



TEACHER

Planning (block of work): **Divided Court Games**

Syllabus Learning Outcomes:

- Students should be able to:
- participate in a variety of games and develop the skills required for participation in games
 - display a knowledge of basic principles and rules
 - demonstrate technical competence commensurate with individual potential
 - make appropriate responses (relative to her/his own ability) to the particular problems posed by a game
 - gain experience of various degrees of competitive play
 - display and understanding of the dynamics of team efficiency
 - acquire a level of confidence and enjoyment which will ensure that games are played outside of school time
 - develop knowledge of how to modify games to make them work, how to practice and how to prepare for competition
 - appreciate the benefits which participation in games can bring.

Rich Task:

In a group of 4 design a divided court game with clearly defined rules. Explain the game to two other groups. As a team, develop tactical approaches which play to your own strengths and your opponents' weaknesses. Play the game and analyse your performance making suggestion(s) for improvement in your play.

Learning Experiences:

The students will need to be provided with experiences in which they;

- consider what make a good game
- make and change games
- participate in a variety of divided-court games where tactical problem and appropriate responses can be explored
- use space**
 - Creating space
 - Attacking space - from where?
 - Defending space – from where?
- use time**
 - observing the ball path and its effect on time
 - denying your opponent time
 - increasing your own time to recover/respond
- work with others and as a member of a team**

Content:

Function of rules
1 v 1 Throw / catch game
 play game deciding on appropriated rules to improve the game (safety/fairness)
2 v2; 3v3; 4v4 etc
 modifying the rules to increase the challenges posed by the game and allowing the student to focus on principles of space and time in attack and defensive situations
 Possible order of skill acquisition(dependent on time and progression)
Serve > smash/spike > block > volley

Challenge: Working in a group of four you will play in a three-team 'round robin' competition of a game which you have made up and taught to two other teams.

Assessment approaches and instruments:

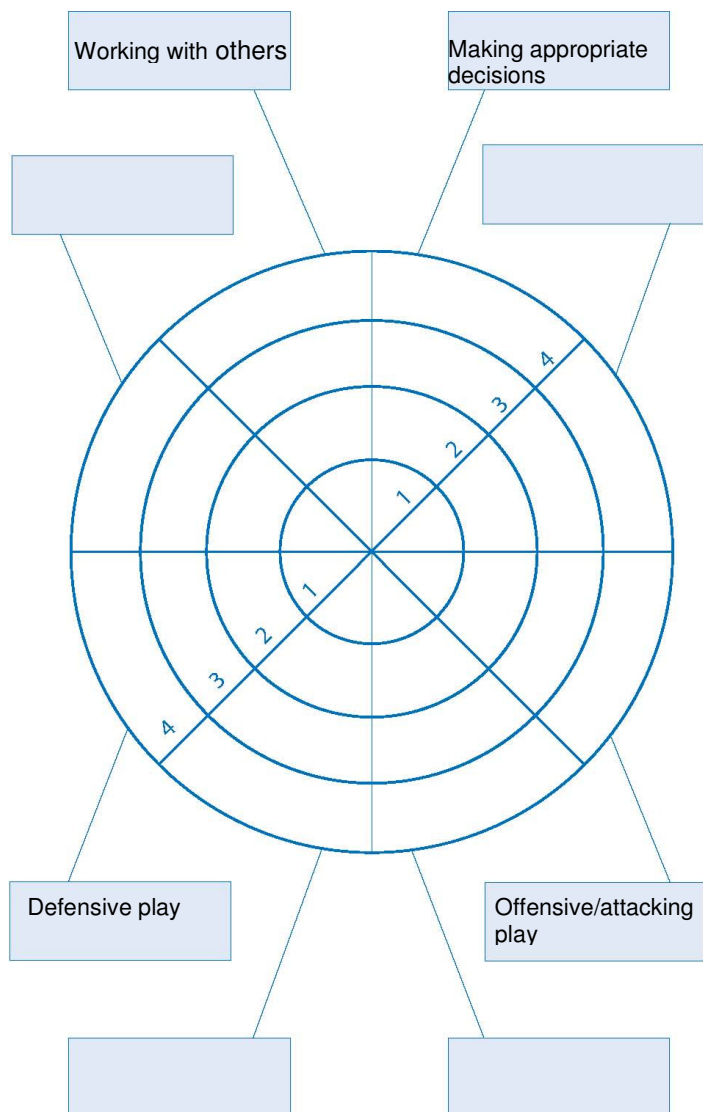
- Explain the challenge
- Share the learning intention & criteria for success within each lesson
- Focused questioning & observation
- Use feedback to inform learning
- My Learning: Assessment wheel (weeks 3 & 6)
- Review of rich task/challenge

Equipment needed:

- Badminton racquets/ short handle racquets
- Shuttles
- Nets & posts
- Cones
- Soft-touch volleyballs, jingle ball
- Work-cards (Action for Life)
- Assessment wheels
- First Aid kit

Student's Record of Learning

Name:	Class:	Date:
Area of study:		



1. I haven't started this yet
2. I can do this sometimes but I find it hard
3. I can perform this at a reasonable level most of the time
4. I can perform at a high level always

Challenge:

Working in a group of four you will play in a three-team 'round robin' competition of a game which you have made up and taught to two other teams.

Student comment:

Teacher comment: