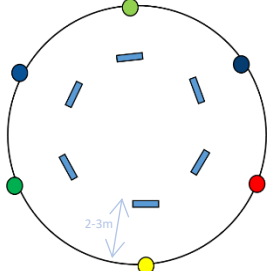
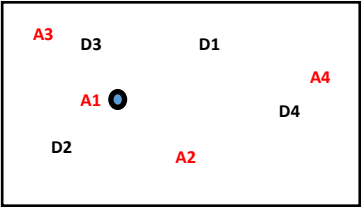
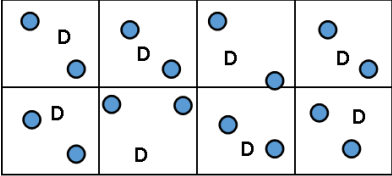
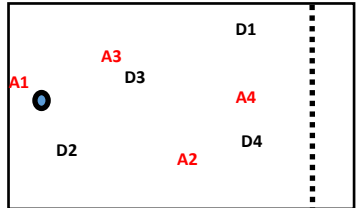


ACHPER Victoria Levels 5 & 6 Invasion Court Unit Plan (Australian Curriculum v9.0)

Unit:	Invasion Court Unit	Year Level:	Years 5/6	Lesson:	1/8	Date:
Lesson Focus	Adapt and modify movement skills across a variety of situations (AC9HP6M01)					
Learning Intention/s and Success Criteria	Learning Intentions: - To lead into space to receive a pass and to move away from defenders - To maintain possession of ball in small-sided games - To pass ball towards scoring end				Success Criteria: - I can run into space and call for the ball when receiving a pass - I can catch the ball from a team-mate during small-sided games - I can pass the ball to a team-mate in free space during small-sided games - I can pass the ball to team-mates towards the scoring end to move ball towards the goal	
Equipment:	Netballs, basketballs, bean bags, handballs, coloured dots, bibs, exercise book/iPad (to use as journal), A1 and A6 assessment worksheets, pens/pencils					

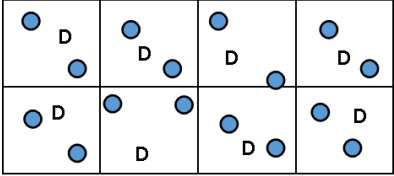
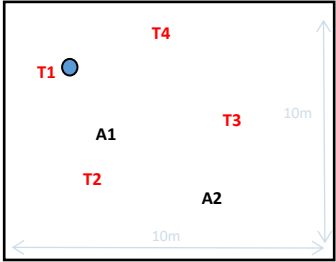
Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points/key questions	Assessment
5-10 mins	Equipment: variety of netballs, basketballs, bean bags, handballs, coloured dots, bibs  Safety: - Consider: - Type of equipment, - Size of circle (distances) - Speed of movement	Tuning In 1 – Circle Ball - Set up 2 circles as shown in diagram. Half of the group stand on a drop-down line, other half collect a ball and move to a circle on the outside of the circle, standing 2-3m opposite a person. - Pass ball to person on inside and they return pass and then run to find another person to receive a pass from. - Encourage students to call for the ball. - Encourage students to count the number of successful passes they do without dropping the ball (important to maintain possession of ball). Progressions: - Add in sport specific skills - Use non-dominant hand/foot for pass/catch - Pass and switch with static player - Add in passive defenders Modifications: - Change types of passes - Trial chest pass, bounce pass, overhead pass, shoulder pass - Change the skill to a handball and ask students how this changed the activity. - Alternate with a range of balls and objects (e.g. bean bags) used - Change positions after number of throws or in a given time frame. - Vary number of throws each pair does (eg: 4 passes before moving on)	Teaching Points: - Call for the ball - Pass to moving target - Catch and control ball Key Questions: Q. If you have the ball, what are 3 things you can do to make sure your pass gets to a team-mate? A. Make sure they are in space, no defenders around, pass is in front or close to them. Q. What makes a good pass? A. Directly to hands at correct height, right passing speed to suit receiver Q. Why do you call for the ball? A. Help your team mates know you are available to take a pass Q. When we changed the skill to a handball (or other sport specific skill), how did the activity change? A. Various answers – likely students will find it more difficult if they do not participate in AFL (or that particular activity), activity slows down/more errors	
5 mins	Equipment: projector/tv and computer, A1 concept mapping worksheets and pens/pencils	Tuning In 2 – Netball and Basketball Videos Students are to watch short videos of netball and basketball and discuss the key questions. - Netball URL - (https://www.youtube.com/watch?time_continue=10&v=leq1hozuTV0) - Basketball URL (https://www.youtube.com/watch?time_continue=9&v=xsbOyz-u794)	Teaching Points: Similarities between the sports Key Questions: Q. What are court invasion games? A. Basketball, netball, futsal, team handball Q. What is the main intention of invasion sport/court invasion sports? A. To invade the opponents area to score goal/points while simultaneously protecting own goal. Q. What are the offensive tactics of invasion sport/court invasion sports? A. Keeping possession; Invading/Penetration (creating and using space); Defending (space/zone, player), transition	

ACHPER Victoria Levels 5 & 6 Invasion Court Unit Plan (Australian Curriculum v9.0)

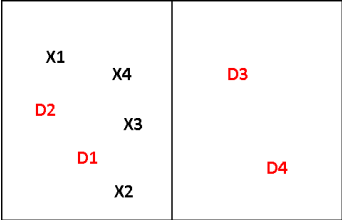
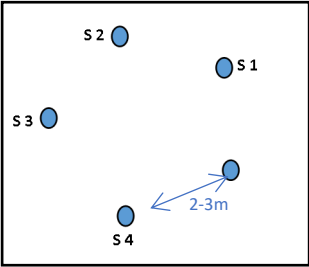
10 mins	Equipment: 8 bibs and 1 soft ball per group  Safety: Adequate space between groups	Activity 1 – 5 passes down - Students play in teams of 4, with two teams per playing area (10x10m) (offensive/defensive). - Offensive team attempts to make 5 complete passes. Once 5 passes are made last player puts ball on ground and roles reverse. - No moving with the ball. No contact. Must defend 1m from person with the ball. Cannot hold the ball for longer than 5 seconds. If the ball is dropped or intercepted = turnover. Modifications: - Modify playing area - Alter type of pass/ball used - Alter number of players per team	Teaching Points: Attackers - Move into space/away from defenders, call for the ball Key Questions: Q. What is the aim of this game? A. <i>Keep possession of the ball, to make space (move away from defenders)</i> Q. How can your team keep possession? A. <i>Pass the ball to someone in space, move around when you don't have the ball</i> Q. Describe how easy or hard it was to get 5 passes in a row with 4 defenders? Why? A. <i>Challenging to move into space with 4 defenders...</i>	
10-15 mins	Equipment: 1 soft ball per group, marker cones/lines to divide spaces  Safety: Consider number of students in small space	Activity 2 – Catch that ball 2 V 1 games passing and receiving game in 10 x 10m grids. - The passer and receiver keep possession of the ball for as many consecutive passes as possible, while the defender tries to catch or touch the thrown ball. - After a set time, number of successful passes, or when the defender touches the ball, change roles. Progressions: - Decrease size of grids - Add in more defenders/attackers Modifications: - The size and texture of the ball (use a football or soccer ball), - Vary pass type – start with one pass type, then ask students which pass types could be introduced to improve success in a small space (eg: chest pass, bounce pass, overhead pass, shoulder pass) - Vary possession time limit (eg: 3 seconds)	Teaching Points: - Use hand signals to direct partner's throw - Fake and change direction - Use different passes to avoid the defender (ie: look high/low/wide) Key Questions: Q. Where should you pass? A. <i>Pass just in front of your team mate/away from defender</i> Q. Where should you move? A. <i>Move Into an open space</i> Q. When should you pass? A. <i>As the defender moves towards you (drawing a defender)</i> Q. What type of pass should you use? A. <i>Depends to where they are positioned in the space</i>	
10-15 mins	Equipment: 1 soft ball per group Playing area: 10x8m.  Safety: Consider number of students in each space	Activity 3 – End Zone - Students work in groups of 4, and begin behind the start line. - Team begins behind start line, and attempt to make complete passes to move the ball to the end zone. Once a complete pass in the end zone is made, teams change roles. - Offensive players cannot hold the ball for longer than 5 seconds, cannot move with the ball and if ball is dropped or intercepted = turnover. Defenders cannot move from their place, contact players and must defend 1m from person with the ball. Progressions: - Begin with stationary defenders then gradually encourage them to move. - Make scoring zone smaller Modifications: - Alter number of players per team - Alter playing space (length/width) - Change type of pass/ball used - Provide scoring opportunities for defenders (eg: defenders score 1 point for an intercept)	Teaching Points: - Catch on the move - Throw to a moving target (throw just in front of player) - Move towards end zone Key Questions: Q. Where should you pass? A. <i>Pass just in front of your team mate/away from defender</i> Q. Where should you move? A. <i>Move Into an open space towards your end zone</i> Q. When should you pass? A. <i>As the defender moves towards you (drawing a defender)</i>	
5-10 mins	Equipment: exercise book/iPad (to use as journal), relevant assessment worksheets, pens/pencils	Reflection and Closure: SMART Goal Development/Journal reflections Provide students with worksheets on setting SMART goals Provide students time to reflect and write their reflections on today's lesson question and lesson.	Q. What is the intention of court invasion games? A. <i>To possess the ball, score and defend</i> Q. Where in the local community can you play each sport? A. <i>Throughout the unit, highlight clearly to students where they can play these sports in their local community and the opportunities they can have at school to participate in these sports.</i>	A1 Affective Lesson reflection questions A6 SMART Goal Development and Reflection

