisition.
- Rather than make these modifications just for the students with disabilities, allow all students to do a modified program. These simple modifications may also help other students who may have difficulties with the regular activity and provide new challenges for students who normally participate at a high level.

Also introduce The Golden Rule of Inclusion and Inclusion Spectrum

[Disability Education Program Kit © Australian Sports Commission 2005](#)

[disability standards for education 2005 plus guidance notes](#)

[Play By The Rules Scenarios](#)

[CONNECT Education Report Aus Sport](#)

Physical Activity for Everybody (also known as Inclusive Physical Activity)

Focus (Overview):

The workshop is designed to provide participants with the skills and confidence to adapt, modify and deliver inclusive games and physical activity opportunities for students. In particular the course aims to assist teachers in understanding and applying the basics of:

- Adapting and Modifying
- Maximising Individuals Potential
- Disability Specific Information in regard to Physical Activity
- Development of Disability Specific Sports Skills

Boccia

Strand/s:

- Movement Skill & Performance
- Healthy Safe & Active Lifestyles

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

PD1-6 - understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity

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 situations

PD2-5 - applies strategies to solve movement challenges

PD2-6 - describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity

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

Key Inquiry Questions (KIQ)

STAGE 1

Movement Skill & Performance

- What are the different ways we can move our body?
- How can we move and improve our involvement in physical activity?
- How can we participate safely and fairly during physical activity?

Healthy Safe & Active Lifestyles

- What influences my decisions and actions to be healthy, safe and physically active?

STAGE 2

Movement Skill & Performance

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

Healthy Safe & Active Lifestyles

- What skills and strategies do we need to be healthy, safe and empowered?

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

- **Demonstrate movement skills and movement sequences in a variety of contexts, for example:**
 - use a variety of equipment to perform object control skills to send, control and receive objects, eg rolling, throwing **M** 🎯 🏠

KIQ 2: 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 and/or physical activity **S M** 🎯 🏠 🏠
 - identify appropriate strategies and/or tactics to influence achievement in games and physical activities **S M** 🎯
 - compare different types of movements and identify which ones are easier and harder, eg 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 with a partner 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** 🎯

KIQ 3: 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** ⚖️ 🏏 🏏
- **Identify and explore natural and built environments in the local community where physical activity can take place, for example: (ACPPS023)**
 - learn about and participate in culturally diverse physical activities including Aboriginal and Torres Strait Islander games as endorsed by the local Aboriginal community **I M** 🖐️ 🌐

Healthy Safe & Active Lifestyles

KIQ 4: What influences my decisions and actions to be healthy, safe and physically active?

- **Examine contextual factors that influence their own and others' decisions and behaviours, for example: (ACPPS021)**
 - recognise people who influence their health decisions and behaviours and explain how the level of influence changes over time, eg parents/carers, family, peers, people in their community **S I** 🏠 🏠 🏠
 - describe choices and factors that have an impact on their own and others' health and safety, eg participating in physical activity **I** ➕ ⚙️ ⚖️ 🏏
 - explore media health messages and slogans and describe the decisions and behaviours they encourage **I** ⚙️ 🏠
 - explore influences on participation in physical activity, eg enjoyment, individual versus partner activities, ability, friendship, challenge **I M** ⚙️ 🏠

Content:

Stage 2:

Movement Skill & Performance

KIQ 1: 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:**
 - explore and practise different techniques to propel objects towards a target, eg 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 rolling Boccia ball **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** ⚙️

KIQ 2: 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 force of throw, direction of release **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** 🌟 🏆
- use problem-solving strategies to identify ways to make environments safer **S M** 🌟

KIQ 2: 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 of Boccia **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) 🏆**
 - 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** 🌐 🏆

Healthy Safe & Active Lifestyles

KIQ 4: What skills and strategies do we need to be healthy, safe and empowered?

- **Discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity, for example:**
 - identify medical conditions that influence personal choices and decisions, eg ability **I** 🌟 🏆
 - share ideas, feelings and opinions about the influence of peers and significant others on various issues, eg bullying, discrimination and physical activity levels **I** 🗣️ 🏆
 - discuss and interpret how multimedia health information and messages influence personal health decisions through the choices, behaviours and outcomes they convey, eg ability (ACPPS039) **S** 🌟 🗣️ 🏆
 - compare the characteristics and benefits of physical activities that can take place in natural and built environments, eg outdoor spaces versus indoor spaces, bushlands and parks versus school playgrounds, at home versus in the community, accessibility 🌐 🗣️ 🏆
 - describe strategies to make home and school healthy, safe and physically accessible active spaces 🗣️
- **Analyse physical and emotional responses that indicate when they and others feel safe or empowered, for example:**

