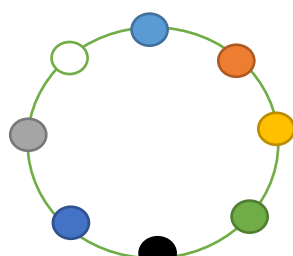
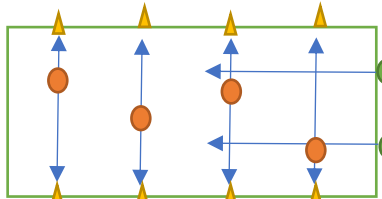
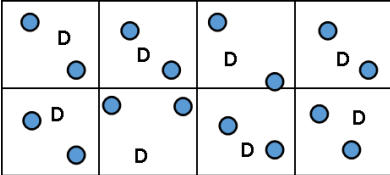
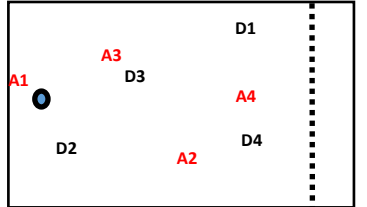
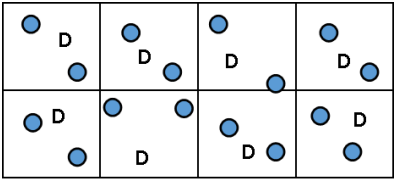
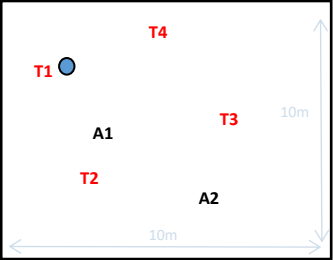


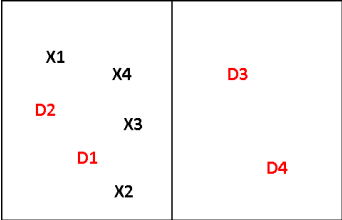
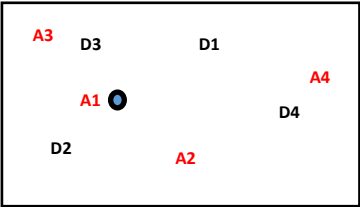
Unit: Court Invasion Unit	Year Level: Years 7/8	Lesson: 1/8	Date:
Lesson Focus	<ul style="list-style-type: none"> Analyse, refine and transfer movement skills in a variety of movement situations (AC9HP8M01) Design and demonstrate how movement strategies can be manipulated to improve movement outcomes (AC9HP8M02) Propose and evaluate movement strategies and skills that would be most effective in different movement situations (AC9HP8M07) 		
Learning Intention/s and Success Criteria	Learning Intentions: <ul style="list-style-type: none"> To modify and refine sport specific basketball and netball skills in different small-sided game situations To trial and evaluate different strategies to keep possession of the ball To move ball towards scoring end 	Success Criteria: <ul style="list-style-type: none"> I can modify passing, catching and movement skills to suit different game contexts I can execute appropriate passes to move towards scoring end I can propose, trial and evaluate different strategies to keep possession of the ball 	
Equipment:	Netballs, basketballs, handballs, coloured dots, bibs, exercise book/iPad (to use as journal), A2 and A3 assessment worksheets, pens/pencils		

Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points/key questions	Assessment
5-10 mins	Equipment: variety of netballs, basketballs, handballs, coloured dots / cones  Safety: Consider: Type of equipment, Size of circle (distances), Speed of movement	Tuning In 1 – Space Ball <ul style="list-style-type: none"> Set up a circle with coloured dots/cones evenly spaced (approx. 8 per group) Each student stand on a cone, leaving one spare (free) Pass ball to person not directly beside them and then run to the free cone Player who receives ball passes again and runs to free cone Count the number of successful passes they do without dropping the ball (important to maintain possession of ball). Progressions: <ul style="list-style-type: none"> Increase speed of passes Increase size of circle to encourage shoulder passes Modifications: <ul style="list-style-type: none"> 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. Increase circle size and add additional players – can add in more cones/dots or have 2 players on each 	Teaching Points: <ul style="list-style-type: none"> Call for the ball Pass and move to space Catch and control ball Key Questions: Q. Why is important to change direction in a game? A. To make sure you create space for passes to not be intercepted. Q. What is the best pass to use and when? A. Depends on situation. Directly to hands at correct height, right passing speed to suit receiver Q. Why do you call for the ball / call the name of the person throwing to? A. Help your team mates know you are available to take a pass and to alert teammates of an intended pass	A5 Pre-Assessment Activity Idea – to complete with students
5 mins	Equipment: projector/tv and computer, A2 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. <ul style="list-style-type: none"> Netball world cup Basketball NBA Houston Rockets vs Oklahoma City Thunder 	Teaching Points: <ul style="list-style-type: none"> Similarities and differences 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 opponents' area to score goal/points whilst protecting own goal. Q. What are the offensive tactics of invasion sport/court invasion sports? A. Keeping possession; Invading/Penetrating space (creating and using space); Defending (space/zone, player), transition between attack and defence	A2 Concept Mapping
10 mins	Equipment: 1 ball, 8 cones, coloured bibs for defenders  Safety: <ul style="list-style-type: none"> Adequate space between groups 	Activity 1 – 2v1 Gauntlet <ul style="list-style-type: none"> 2 games running, with 2 lines of players per court (green dots). Each court with 4 defenders (orange dots) Players pass to each other to move down the court, without stepping. Defenders must stay on their line (moving right to left) but try to intercept the passes, where possible. Defenders swap after each pair on court have completed passes Progressions: <ul style="list-style-type: none"> Score for every pair that gets to the end without an interception Score for every time defender touches/intercepts ball Modifications: <ul style="list-style-type: none"> Shot for goal at end Set up area with last defender on line just in front of goals – only this defender may come off their line to defend shot 	Teaching Points: <ul style="list-style-type: none"> Aim to keep possession Give and go Pass in front Which pass is best? Key Questions: Q. When should you pass and which is best pass to use? A. When you have appropriate space and the defender is at the greatest distance from both passer and receiver Q. When did you decide to pass (and shoot if included)? A. Depends on the position of defender. Want to draw them away so you have clear space to move into and receive pass.	