ACHPER Victoria Levels 5 & 6 Invasion Court Unit Plan (Australian Curriculum v9.0)

Unit:	Invasion Court Unit	Year Level:	Years 5/6	Lesson:	2/8	Date:	
Lesson Focus	- Adapt and modify movement skills across a variety of situations (AC9HP6M01) - Transfer familiar movement strategies to different movement situations (AC9HP6M02)						
Learning Intention/s and Success Criteria	Learning intentions: - To lead into space to receive a pass and to move away from defenders - To maintain possession of ball in small-sided games - To pass ball towards scoring end			Success Criteria - I can dodge my opponent to run into space when receiving a pass - I can catch the ball from a team-mate during small-sided games - I can pass the ball to a team-mate in free space using different passes during small-sided games - I can pass the ball to team-mates towards the scoring end to move ball towards the goal			
Equipment:	Netballs, basketballs, bean bags, handballs, coloured dots, bibs, exercise book/iPad (to use as journal), A1 assessment worksheet, pens/pencils						

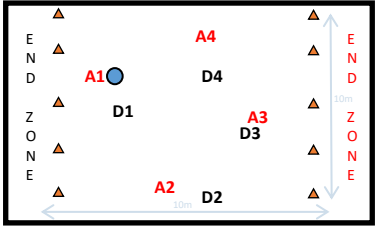
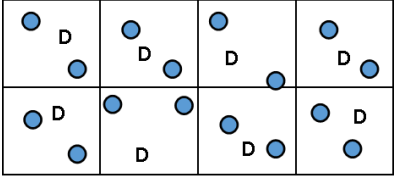
Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points/key questions	Assessment
5-10 mins	Equipment: 1 ball per group  Safety: Consider number of students in small space	Tuning In – Catch that ball 2 V 1 games passing and receiving game in 10 x 10m grids. - The passer and receiver keep possession of the ball for as many consecutive passes as possible, while the interceptor tries to catch or touch the thrown ball. - After a set time, number of successful passes, or when the intercept touches the ball, change roles. Progressions: - Decrease size of grids - Add in more defenders/attackers Modifications: - The size and texture of the ball (use a football or soccer ball), - Vary pass type – start with one pass type, then ask students which pass types could be introduced to improve success in a small space (eg: chest pass, bounce pass, overhead pass, shoulder pass) - Vary possession time limit (eg: 3 seconds)	Teaching Points: - Use hand signals to direct partner's throw - Fake and change direction - Use different passes to avoid the defender (ie: look high/low/wide) Key Questions: Q. Where should you pass? A. Pass just in front of your team mate/away from defender Q. Where should you move? A. Move Into an open space Q. When should you pass? A. As the defender moves towards you (drawing a defender) Q. What type of pass should you use? A. Depends to where they are positioned in the space	
10 mins	Equipment: 1-2 balls and set of bibs (2 colours) per group - The following activity is a 4 v 2 activity in a 10 x 10m playing area.  Safety: - Do not throw ball at other players - Tag below shoulder height	Activity 1 – Team Tag Ball - The tagging team (4 players) has the ball and must pass between them until they can tag one of the two attacking players with the ball (not throw it at them). - No moving with the ball. Can move without the ball. No contact. Cannot hold the ball for longer than 5 seconds. - If one person is tagged, they join the tagging team. Once both attackers are tagged, they both become taggers and you choose two new attackers. - Play for about 2 minutes and rotate roles if no tag has been made. Progressions: - Gradually add in defenders to tag - Decrease size of space - Team being tagged can attempt to intercept a pass. If so, they score 1 point, then place the ball on the ground for the attacking team to continue. Modifications: - Add another ball - Play with up to 5 v 5	Teaching Points: - Taggers – work in pairs/groups to corner attackers - Attackers – avoid corners, move away from taggers Key Questions: Q. How did game play change for the tagging team over the course of the game? A. Various responses – eg: Started with longer pass and these were unsuccessful. Too far from the players. The taggers then changed to short passes. Some taggers may have been 'tagging' or 'marking' attackers. Q. What is the best way to pass the ball to each other (short/long)? A. It depends on the situation (use examples from game to assist) Q. What is the best place on the court to get tags? Why? A. Corners, trap players as cannot move out of bounds, easy tag. Q. How could students in the team being tagged help each other out? A. Spread out utilizing the whole size of the court to drag attackers out of play Q. Is the team with the ball trying to create or fill up space? A. Fill-up space	Pre/Post assessment