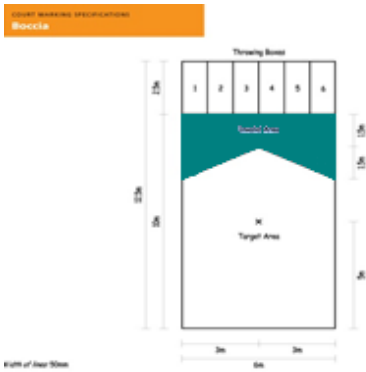
- predict and reflect on how other students might feel in a range of challenging situations and discuss how they can respond to support others to feel safe and empowered **SI** 🛠️ 🗳️
- explain how accomplishing challenges makes them feel good about themselves and builds confidence to try new things, eg positive risk-taking 🗳️ 🗳️

Suggested Links to other Key Learning Areas:

English – observe and discuss the rules and tactics of the game
Maths – different methods of scoring, estimate and measure playing field
Science and Technology – select, design and modify equipment used

Success Criteria:

- Kicks and strikes proficiently
- Practises movement skills in a variety of games
- Demonstrates ways of using equipment
- Rolls a ball at a target

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Disability Specific Sports:</p> <ol style="list-style-type: none"> Can you name any Disability Specific Sports? What do you know about them? Who would benefit from them in your school? <p>What is Boccia?</p> <ol style="list-style-type: none"> Overview of the game. Explanation of its place in our classroom and schools. <p>Introducing the Game to Students:</p> <ol style="list-style-type: none"> Rolling the ball Red or Blue Knocking out others balls <p>Playing the game:</p> <ol style="list-style-type: none"> Set up a game of Boccia, have 6 players. Explain the game as it progresses. Explain the terms: <ul style="list-style-type: none"> ▪ The Jack 	<p>Equipment:</p> <ul style="list-style-type: none"> ▪ One Boccia Ball per participant ▪ Two hoops ▪ Six chairs ▪ Masking Tape ▪ Ramp or pipe <p>Set Up:</p> <p>Mark out a Boccia court. 12m x 6m with a Vshape and a cross in the centre.</p> 	<p>Boccia has been a Paralympic sport since 1984, and is similar to lawn bowls.</p> <p>One side has six red balls and the other six blue balls. The aim is to get the balls closer to the white target ball, the 'jack', than your opponent.</p> <p>Referring to the diagram, there are six throwing boxes, in which the players are positioned and are numbered 1 to 6.</p> <p>The “V” line separates the court into two areas.</p> <p>The white ball (Jack) must cross over the “V” line to be considered in play.</p> <p>To start an end, one side will throw the jack. They will then throw their first ball trying to get it as close as possible. The other side then attempts to throw their ball closer. After that, the side whose ball is not closest to the jack throws the next ball. Once all balls have been played, points are awarded. The side that is closest to the jack receives a point for every ball they</p>

<ul style="list-style-type: none"> ▪ What is an End? ▪ Whose turn is next? ▪ Winning the game ▪ Scoring ▪ Introducing tactics 	<p>Time: 15 mins</p>	<p>have nearer than their opponent's closest ball.</p> <p>A match consists of a set number of ends, four in Individual and Pairs events and six in the Team game. Once all ends have been played the side with the highest score is the winner.</p>
--	-----------------------------	---

<p>Assessment:</p>
<p>Assessment would be through observations and skills checklists</p>

<p>How can this Activity be Differentiated or Modified? (Ideas for inclusion)</p>
<ul style="list-style-type: none"> ▪ Using ramps ▪ Throwing, rolling, kicking, releasing the ball ▪ Ringing a bell above the jack <p>There are always two sides in this game playing against each other. Each side may be comprised of :</p> <ul style="list-style-type: none"> ▪ One player, meaning one v one (<i>in individuals</i>) or ▪ Two players, meaning two v two (<i>in pairs</i>) or ▪ Three players, meaning three v three (<i>in teams</i>).

<p>Other Considerations:</p>
<ul style="list-style-type: none"> ▪ Ensure that students can clearly view demonstrations ▪ When demonstrating, all students must be able to hear, lip-read or see ▪ Limit any distractions in the classroom to ensure that students are able to focus on the learning experience ▪ Ensure access to rooms and equipment for students with mobility or vision problems

<p>Supporting Teacher Resources:</p>
<ul style="list-style-type: none"> ▪ Playing For Life Boccia



Modified Games

Strand/s:

- Movement Skill & Performance
- Healthy Safe & Active Lifestyles

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

PD1-6 - understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity

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 situations

PD2-5 - applies strategies to solve movement challenges

PD2-6 - describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity

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

Key Inquiry Questions (KIQ)

STAGE 1

Movement Skill & Performance

- What are the different ways we can move our body?
- How can we move and improve our involvement in physical activity?
- How can we participate safely and fairly during physical activity?

Healthy Safe & Active Lifestyles

- What influences my decisions and actions to be healthy, safe and physically active?

STAGE 2

Movement Skill & Performance

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

Healthy Safe & Active Lifestyles

- What skills and strategies do we need to be healthy, safe and empowered?

Content:

Stage 1:**Movement Skill & Performance****KIQ 1: 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 **M** 🏃 🏃
 - use a variety of equipment to perform object control skills to send, control and receive objects, eg rolling, throwing, catching, striking **M** 🏏 🏏

KIQ 2: 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 and/or physical activity **S M** 🏏 🏏 🏏
 - identify appropriate strategies and/or tactics to influence achievement in games and physical activities **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 with a partner 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** 🏏

KIQ 3: 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** ⚖️ 🏏 🏏

- **Identify and explore natural and built environments in the local community where physical activity can take place, for example: (ACPPS023)**
 - learn about and participate in culturally diverse physical activities including Aboriginal and Torres Strait Islander games as endorsed by the local Aboriginal community **I M** 🖐️ 🎯

Healthy Safe & Active Lifestyles

KIQ 4: What influences my decisions and actions to be healthy, safe and physically active?

- **Examine contextual factors that influence their own and others' decisions and behaviours, for example: (ACPPS021)**
 - recognise people who influence their health decisions and behaviours and explain how the level of influence changes over time, eg parents/carers, family, peers, people in their community **S I** 🗣️ 🗣️ 🗣️
 - describe choices and factors that have an impact on their own and others' health and safety, eg participating in physical activity **I** 🏃 🏃 🏃 🏃
 - explore media health messages and slogans and describe the decisions and behaviours they encourage **I** 🗣️ 🗣️
 - explore influences on participation in physical activity, eg enjoyment, individual versus partner activities, ability, friendship, challenge **I M** 🗣️ 🗣️

Content:

Stage 2:

Movement Skill & Performance

KIQ 1: 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:**
 - explore and practise different techniques to propel objects towards a target, eg 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 rolling Boccia ball **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** 🗣️

KIQ 2: 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 force of throw, direction of release or strike **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** 🎯 🏆
- use problem-solving strategies to identify ways to make environments safer **S M** 🎯

KIQ 3: How can we include others in physical activity?

- **Adopt inclusive practices when participating in physical activities, for example: (ACPMPO48)**
 - use interpersonal skills to complete a movement task, eg partner passing strategy or team strategy **I M** 🏆
 - 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: (ACPMPO50) 🏆**
 - 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: (ACPMPO108)**
 - 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** 🌐 🏆

Healthy Safe & Active Lifestyles

KIQ 4: What skills and strategies do we need to be healthy, safe and empowered?

- **Discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity, for example:**
 - identify medical conditions that influence personal choices and decisions, eg ability **I** 🎯 🏆
 - share ideas, feelings and opinions about the influence of peers and significant others on various issues, eg bullying, discrimination and physical activity levels **I** 🗣️ 🏆
 - discuss and interpret how multimedia health information and messages influence personal health decisions through the choices, behaviours and outcomes they convey, eg ability (ACPPS039) **S** 🎯 📺 🗣️ 🏆
 - compare the characteristics and benefits of physical activities that can take place in natural and built environments, eg outdoor spaces versus indoor spaces, bushlands and parks versus school playgrounds, at home versus in the community, accessibility 🌐 🗣️ 🏆
 - describe strategies to make home and school healthy, safe and physically accessible active spaces 🗣️ 🏆
- **Analyse physical and emotional responses that indicate when they and others feel safe or empowered, for example:**
 - predict and reflect on how other students might feel in a range of challenging situations and discuss how they can respond to support others to feel safe and empowered **S I** 🎯 🗣️ 🏆
 - explain how accomplishing challenges makes them feel good about themselves and builds confidence to try new things, eg positive risk-taking 🗣️ 🏆