<p>10-15 mins</p>	<p>Equipment: 1 soft ball per group, marker cones/lines to divide spaces</p>  <p>Safety:</p> <ul style="list-style-type: none"> Consider number of students in small space Space between courts 	<p>Activity 2 – 2v1 Keepings Off</p> <ul style="list-style-type: none"> 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. <p>Progressions:</p> <ul style="list-style-type: none"> Decrease size of grids Add in more defenders/attackers Score for every time defender touches/intercepts ball <p>Modifications:</p> <ul style="list-style-type: none"> Modify playing area Alter type of rules used based on ball selected Alter number of players per team (combine groups together) Introduce 3 second time limit on holding ball 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Use signals to communicate/direct throw (hand, eye, voice) Fake and change direction Use different passes to avoid the defender (ie: look high/low/wide) <p>Key Questions:</p> <p>Q. How can your team keep possession? A. Pass the ball to someone in space, move away from defenders to receive</p> <p>Q. When should you pass? A. When you have appropriate space and the defender is at the greatest distance from both passer and receiver</p> <p>Q. How should you position your hands and body when receiving the ball? Why? A. Hands out in front with palms facing out/thumbs back, body facing ball - gives you best opportunity to catch and hold a pass, especially if it is coming hard/fast.</p> <p>Q. How did the 3 second rule affect your strategy? A. It made the passes harder to intercept as the defender didn't have as much time to read the play and react to the movement of receiver</p>	
<p>10-15 mins</p>	<p>Equipment: 1 soft ball per group Playing area: 10x8m.</p>  <p>Safety:</p> <ul style="list-style-type: none"> Consider number of students in each space 	<p>Activity 3 – End Zone</p> <ul style="list-style-type: none"> 4 vs 4 per playing area. Team in possession 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. <p>Progressions:</p> <ul style="list-style-type: none"> Begin with stationary defenders then gradually encourage them to move. Make scoring zone smaller <p>Modifications:</p> <ul style="list-style-type: none"> Alter number of players per team Alter playing space (length/width) Alter type of rules used based on ball selected Provide scoring opportunities for defenders (eg: defenders score 1 point for an intercept) 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Catch on the move Throw to a moving target (throw just in front of player) Move/pass towards end zone <p>Key Questions:</p> <p>Q. Where should you pass? A. Pass just in front of your team mate/away from defender</p> <p>Q. Where should you move? A. Move into an open space towards your end zone</p> <p>Q. When should you pass? A. As the defender moves towards you (drawing a defender)</p> <p>Q. Once you have passed the ball where should you run/move to? Why? A. Further down the court and into space so that you are available to receive the next pass (if required).</p>	
<p>5-10 mins</p>	<p>Equipment: A3 SMART Goals worksheet, pens</p>	<p>Reflection and Closure: SMART Goal Development</p> <ul style="list-style-type: none"> Provide students with worksheets on setting SMART goals 		<p>A3 SMART Goal Development and Reflection</p>