ACHPER Victoria Levels 5 & 6 Invasion Court Unit Plan (Australian Curriculum v9.0)

10-15 mins	Equipment: 1-2 balls and set of bibs (2 colours) per group - The following activity is a 4 v 2 v 2 activity in a 10 x 10m playing area.  Safety: - Be aware of other players moving in the space	Activity 2 – 4 v 2 v 2 - The 4 attacking players on one side of the playing area start with ball. 2 defenders aim to intercept or encourage attackers to fumble the ball. 2 remaining defenders in the other playing area. - When a defender intercepts the ball, defenders pass ball to their half and return to their side. Two players from both the attacking and defending teams move over to the other side of the playing area. Teams switch roles and play continues. Progressions: - Move to 4 v 3 - Decrease size of space - Pass/receive using non-dominant hand/foot Modifications - Vary type of ball used - Add in scoring opportunities (eg: 1 point for 5 successful passes in a row)	Teaching Points: Attackers – Cut and fake to move into space, pass in front of player, catch on the move Key Questions: Q. What did you have to do to provide options to your team when attacking? A. Move to an open space; get away from defenders, cut and fake Q. How were you able to get away from your defender? A. Use cuts and fakes Q. How can the attacking team position themselves to keep possession? A. Use all the space, spread out, switch positions	
10-15 mins	Equipment: 5 poly dots and 1 ball per group (variety of ball types available to switch with) 	Activity 3 - Move to the Spare Cone - Four students stand behind four different dots; leaving one dot free (always have 1-2 cones more than number of students). Students pass to another student and then move to the open dot. Count the number of successful passes your group can perform in a row. Progressions: - Every time group reaches 10 successful passes, change skill and then ball - Students move into the space and call for the ball, aiming to land on the spare dot when you receive the pass - Students must pass then move around a player (behind) then to the spare dot. Modifications: - Change skill (chest pass, bounce pass, handball, kick) and/or ball (use netball, football, soccer ball) - Vary speed of player movement - Vary size of circle (ie: distance between players/dots) - Introduce a defender/s	Teaching Points: - Give and go - Move into space - Call for the ball Key Questions: Q. Why should you 'give and go' in game situations? A. Pass then move into a new space to take the next (or a later pass) closer to goals/move out of the way to provide your team mates with more space to move into Q. Why is it important to pass to your team mates with accuracy? A. Helps keep possession which increases scoring opportunities Q. How does changing the ball affect your ability to maintain possession? A. Depends on student skill level and experience – likely some types will be more difficult	
5 mins	Equipment: exercise book/iPad (to use as journal), A1 assessment worksheet, pens/pencils	Reflection and Closure - Journal reflections Provide students time to reflect and write their reflections on today's lesson question and lesson.	Q. What strategies have you used today as an attacker? A. Give and go, cut and fake, hand signals, move into space...	A1 Affective Lesson reflection questions

