

Grids

Grids focus on group organisation and class management techniques that maximises student involvement and the use of space and time. This workshop will provide teachers with the skills and the opportunity to participate in activities that assist in increasing all students moderate to vigorous activity levels when participating in physical activity.

Grids

Focus (Overview):

Grids

Grids focus on group organisation and class management techniques that maximises student involvement and the use of space and time. This workshop will provide teachers with the skills and the opportunity to participate in activities that assist in increasing all students moderate to vigorous activity levels when participating in physical activity.

Grids: Group Organisation & Class Management for PE

Strand/s:

Movement Skills & 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

PD1-8 - participates in a range of opportunities that promote 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

PD2-8 - investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing

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

PD3-8 - creates and participates in physical activities to promote healthy and active lifestyles

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

Key Inquiry Questions:

Stage 1

1. What are the different ways we can move our body?
2. How can we move and improve our involvement in physical activity?
3. How can we participate safely and fairly during physical activity?
4. How can I act to help make my environments healthy, safe and active?

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?
4. How can I take action to enhance my own and others' health, safety, wellbeing and participation 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?
4. What actions positively influence the health, safety and wellbeing of my community?

Content:

Movement Skills & Performance

Stage 1

KIQ 1: How can we move our bodies to perform skills in different ways?

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** 🏈🏈🏈
- combine fundamental movement skills to perform a simple movement sequence **M** 🏃🏃🏃

KIQ 2: How can we demonstrate our understanding of movement to solve challenges?

Propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMPO31)

- 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)

- 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 include others in 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** ⚖️ 🗣️ 🙋

Content:

Movement Skills & Performance

Stage 2

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:

- 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** 🙋
- 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** 🗣️

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 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** 🗣️ 🙋
- demonstrate movement concepts and strategies to create scoring opportunities **S M** 🗣️

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

Adopt inclusive practices when participating in physical activities, for example: (ACPMP048)

- 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: (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** 🌐🧑🏻🧑🏻

Content:

Movement Skills & Performance

Stage 3

KIQ 1: 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** ⚡

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 shoulder pass, chest pass, bounce pass, 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** ⚡👉👉👉

KIQ 2: 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** 🌟🌟
- 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** 🌟🌟👉

KIQ 3: 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: (ACPMP067)

- 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** 🌟🌟
- 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: (ACPMP069)

- 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** 🌟🌟👉

Content:**Healthy, Safe & Active Lifestyles****Stage 1****KIQ 4: How can I act to help make my environments healthy, safe and active?**

Practise strategies they can use to support their own and others' health, safety and wellbeing, for example: (ACPMP030)

- develop respectful relationships with peers and other people through interaction and cooperation in organised group activities **M** 🌟
- use positive communication to encourage others and express appreciation when others give help **I** 🌟🌟
- develop and demonstrate inclusive strategies to work cooperatively in games and physical activities **I M** 🌟🌟

Content:

Healthy, Safe & Active Lifestyles

Stage 2

KIQ 4: How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

Perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing, for example:

- create and participate in a physical activity designed to develop understanding of the health-related fitness components, eg fitness circuit, fun run, aerobics, obstacle course **M** 🏃
- perform and describe a range of physical activities that explore health, fitness and skill benefits, eg stretching and warm-up techniques **M** 🧘 🏃

Content:

Healthy, Safe & Active Lifestyles

Stage 3

KIQ 4: What actions positively influence the health, safety and wellbeing of my community?

Implement actions to maintain and improve the quality of an active lifestyle, for example:

- demonstrate protective strategies that promote safe participation in physical activities, eg warm-up, cool-down, skills practice **M** 🏃 🧘

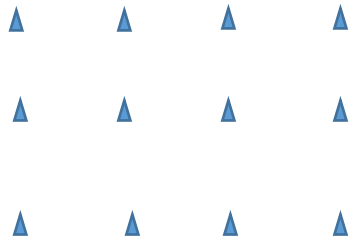
Suggested Links to other Key Learning Areas:

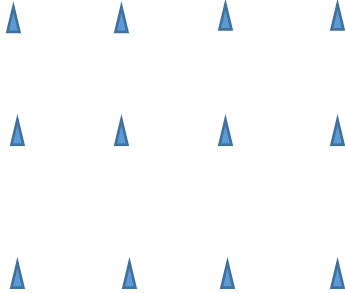
English – Communicate and negotiate roles and rules.

