# Lesson Plan 1: Physical Education Unit PDHPE Stage 5

**Teacher:** Miss Sarah Bowen  
**Stage/Year:** Stage 5/Year 9  
**Strand/s:** Strand 2: Movement Skill and Performance  
**Lesson number:** 1 (55 minute lesson)

## Knowledge and Understanding Outcomes:

### Outcome 5.4
A student adapts, transfers and improvises movement skills and concepts to improve performance.

## Skills/Values:

### Outcome 5.14
Confidently uses movement to satisfy personal needs and interests

## Students will learn about:

- *aspects of movement skill development*
  - body control and awareness
  - object manipulation and control
  - anticipation and timing
  - technique

## Students will learn to:

- demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts:
  - games
  - recreational pursuits
- design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations

## Learning and Teaching Strategies

<table>
<thead>
<tr>
<th>Key Teaching Points</th>
<th>Organisation/Diagrams</th>
<th>Equipment/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce technique: Throwing: transfer weight, elbow lead and arm follow through.</td>
<td>To promote maximum participation, relay teams should have no more than 6 students (3 at either end).</td>
<td>6 tennis balls</td>
</tr>
<tr>
<td>Catching: eyes on the ball, cup hands either upward or downward and ‘give’ to catch.</td>
<td></td>
<td>12-15 cones</td>
</tr>
<tr>
<td>Grounding: Watch the ball; keep low to ground, body front on, hands together, block</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## INTRO

**Warm up:** Continuous bowling relays (underarm) 15 minutes

Students in lines opposite one another (similar set up to a relay). Line A runs towards Line B. When they reach the cone at the half way mark they are to roll/underarm bowl the ball to their team member at Line B. The team member at Line B will ground and retrieve the ball. Line B will then run to the half way cone and then roll/underarm bowl the ball back to Line A. Once each student has had their turn they will join the end of the line opposite them.

The aim of the game is for all team members to return to their
original starting positions.

Students will then form a team with those diagonally from them. Students will bowl diagonally and then continue to run through. This will help develop student’s spatial awareness and communication to ensure they avoid collisions.

**Progressions:** increase the distance between pairs, vary the size of the ball, and increase the speed of the roll.

**Questioning:** How did you avoid colliding with team members during the cross over progression? Were you able to field the ball well? How did you do this? Did your teammates give you any feedback throughout the task? Did this feedback help? What role did different parts of the body play when fielding a ball close to the ground? In the cross over progression how did you determine who would run through first?

**BODY**

**Small Sided Game: Stump Ball** 20 minutes

Divide the class into six teams. Set up three grids or alternatively use basketball/netball courts. Students roll the ball into the other team’s zone with aim being to get it over the goal line. Each time the ball cross the other team’s goal line, 1 point is awarded. The aim in offense is to get the ball over the goal line (base line) as many times as possible. The aim in defence is to prevent the ball from being rolled over the goal line by fielding the ball.

Students will rotate and play different teams every 10 minutes. With a new progression added on each rotation.

**Progressions:** add more balls so that students must react quickly and transfer in between defence and offense. Add in a cricket stump at the end of each goal line. If students hit the stumps they receive a bonus 10 points for their team. Add in a “golden child” the ball with their body e.g. leg, trunk and then hands.

Communicate with the other team- call out “I’m front” or use non-verbal cues such as pointing and signals to avoid collisions.

Use probe-questioning technique to encourage students to respond to questions.

Emphasise to students that this progression is not a race but rather to develop spatial awareness and communication with others.

Encourage students to give feedback to their peers. Particularly students who are out of uniform or injured.

| 12-15 cones or alternatively lines on a netball court | 10-15 cones or alternatively lines on a netball court | Tennis balls/soft softballs. | 2 cricket stumps. | To ensure all students are involved, after every point that is scored students must |
who will wear a yellow tag. If this student rolls the ball over the dead ball line they receive 10 points for their team. Have eliminations. If a team scores 5 points then one player from the opposing team may go behind the base line and retrieve balls. Once their team scores 5 points they may re-join the fielders in the grid.