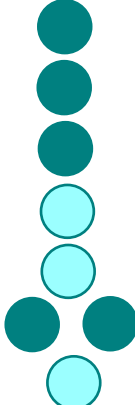
Suggested Links to other Key Learning Areas:

English – speaking and listening, observe and discuss the rules and tactics of the game

Maths – different methods of scoring

Success Criteria:

- Appreciates the important contributions they make to various groups
- Performs a simple movement sequence given particular limitations
- Engages in a range planned activities
- Demonstrates a range of skills in practices and modified games

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Hoops</p> <ol style="list-style-type: none"> 1. Set up eight hoops (four red, four blue) in any order. 2. The rules are one foot red, two feet blue. 3. Students take turns to hop and jump through the sequence. 	<p>Equipment:</p> <ul style="list-style-type: none"> ▪ Hoops ▪ Masking tape ▪ Rubber Mats ▪ Handprints <p>Set Up:</p> 	<p>Provide the same pattern with rubber mats, handprints and masking tape.</p> <p>Allow participants to try each activity, then discuss which activity would suit which needs.</p> <p>Great for teaching footwork, run ups and helps children focus.</p>
<p>Hit 4 and Go</p> <ol style="list-style-type: none"> 1. Set up a softball diamond with the three bases and a home plate. 2. Divide students into two teams, batting and fielding. 3. Arrange the fielding team within the diamond. 4. Line up batting team in a safe location. 5. The first batter assumes position at home plate and hits all four balls off the t-stands. The batter then makes their way around all bases. 6. The fielding team cannot move until the forth ball has been hit. 7. The fielding team collects the balls and returns them to the t-stands. They then shout “stop”. 8. If the runner makes their way around all four bases, before balls are returned to t-stands, they score a point. 	<p>Time: 20 mins</p> <p>Equipment:</p> <ul style="list-style-type: none"> ▪ Four softball bases (three bases and a home plate). ▪ Softball bat. ▪ Four balls. ▪ Four tee-stands or witches hats. 	<p>Discuss the different types of modifications used to engage and include more students.</p>

Assessment:

- Observation
- Participation in discussion
- Direct questioning

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

Hoops

- Use flat hoops
- Use rubber markers instead of hoops
- Introduce a hoop colour which is “no feet”

Hit 4 and Go

- Use different ways of propelling the ball, kick, AFL pass, roll
- Use various balls
- Have the whole batting team move between cricket stumps after each hit to score extra runs
- Use only one ball and have every member of the fielding team touch the ball
- Allow students to stop on bases
- Introduce a point system, one point for first base, two for second base and so on

Other Considerations:

- Ensure that students can clearly view demonstrations
- When demonstrating, all students must be able to hear, lip-read or see
- Limit any distractions in the classroom to ensure that students are able to focus on the learning experience
- Ensure access to rooms and equipment for students with mobility or vision problems

Supporting Teacher Resources:

- School Sports Unit: www.sports.det.nsw.edu.au
- Australian Sports Commission: [Playing For Life Resource Cards](#)

PacMan:

What you need:

- Area marked out with various interconnecting lines eg basketball court

How you play:

- 1.) Students must move along the lines at all times.
- 2.) Nominated students are "Ghosts", the Ghosts chase the students along the lines to chomp them.
- 3.) When a student is chomped they become a Ghost.

Modifications:

- Can be played as an elimination game.
- Chomped Pacman may have to freeze. Once chomped to become blockers.
- Add in additional marking, to make bridges etc.
- Use various modes of movement eg running, walking, crawling.

Domes:

What you need:

- Domes

How you play:

- 1.) Randomly spread domes over a flat surface, place half the right way up and half upside down.
- 2.) Break the students into two teams, "Right way up" and "Upside Down."
- 3.) When you say "GO", the right way up students turn any upside down cones, up the right way and the Upside Down students turn any right side up cones upside down.
- 4.) Teacher says "STOP" and then counts the domes to see which team has won.

Modifications:

- Set up a bench or table so cones are at a more accessible level.
- Use a buddy system.

Bombard:

What you need:

- One ball per student.
- One large gym ball or beach ball.

How you play:

- 1.) Two teams line up on either side of the court, each student has a ball.
- 2.) The large ball is placed in the middle.
- 3.) When the teacher says "GO", the students throw their ball attempting to propel the large ball across the opposition back line.
- 4.) Students can retrieve other students' balls and continue throwing until the large ball crosses the line.

Modifications:

- Students may kick the ball, roll the ball down a ramp.
- Use a buddy system to help students retrieve balls.
- Decrease the playing area.
- Use a smaller or larger ball in the middle.