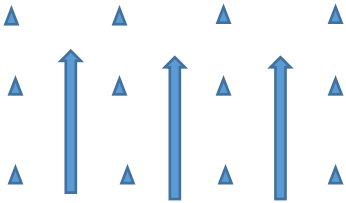
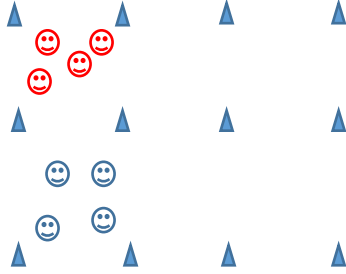
Mathematics- incorporate numbers into the grids, e.g. number the markers and measurement with the set-up of grids, make shapes on the surface area.

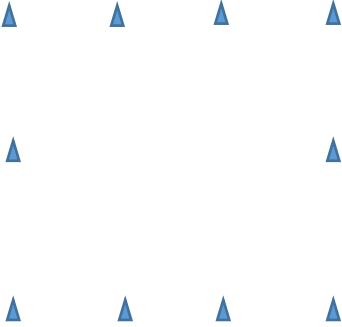
Success Criteria: PDHPE

- Moves and stops a ball with hands and feet, e.g. roll, kick, dribble
- Shows understanding of the language used in games by responding to verbal and nonverbal directions, e.g. run, hop, roll, chase, bounce, skip, wheel
- Runs, skips and hops with equipment, e.g. rope, large balls
- Participates in games where cooperation is important for success
- Participates in a range of minor games and practices that assist skill development
- Throws a small ball or beanbag overarm to a wall, target or partner, using high and low pathways
- Catches a large ball travelling along the ground or through the air with two hands
- Identifies the most efficient ways of using a variety of games equipment, e.g. grip, stance, action
- Demonstrates fun ways of practising skills e.g. partner, team
- Practices and refines movement skills in a variety of games from a range of cultures

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Introduction</p> <p>Grids are a great way to maximise participation in PDHPE and Sport lessons.</p> <p>Activities are short, sharp and get students moving very quickly.</p> <p>Grids are also not always competition based, which is great for integration of low skill, low motivation or low confidence students. They are also great for the highly motivated as they can challenge themselves and set goals to achieve.</p>	<p>Equipment: based on a class of 30 students</p> <ul style="list-style-type: none"> - 12 markers - Equipment will depend on activity. <p>Set Up:</p> 	<p>The key to using grids effectively is to plan the lesson so there is minimal need to move the markers defining the grids. For example, do warm ups and skill work with small groups in a single grid, join two grids together to play a modified version of a game incorporating the skills used in the warm up, then use whole outline of grids as a bigger boundary to play a larger game.</p> <p>Grid dimensions can be 5x5m or 10x10m depending on activities.</p>

<p>Single grid use</p> <ul style="list-style-type: none"> ▪ Knee tag in pairs- aim to tap partner’s knee the most times in a given time limit. ▪ Volleyball challenge to keep ball in the air without touching the ground ▪ Passing to moving player/corners. Students stand on each corner, pass a ball in a clockwise direction in front of the player, then move to next marker. This encourages participants to move to receive the ball and pass into space. ▪ Keep the ball. Each player has a ball and dribbles it (e.g. soccer or basketball dribble depending on lesson focus) looking to evade others and maintain their own ball. Variation- add one person to try to dislodge ball without contacting player. ▪ Corner ball tag – pairs are to pass the ball without having the ball intercepted or without being tagged while holding the ball. Students passing the ball cannot step. 	<p>Equipment:</p> <ul style="list-style-type: none"> - 12 markers - 6 volleyballs - 6 soccer balls - 10 small foam balls for variation <p>Set Up:</p> 	<p>Grids are a simple way to define the space for the student to work in. It eliminates the class spreading out all over the field and helps them use their skills in a small space to begin with. This helps them focus on technique as they are not trying to run, kick and/or pass over distance.</p> <p>Using the grids in a warm up helps the students familiarise themselves with the concept of the space for their skills.</p> <p>Depending on the activity, selecting students of similar ability to occupy a grid can aid in encouraging them to participate more or differing the ability levels can utilise student expertise and leadership skills.</p>
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Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Using grids as channels</p> <ul style="list-style-type: none"> ▪ Follow the leader- split the class into 4-6 teams. The student at the front of the line is the leader and decides a movement, e.g. jumping, skipping, running. They follow the outline of the grids and are not allowed to cross paths with another group. Change leaders after 30 seconds. ▪ Kick and follow the ball ▪ Running with the ball ▪ Partner passing along or down channel ▪ Relays ▪ Paper, scissors, rock challenge ▪ 2 v 1 and 3 v 2 	<p>Equipment:</p> <ul style="list-style-type: none"> - 12 markers - 6 soccer balls - 6 touch footballs - 10 small foam balls/tennis balls <p>Set Up:</p>  <p>Time: Depending on student age and ability, most of these would have 5-10 minutes spent on each.</p>	<p>Grids can be used as smaller channels across where students line up. The diagram below shows 3 lines. Using the diagram below, there could also be two longer lines travelling horizontal. Channels are more useful for locomotor skills such as running, dribbling or for accuracy when kicking a ball longer distances.</p> <p>Channels are very useful for partner passing and increasing complexity of skills such as introducing a 2 v 1 or 3 v 2 scenario that might occur in a game. Practising in a channel in a modified environment helps students practise decision making for game situations.</p>
<p>Using grids for small sided games</p> <ul style="list-style-type: none"> ▪ Newcomb ball with different types of balls. ▪ Roll ball to score goal past other team. ▪ 4 v 4 soccer 	<p>Equipment:</p> <ul style="list-style-type: none"> - 12 markers - 3 volleyballs - 3 soccer balls - Braids to identify student teams <p>Set Up:</p>  <p>Time: limit games to 5 minutes and rotate teams so teams can play different opposition each time.</p>	<p>Just join 2 or smaller grids together to increase the space for invasion games or to increase the distance for a pass/kick or the space for a dynamic skill.</p> <p>You can slowly increase the space by joining grids until you have the number of students in a group that you desire. i.e. 2 v 2 in a grid can become 4 v 4, join the grids and double the space. This gives the students more room to move and will also encourage them to put some strength behind passes and kicks to make a bigger distance.</p>

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Combining grids to implement popular modified games.</p> <ul style="list-style-type: none"> ▪ Long ball ▪ End ball ▪ Ultimate Frisbee ▪ 4 goal soccer ▪ Speedball 	<p>Equipment:</p> <ul style="list-style-type: none"> - 10 markers - 1 paddle tennis bat or tennis racquet - 1 tennis ball or soft ball - 1 frisbee - Class set of braids - 2 soccer balls <p>Set Up: This formation below can be used for the four modified games.</p> 	<p>For game descriptions and links, see supporting teacher resources section.</p>

Assessment:
<p>Examples as to how you would assess the teaching activity/game</p> <p>Observations</p> <p>Questioning students on understanding, e.g:</p> <ul style="list-style-type: none"> - where is the best place to pass? - how do you know when to pass the ball?

How can this activity be differentiated? (Ideas for inclusion)
<ul style="list-style-type: none"> ▪ Grids allow for student directed discovery. ▪ Students can push themselves to perform at their own level. ▪ Groups in grids need to be carefully selected so all can participate. ▪ Allow students to adapt rule of small games to increase challenge, cater for all students in the group.

How can this activity be adapted to:	
Early Stage 1	<ul style="list-style-type: none"> ▪ Change the types of balls used, also consider beach balls and balloons. ▪ Have a larger variety of equipment available to suit skill levels. ▪ Change locomotor actions. ▪ Increase number of actions. ▪ Lengthen the time of activity. ▪ Increase/decrease playing area.
Stage 1	
Stage 2	
Stage 3	

Other Considerations:
<p>Safety – space, equipment, warm up, signals, surface.</p> <p>Girls and boys – Can separate into girls and boys grids if suits your classroom dynamic.</p> <p>Students learning English as a Second Language – Visual cards of what activities look like maybe necessary.</p> <p>Students in isolated areas – multi-staging - grids such as this are great as they don't require many students and a lot of the practice is completed individually or in small groups.</p>

Supporting Teacher Resources:
<p>Long ball: http://www.thephysicaleducator.com/resources/games/striking-fielding/danish_longball/</p> <p>End ball: http://www.ausport.gov.au/_data/assets/pdf_file/0004/74434/endball.pdf</p> <p>Ultimate Frisbee: http://www.whatisultimate.com/</p> <p>Speedball: http://www.mfschools.org/user/petersj/Students/SpeedballRules.pdf</p>