Unit: Court Invasion Unit	Year Level: Years 7/8	Lesson: 2/8	Date:
Lesson Focus	<ul style="list-style-type: none"> Analyse, refine and transfer movement skills in a variety of movement situations (AC9HP8M01) Design and demonstrate how movement strategies can be manipulated to improve movement outcomes (AC9HP8M02) Propose and evaluate movement strategies and skills that would be most effective in different movement situations (AC9HP8M07) 		
Learning Intention/s and Success Criteria	Learning Intentions: <ul style="list-style-type: none"> To modify and refine sport specific basketball and netball skills in different small-sided game situations To trial and evaluate different strategies to keep possession of the ball To move ball towards scoring end 	Success Criteria: <ul style="list-style-type: none"> I can modify passing, catching and movement skills to suit different game contexts I can execute appropriate passes to move towards scoring end I can propose, trial and evaluate different strategies to keep possession of the ball 	
Equipment:	Netballs, basketballs, 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: <ul style="list-style-type: none"> Consider number of students in small space Space between courts 	Activity 2 – 2v1 Keepings Off <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Decrease size of grids Add in more defenders/attackers Score for every time defender touches/intercepts ball Modifications: <ul style="list-style-type: none"> Modify playing area Alter type of rules used based on ball selected Alter number of players per team (combine groups together) Introduce 3 second time limit on holding ball 	Teaching Points: <ul style="list-style-type: none"> Use signals to communicate/direct throw (hand, eye, voice) Fake and change direction Use different passes to avoid the defender (ie: look high/low/wide) Key Questions: Q. How can your team keep possession? A. Pass the ball to someone in space, move away from defenders to receive Q. When should you pass? A. When you have appropriate space and the defender is at the greatest distance from both passer and receiver Q. How should you position your hands and body when receiving the ball? Why? A. Hands out in front with palms facing out/thumbs back, body facing ball - gives you best opportunity to catch and hold a pass, especially if it is coming hard/fast. Q. How did the 3 second rule affect your strategy? A. It made the passes harder to intercept as the defender didn't have as much time to read the play and react to the movement of receiver	Pre-assessment Rubric (Teacher to complete)
10 mins	Equipment: 1-2 balls and set of bibs (2 colours) per group <ul style="list-style-type: none"> The following activity is a 4 v 2 activity in a 10 x 10m playing area.  Safety: <ul style="list-style-type: none"> Do not throw ball at other players Tag below shoulder height 	Activity 1 – Team Tag Ball <ul style="list-style-type: none"> 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, or switch after 2 mins. Progressions: <ul style="list-style-type: none"> Gradually add in more players 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: <ul style="list-style-type: none"> Add another ball Play with up to 5 v 5 	Teaching Points: <ul style="list-style-type: none"> Taggers – work in pairs/groups to corner attackers. Give and go, move into space Attackers – avoid corners, move away from taggers, cut and fake, take up space 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' attackers (one on one). 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, stay central/sides of court Q. Is the team with the ball trying to create or take up space? A. Take up space – reduces options for players to move into	Pre-assessment Rubric (Teacher to complete)

<p>10-15 mins</p>	<p>Equipment: 1-2 balls and set of bibs (2 colours) per group</p> <ul style="list-style-type: none"> • 10 x 10m playing area – total 8 players per space  <p>Safety:</p> <ul style="list-style-type: none"> • Be aware of other players moving in the space • Adequate space between groups 	<p>Activity 2 – 4 v 2 v 2</p> <ul style="list-style-type: none"> • 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. <p>Progressions:</p> <ul style="list-style-type: none"> • Move to 4 v 3 • Decrease size of space • Pass/receive using non-dominant hand/foot <p>Modifications</p> <ul style="list-style-type: none"> • Vary type of ball used • Add in scoring opportunities (eg: 1 point for 5 successful passes in a row) 	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Attackers – Cut and fake to move into space, pass in front of player, catch on the move <p>Key Questions:</p> <p>Q. What did you have to do to provide options to your team when attacking? A. <i>Move to an open space; get away from defenders, cut and fake</i></p> <p>Q. How were you able to get away from your defender? A. <i>Use cuts and fakes, work as team to spread out</i></p> <p>Q. How can the attacking team position themselves to keep possession? A. <i>Use all the space, spread out, switch positions</i></p>	<p>Pre-assessment Rubric (Teacher to complete)</p>
<p>10-15 mins</p>	<p>Equipment: 8 bibs and 1 soft ball per group</p> <ul style="list-style-type: none"> • 10 x 10m playing area - total 8 players per space  <p>Safety:</p> <ul style="list-style-type: none"> • Be aware of other players moving in the space • Adequate space between groups 	<p>Activity 3 - 5 passes down</p> <ul style="list-style-type: none"> • Students play in teams of 4, with two teams per playing area • 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. <p>Modifications:</p> <ul style="list-style-type: none"> • Modify playing area • Alter rules based on ball used. • Alter number of players per team 	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Attackers - Move into space/away from defenders, call for the ball <p>Key Questions:</p> <p>Q. What is the aim of this game? A. <i>Keep possession of the ball, to make space (move away from defenders)</i></p> <p>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></p> <p>Q. When you are not in possession of the ball where/when should you move? A. <i>Move in line with an attacking player as they lead and call for a pass</i></p> <p>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></p>	
<p>5 mins</p>	<p>Equipment: exercise book/iPad (to use as journal), A1 assessment prompt questions, Pre-Assessment activity ideas, pens/pencils</p>	<p>Reflection and Closure - Journal reflections OR Lesson Closure</p> <ul style="list-style-type: none"> • Select questions to pose to students and provide students time to reflect and write their reflections on today's lesson question and lesson. • Select one of the bank of Pre-Assessment activity ideas to complete as a whole class. 	<p>Q. What strategies have you used today as an attacker? A. <i>Give and go, cut and fake, hand signals, move into space...</i></p>	<p>A1 Affective Lesson reflection question prompts through journal OR A6 Lesson Closure Activity Ideas</p>