ACHPER Victoria Levels 5 & 6 Invasion Court Unit Plan (Australian Curriculum v9.0)

Unit:	Thematic Court Unit	Year Level:	Years 5/6	Lesson:	3/8	Date:	
Lesson Focus	- Adapt and modify movement skills across a variety of situations (AC9HP6M01) - Transfer familiar movement strategies to different movement situations (AC9HP6M02)						
Learning Intention/s and Success Criteria	Learning intentions: - To lead into space to receive a pass and to move away from defenders - To maintain possession of ball in small-sided games - To pass ball towards scoring end <i>(Same learning intentions as last week but apply to new activities with a netball focus)</i>			Success Criteria - I can dodge my opponent to run into space when receiving a pass - I can catch the ball from a team-mate during small-sided games - I can pass the ball to a team-mate in free space using different passes during small-sided games - I can pass the ball to team-mates towards the scoring end to move ball towards the goal			
Equipment:	Netballs, basketballs, bean bags, handballs, coloured dots, bibs, cones, exercise book/iPad (to use as journal), A3 and A4 assessment worksheets, pens/pencils						

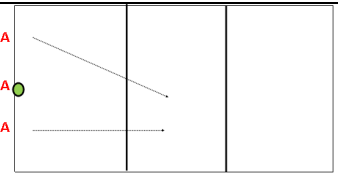
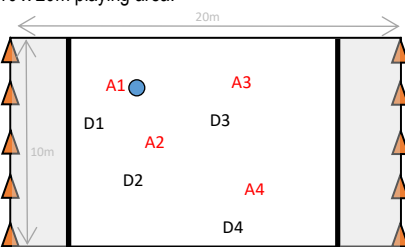
Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points/key questions	Assessment
5-10 mins	Equipment: 1 ball and set of bibs per group, 10 cones - The following activity is a 4 v 4 activity in a 10 x 10m playing area.  Safety: - Be aware of other players moving in space	Tuning In – End Ball - Students work in groups of 4, with two teams per area (offensive/defensive). Use a line/set of cones to indicate end zones at either end and nominate an end for each team. - The attacking team has the ball and must pass between them. No moving with the ball. Can move without the ball. No contact. Cannot hold the ball for longer than 5 seconds. - To score a point, someone in the attacking team must successfully receive a pass in the end zone. Player puts ball down, and someone from the defending zone picks up the ball to start play (teams switch roles). Modifications: - Keep student in end zone and rotate after two points being scored. - Stipulate how many passes team must make before they can score	Teaching Points: - Give and go - Call for the ball - Move into space towards end zone Key Questions: Q. Explain the strategies your team used to maintain possession. A. Pass the ball to players who are away from defenders. Move around and towards end zone, or the side of the area when you don't have the ball to provide passing opportunities to your team, etc...	A3 Concept Mapping Task
10-15 mins	Equipment: 1 ball per group  Safety: Consider number of students in small space	Activity 1 – Catch that Ball 2 V 1 games passing and receiving game in 10 x 10m grids. - The passer and receiver keep possession of the ball for as many consecutive passes as possible, while the defender tries to catch or touch the thrown ball. - After a set time, number of successful passes, or when the defender touches the ball, change roles. Progressions: - Decrease size of grids - Add in more defenders/attackers Modifications: - The size and texture of the ball (use a football or soccer ball), - Vary pass type – start with one pass type, then ask students which pass types could be introduced to improve success in a small space (eg: chest pass, bounce pass, overhead pass, shoulder pass) - Vary possession time limit (eg: 3 seconds)	Teaching Points: - Use all of the space - Fake and change direction - Use different passes to avoid the defender (ie: look high/low/wide) Key Questions: Q. Where should you pass? A. Into a space where your team mate is, or can move to Q. When should you pass? A. As the defender moves towards you (drawing a defender) Q. If you have possession, how can you help your team mate move to get the next pass closer to your goal end? A. Direct your partner where to move, pass and move to a new space to create space for them, play in channels/zones (allocate players to areas which don't overlap)	
10 mins	Equipment: 1 ball and set of bibs per group	Activity 2 - Pass and Score The intention of this activity is for teams to pass ball forward towards goal/other end to	Teaching Points: Give and go	

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ACHPER Victoria Levels 5 & 6 Invasion Court Unit Plan (Australian Curriculum v9.0)

		create scoring opportunities. - Students start with the ball behind the baseline. They need to pass the ball across the court towards the goals and then have a shot at goal. Ball must be received in each third of the court by each team member (9 passes before attempt at goal) - When a goal is scored, the team returns to the starting position and repeats the activity. First team to score a certain number of goals/points or highest number in a timeframe. Progressions: - Add defender/s gradually, starting with them zoned into areas, then allow them to move freely in the space Modifications: - Vary ball, type of goals, number of passes etc to suit purposes. Place markers to indicate scoring positions.	- Pass in front of player - Use court width Key Questions: Q. Why should you move the ball fast and wide during games? A. To create space for players to lead into, draw defenders out of play	
10-15 mins	Equipment: 1-2 balls and set of bibs per group 10 x 20m playing area.  Safety: - Ensure knocked over cones are out of playing area - Be aware of players moving in space	Activity 3 – Five Pins - Teams of 3 or 4, with two teams per playing area. - Set up fields as shown, with 5 cones set up at both ends of the playing area. Have a no go area in front of cones so players cannot defend them. - The objective of the game is to knock over or hit the oppositions 5 cones before your own are knocked down. - Sport specific rules used depend on type of ball used (eg: netball rules when using a netball). - If a ball goes out, it is passed in by the opposing team. Progressions: - Set up different courts with a different sport focus or play with multiple balls where students need to use the rules of that sport when passing it (eg: netball, basketball, soccer etc...) - If introducing different sports, ask students about key similarities and differences within the activity (eg: in netball you cannot run with the ball and in basketball you can whilst dribbling the ball) Modifications: - Alter size of playing area, number and size of pins, and size of teams	Teaching Points: - Move and pass towards scoring end - Give and go - Cut and dodge quickly Key Questions: Q. What did your team do to maintain possession of the ball? A. Give and go, move into space, accurate passes in front of player/away from opposition, call for the ball. Q. What is an effective way to keep the ball away from another player in a game? A. Pass it to a team mate and then move into space (give and go) Q. If you used different types of passes, which were most effective and why? A. Various responses possible – effective passes would meet the intended target and move towards scoring end	
5 mins	Equipment: exercise book/iPad (to use as journal), A4 assessment worksheet, pens/pencils	Reflection and Closure - Journal reflections/If when because discussion Provide students time to reflect and write their reflections on today's lesson question and lesson. Provide students with 'if... when... because...' sentence starters to prompt them to articulate their learnings.	Q. How did the rules of the different sports impact how your team maintained possession? A. Students are more proficient in different sports, therefore possession is better maintained in the sports students are more familiar with. Q. How does dodging and 'give and go' help you to keep possession? A. Helps you move into a new space away from defenders, helps to spread your team out and use all of the space	A4 If When Because Discussion