**CONCLUSION** 10 minutes
In their teams give each student a topic to discuss: decision-making, communication, strategy and tactics and understanding of the rules. Students will discuss the topics and report back to the class how each element affected their team’s success. Stimulus questions may be used (see stimulus questioning cards). All students including non-participants (injury/no uniform) should be actively contributing to discussion.

### Observational Focus/Evidence of Learning:
*(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding)*
- Students are able to field a ball by watching the ball approach, keeping low to the ground, body front onto the ball and hands together
- Appreciate how their body (leg, trunk and then hands) can be used to block the ball
- Uses verbal and non-verbal signals to communicate play with their team members
- Adapts strategy and tactics to respond to the games demands

### Reflection Questions:
*Student / Staff – Was the lesson successful? Why/Why not? What could have changed? Were all students activity engaged? Were the learning tasks of a suitable difficulty to challenge students yet still allow them to experience success*

*Note: this section is to be complete after the lesson has been taught*

### Assessment Opportunities:
- Progressive teacher observation throughout the lesson (do students adapt their movement in response to KTPs?)
- Involvement and contributions to whole class and discussions within teams
- Students readiness for the lesson (uniform, enthusiasm, involvement within team)
- Peer feedback sheets. Through the lesson students must analyse and provide feedback to one other student (sheet attached).
Lesson Plan 2: Physical Education Unit PDHPE Stage 5

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Miss Sarah Bowen</th>
<th>Stage/Year:</th>
<th>Stage 5/Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/s:</td>
<td>Strand 2: Movement Skill and Performance</td>
<td>Lesson number:</td>
<td>2 (55 minute lesson)</td>
</tr>
</tbody>
</table>

### Knowledge and Understanding Outcomes:

<table>
<thead>
<tr>
<th>Outcome 5.4</th>
<th>A student adapts, transfers and improvises movement skills and concepts to improve performance.</th>
</tr>
</thead>
</table>

### Skills/Values:

<table>
<thead>
<tr>
<th>Outcome 5.12</th>
<th>A student adapts and applies decision making processes and justifies their choices in increasingly demanding contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 5.14</td>
<td>Confidently uses movement to satisfy personal needs and interests</td>
</tr>
</tbody>
</table>

### Students will learn about:

**Influences on skill development and performance**
- transfer of skills and concepts
- learning environments
- feedback
- importance of practice
- safety

### Students will learn to:

- design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations
- adapt, transfer and improvise movement in increasingly demanding contexts, e.g., varying space, rules, equipment and apparatus, time restrictions and rhythm

### Learning and Teaching Strategies

<table>
<thead>
<tr>
<th>Lesson Goal:</th>
<th>student’s transfer cricket-fielding skills to softball and develop fundamental striking (batting) skills.</th>
</tr>
</thead>
</table>

#### INTRO

**Warm up: French Cricket** 15 minutes

Students work in teams of four with one student being the batter and the other three being fielders. The aim of the game is for the batter to protect their legs by hitting the ball away. The fielders stand at three points around the batter (each point is an equal distance from the batter who is in the centre). The fielders use an underarm throw to hit the batters legs below the knees. Rolls along the ground are counted as ‘dead balls’ and the batter cannot get out in this instance. The batter is not allowed to move off the spot but may turn their body to face the

<table>
<thead>
<tr>
<th>Key Teaching Points</th>
<th>Organisation/Diagrams</th>
<th>Equipment/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Batting:</strong></td>
<td></td>
<td>6 cones and stumps and a ball per group.</td>
</tr>
<tr>
<td>Grip: hands placed together in the middle of handle.</td>
<td>Ensure that a soft cricket ball/tennis ball is used so that students do not injure themselves. Have students not in uniform behind the stumps to collect loose balls.</td>
<td></td>
</tr>
<tr>
<td>Stance: side on to bowler, head upright, feet shoulder width apart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Striking: step</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Notes: This lesson plan outlines a 55-minute lesson focusing on the transfer of cricket-fielding skills to softball. The lesson includes warm-up exercises and detailed instructions for playing the French Cricket game, emphasizing safety and skill development.
ball from one of the fielders. The batter is out if the ball is caught on the full or the ball hits their legs (students have immunity from getting out for the first 5 hits). Students retire after 15 hits if they are not out. Once batters are bowled out they are replaced by the batter who bowled them out (however if the student has already been the batter then they may choose another batter who has not been in this role yet).

**Progressions:** use overarm throw, use two or three balls at the same time, and set the distance for the fielders. Teams of 4 may join with another team of 4. Two batters will work together to deflect the ball.

**Questioning:** how can you avoid being hit on the legs? How can you increase your chances of hitting the batter on the legs or catching them out? How can you make sure everyone in your team is included?

**Stretch: Circle Stretch**
Students in a large circle. One student (volunteer) in the middle of the circle demonstrating a stretch.

**BODY**

**Small Sided Game: Kanga Pairs** (25 minutes)
Divide the class into 3 groups of 10. In each group students will form 5 Kanga pairs. Pair 1 will be batters, Pair 2 will take turn to bowl and wicket keep, Pairs 3,4 and 5 will field. Students will work in their pairs to score as many runs as possible. Students “teams” are essentially their pairs.

Batters hit in pairs and have 2 overs (6 bowls=1 over). Runs are scored by batters running between the two cones next to each wicket/bin, 1 run=2 point. If they do not make it safely to the cone/wicket, 2 point will be deducted from their point tally. Students continue to play for the 2 full overs, even if they get out. Each time a batter is out then the pairs will swap ends. Depending on the skill level of the students, the teacher may decide to use a bin as a target or 2 cricket stumps side-by-side rather than 1. A Kanga tee may be used however runs scored by striking of a tee will be worth only 1 point. Runs scored by striking from a bowled ball will be worth 2 points. All close to the ball and bend knees
Eyes on the ball, head still over ball.

Swing straight through towards target with elbow and hands.

Hold each stretch for 20-30 seconds.

Bowling: hold ball with fingers either side of seam and thumb underneath on seam.

Pull the string: Stand side on to target (stumps) looking at target.

Both arms reaching for the

Tennis balls/soft softballs.

4 softball bases.

3 soft cricket balls

Squistle
fielders rotate positions after every 2 overs.

Progressions: introduce cricket stumps as a smaller target, for introduce leg before wicket rule, allow students to select their implement (softball bat, cricket bat, tennis racquet), increase the length of the pitch and the size of the field.
Questioning: Where is the best place for the thrower to throw the ball? What happens if the thrower is caught? Where should the fielders positions themselves? What is the safest technique to field the ball? What is the quickest technique to field the ball?

CONCLUSION

Cool down: Locomotor wind down (5 minutes)
Students will mirror the locomotor movements of their partner. Students will swap roles when the teacher calls “switch pairs”. Students will travel in a circle around each of the wickets on their field.

Observational Focus/Evidence of Learning:
(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding)
• Fields the ball by watching the ball approach, keeping low to the ground, body front onto the ball and hands together
• Able to strike the ball by having a balanced and relaxed stance, preparing for swing with eyes fixed on the ball, backswing and step forward, accelerating the bat to contact the ball and following through with the thing
• Adjusts technique to respond to the bowlers speed, direction and where the ball bounces
• Uses decision-making to weigh up risks and rewards
• Adapts strategy and tactics to respond to the games demands

Reflection Questions:
Student / Staff – Was the lesson successful? Why/Why not? What could have changed? Were all students activity engaged? Were the learning tasks of a suitable difficulty to challenge students yet still allow them to experience success
Note: this section is to be complete after the lesson has been taught

Assessment Opportunities:
• Progressive teacher observation throughout the lesson (do students adapt their movement in response to KTPs?)
• Involvement and contributions to whole class and discussions within teams
• Students readiness for the lesson (uniform, enthusiasm, involvement within team)
<table>
<thead>
<tr>
<th>Knowledge and Understanding Outcomes:</th>
<th>Skills/Values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 5.9 A student formulates goals and applies strategies to enhance participation in lifelong physical activity.</td>
<td>Outcome 5.12 A student adapts and applies decision making processes and justifies their choices in increasingly demanding contexts</td>
</tr>
</tbody>
</table>

**Students will learn about:**

- **lifelong physical activities**
  - competitive/non-competitive
  - recreational
  - cultural significance

**Students will learn to:**

- participate in a range of physical activities that meet identified local needs and interests and evaluate their potential as a lifelong physical activity games

### Learning and Teaching Strategies

<table>
<thead>
<tr>
<th>Lesson Goal:</th>
<th>Key Teaching Points</th>
<th>Organisation/Diagrams/Considerations</th>
<th>Equipment/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>students refine Cricket fielding and striking skills through an Indigenous game and value the cultural significance of the game.</td>
<td>Three hoops have been placed in front of the batter. Use these as a target. Aim to have your ball bounce into the hoop.</td>
<td>Ensure that a soft cricket ball/tennis ball is used so that students do not injure themselves.</td>
<td>20 tennis balls</td>
</tr>
</tbody>
</table>
| INTRO (15 minutes) | **Batter:**
  - **Stance:** Relaxed, balanced stance, head still, eyes level
  - **Preparation:** Backswing & step forward (front shoulder dips), eyes fixed on ball | | 7 cricket bats |
| Warm Up: Small Sided Indigenous Game Wana Wana | | | Squistle |
| Provide an introduction to the origins of the game (see cue card). A wicket is positioned in the middle of a circle with 6 markers set out evenly forming a square about 8m from the wicket and batter. The ball must be bowled from one of the markers and the bowlers aim is the hit the stumps. The batter must hit the ball and run to one marker and back. The bowling is continuous and as soon as a ball has attempted to be hit the next player can go. Whoever hits the stumps can then swap with the batter. If the batter hits the ball within the square, a fielder may go into the square to retrieve the ball but they must run to a cone to bowl the ball or throw to somebody else who is at a cone. | | 3 cones per group |
Progressions: incorporate another ball to increase the speed of the game (only allow one ball to be bowled at a time),

Questioning: What are the things you need to consider when striking the ball? How do you transfer your weight? What was the most effective striking strategy? What is the advantage of striking the ball along the ground? What role did communication and cohesion play in successful fielding? Can these skills be transferred to other striking games? How?

BODY
Small Sided Game: Voluntary T Ball (30 minutes)
Class split into 4 teams. Set up 2 T Ball fields side by side (Ensure safe distance between the two fields). Students strike the ball of a T. Once they strike the ball they are to run to any base in an anti-clockwise direction. For every batter that makes it back to the home base they will receive 4 points (1 point per base). For every batter still left out in field when the last batter bats, they will have deducted (1 point per base remaining). If a runner does choose to run they must continue to the next base, they cannot go backwards to the previous base they have just left. Students are able to choose when they run and they do not have to run (students may pile up on bases however a maximum of 5 students per base). For example, if there are 5 students at a base, on the next bat, at least 1 student must run to the next base (to allow the batter to assume a position at the base).

Progressions: no longer voluntary run and 3 out rule-teams swap, have a smaller max number of runners at bases. Have 1 student wearing a coloured bib worth double points if they make it home. Also worth double points if they don’t make it home. Remove the T and all a bowler to bowl.

CONCLUSION (5 minutes)
In their teams students will discuss the technique for batting and throughout

Contact:
Shoulders rotate vertically to begin downswing. Bat accelerates to contact the ball

Follow through:
Bat swings through line and completes follow through.
Balance maintained.

Grounding:
Watch the ball; keep low to ground, body front on, hands together, block the ball with their body e.g. leg, trunk and then hands.

Ensure that there is a safe distance between each game. Ensure surface is flat and even.

Tennis balls/soft softballs.

Wana Wana storytelling cue card.
Appendix 1
fielding. Students will use the KTPs and reiterate these to the rest of the class. All students including non-participants (injury/no uniform) should be actively contributing to discussion.

<table>
<thead>
<tr>
<th>Observational Focus/Evidence of Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding)</td>
</tr>
<tr>
<td>• Refines fielding skills by using anticipation to evaluate speed and direction of the ball and using entire body to block the ball</td>
</tr>
<tr>
<td>• Appreciates Aboriginal culture and experiences Indigenous sporting games</td>
</tr>
<tr>
<td>• Able to strike the ball by having a balanced and relaxed stance, preparing for swing with eyes fixed on the ball, backswing and step forward, accelerating the bat to contact the ball and following through with the thing</td>
</tr>
<tr>
<td>• Adjusts technique to respond to the bowlers speed, direction and where the ball bounces</td>
</tr>
<tr>
<td>• Uses verbal and non-verbal signals to communicate play with their team members</td>
</tr>
<tr>
<td>• Adapts strategy and tactics to respond to the games demands</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student / Staff – Was the lesson successful? Why/Why not? What could have changed? Were all students activity engaged? Were the learning tasks of a suitable difficulty to challenge students yet still allow them to experience success</td>
</tr>
<tr>
<td>Note: this section is to be complete after the lesson has been taught</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Opportunities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Progressive teacher observation throughout the lesson (do students adapt their movement in response to KTPs?)</td>
</tr>
<tr>
<td>• Involvement and contributions to whole class and discussions within teams</td>
</tr>
<tr>
<td>• Students readiness for the lesson (uniform, enthusiasm, involvement within team)</td>
</tr>
<tr>
<td>• Peer feedback sheets. Through the lesson students must analyse and provide feedback to one other student (sheet attached).</td>
</tr>
</tbody>
</table>
# Lesson Plan 4: Physical Education Unit PDHPE Stage 5

**Teacher:** Miss Sarah Bowen  
**Stage/Year:** Stage 5/Year 9  
**Strand/s:** Strand 2: Movement Skill and Performance  
**Lesson number:** 4 (55 minute lesson)

## Knowledge and Understanding Outcomes:

- **Outcome 5.4** A student adapts, transfers and improvises movement skills and concepts to improve performance.

## Skills/Values:

- **Outcome 5.14** Confidently uses movement to satisfy personal needs and interests

## Students will learn about:

- **Influences on skill development and performance**
  - transfer of skills and concepts
  - feedback
  - importance of practice
  - safety

- **Students will learn to:**
  - adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm

## Learning and Teaching Strategies

<table>
<thead>
<tr>
<th>Key Points</th>
<th>Teaching Points</th>
<th>Organisation/Diagrams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Goal:</strong> student’s transfer cricket-fielding skills to softball and develop fundamental striking (batting) skills.</td>
<td><strong>Throwing:</strong> Hold ball with fingers across seam Start side on and finish front on to target Non throwing arm pointing to target Keep elbow above the shoulder and wrist outside elbow during throw Follow through after release of ball</td>
<td>Ensure that a soft cricket ball/tennis ball is used so that students do not injure themselves. Have students not in uniform behind the stumps to collect loose balls.</td>
</tr>
</tbody>
</table>

## INTRO

**Warm up: Wicket Race** (10 minutes)

Students will line up behind cones on the baseline of a netball court or marked area of a field. There should be no more than 4 students behind each cone. Students will perform a different loco motor movement until they reach the cone at the opposite end. Students will pick up the ball resting on the cone. Students will have three attempts to throw the ball at the wicket. If they successfully hit the stumps, they will receive 3 bonus points for their team. The aim of the game is to accumulate as many points for your team as possible.

**Progressions:** give students the option of throwing from 3 different distances. The furthest distance work 5 points, middle distance 3 points and nearest distance 1 point. Students will be
able to explore risk/reward and decision-making. Have students perform the locomotor movement in pairs so that one then becomes the fielder behind the stumps.

**BODY**

**Small Sided Game: Continuous Wicket-Ball** (30 minutes)

Students will be split into 3 groups with two teams (batting and fielding) in each group. Set up three playing diamonds with three tennis balls/soft cricket balls in the middle of the diamond. The bowler will bowl the ball to the batter. The batter will then run around the diamond receiving one point for their team for each base that they pass. Behind each base will be stumps. To get the batter/runner out, the fielders aim to throw the ball at the stumps behind each of the bases. If the ball hits the stumps Only one player may be in the diamond whilst the batter is batting. Once they have hit the ball, students may run in to retrieve it from the diamond. The aim for the batter is to complete a home run or to score as many points for your team as possible by running to each base. The aim for the fielders is to knock the stumps with the ball.

Students will then rotate so that they are versing another team. Before commencing play again, in their teams students will propose one progression or change one rule within the game.

**Progressions:** allow more than 1 student in the diamond. If the ball is caught on the full the batter is out. 3 outs and teams swap from batting to fielding and fielding to batting, progress to overarm bowl, “bonus round”- the teacher will blow 3 whistles which means runs scored are worth triple points.

**Questioning:** How did you determine whether to continue running or not? How did you decided which direction would be the best option to strike the ball? What was the initial strategy and how did the positional play reflect this? Describe any tactical changes that were made as each batter came to the tee? What elements of

| Stance: Relaxed, balanced stance, head still, eyes level | Ensure that there is a safe distance between each game. Ensure surface is flat and even. |
| Preparation: Backswing & step forward (front shoulder dips), eyes fixed on ball throughout | Tennis balls/soft softballs. |
| Contact: Shoulders rotate vertically to begin downswing. Bat accelerates to contact the ball Follow through: Bat swings through line and completes follow through. Balance maintained. | 4 softball bases. |
| Squistle | 3 soft cricket balls |
play were taken into account to make these changes? After progressions are added the two teams will join and discuss the added rules/progressions. Students will now have the opportunity to play the modified game again with the new rules in place.

**CONCLUSION**

**Cool down: Locomotor wind down** (10 minutes)

Travelling around the bases students will perform a range of locomotor movements. Eg- between home-1<sup>th</sup> base skipping, 1<sup>st</sup> to 2<sup>nd</sup> base galloping, 2<sup>nd</sup> to 3<sup>rd</sup> base high skips etc.

By the time students’ reach the home base the pace should be very slow and movements control. Circle and Stretch.

**Observational Focus/Evidence of Learning:**

*(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding)*

- Able to give feedback to other students and accept feedback from others
- Fields the ball by watching the ball approach, keeping low to the ground, body front onto the ball and hands together
- Able to strike the ball by having a balanced and relaxed stance, preparing for swing with eyes fixed on the ball, backswing and step forward, accelerating the bat to contact the ball and following through with the thing
- Uses decision-making to weigh up risks and rewards
- Adapts strategy and tactics to respond to the games demands

**Reflection Questions:**

*Student / Staff – Was the lesson successful? Why/Why not? What could have changed? Were all students activity engaged? Were the learning tasks of a suitable difficulty to challenge students yet still allow them to experience success*

*Note:* this section is to be complete after the lesson has been taught

**Assessment Opportunities:**

- Progressive teacher observation throughout the lesson (do students adapt their movement in response to KTPs?)
- Peer feedback sheets. Through the lesson students must analyse and provide feedback to one other student (sheet attached).
- Involvement and contributions to whole class and discussions within teams
- Students readiness for the lesson (uniform, enthusiasm, involvement within team)
### Lesson Plan 5: Physical Education Unit PDHPE Stage 5

**Teacher:** Miss Sarah Bowen  
**Stage/Year:** Stage 5/Year 9  
**Strand/s:** Strand 2: Movement Skill and Performance  
**Lesson number:** 5 (55 minute lesson)

#### Knowledge and Understanding Outcomes:

<table>
<thead>
<tr>
<th>outcomes</th>
<th>Skills/Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 5.4 A student adapts, transfers and improvises movement skills and concepts to improve performance.</td>
<td>Outcome 5.12 A student adapts and applies decision making processes and justifies their choices in increasingly demanding contexts</td>
</tr>
<tr>
<td>Outcome 5.12 A student adapts and applies decision making processes and justifies their choices in increasingly demanding contexts</td>
<td>Outcome 5.14 Confidently uses movement to satisfy personal needs and interests</td>
</tr>
</tbody>
</table>

#### Students will learn about:

- **Influences on skill development and performance**
  - transfer of skills and concepts
  - learning environments
  - feedback
  - importance of practice
  - safety

#### Students will learn to:

- design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations
- adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm

#### Learning and Teaching Strategies

**Lesson Goal:** student’s transfer cricket-fielding skills to the context of softball. Students evaluate risk/reward and use teamwork to inform decision-making.

**INTRO**

**Warm up: Cricket End Zone** (15 minutes)

Split the class into 6 teams with three End Zone games simultaneously side by side. Students are to throw and roll the ball to one another using techniques developed in the previous lessons. Students should receive the ball with two hands and block the rolled ball with their body. The aim of the game is for a member of the team in possession to receive the ball over their end zone line. The aim for the defensive team is to prevent this

**Batting:**
- Stance: Relaxed, balanced stance, head still, eyes level
- Preparation:
  - Backswing & step forward (front shoulder dips), eyes fixed on ball throughout
  - Contact:
  - Shoulders rotate

**Equipment/Resources**

- Ensure that a soft cricket ball/tennis ball is used so that students do not injure themselves. Have students not in uniform behind the stumps to collect loose balls.
- 2 soft cricket balls per teams or tennis balls
- 4 cones
from happening by utilising defensive strategies.

Progressions: have two join to form a larger game and increase the playing space, introduce passing (overhand/underarm), can’t throw back to the player you just received off.

**Stretch: Circle Stretch**
Students in a large circle. One student (volunteer) in the middle of the circle demonstrating a stretch. Hold each stretch for 20-30 seconds.

**BODY**

**Full Sided Game: Diamond Cricket** (30 minutes)
Split the class into 2 teams. 1 team bats and the other team fields. The first four batters go to a set of stumps each. One bowler is in the centre of the diamond. The bowler may bowl to any set of stumps. Batters can run if they hit or miss the ball. All four batters run at the same time- in an anti-clockwise direction- with no overtaking. One run is scored for each rotation (4 runs). As soon as the bowler receives the ball back, they can bowl again whether there is a batter at the stumps or not.

The aim for batting team is to hit the ball and score as many runs as possible. The aim for the fielding team is to try to stop the batters scoring runs, by returning the ball quickly to the bowler or by throwing the ball to one of the sets of stumps to run the batter out. The batter is out if their ball is caught on the full, bowled out, hit wicket, run out.

Progressions: introduce an overarm bow, each batter can decide whether to have an overarm bowl and score double points for that hit. Innings can be timed.

**Questioning:** What role did communication play? How did you use both verbal and non-verbal cues to communicate with team vertically to begin downswing. Bat accelerates to contact the ball

Follow through: Bat swings through line and completes follow through. Balance maintained.

Communication:
Be aware of your other batters skills. Don’t commit to another run if you don’t think others in your team would be able to make the run.

Ensure that there is a safe distance between each game. Ensure surface is flat and even.

| 4 cricket  
stumps. | Squistle |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 2-batting technique</td>
<td></td>
</tr>
</tbody>
</table>
members? How did you accommodate the different abilities of all batters? How did you anticipate whether to do another run or not?

**CONCLUSION**

**Cool down: Yoga** (5 minutes)
The teacher facilitates 5 minutes of static yoga poses that stretch the muscles worked throughout the lesson.

Don’t push yourself-the stretch should not cause discomfort

**Observational Focus/Evidence of Learning:**

(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding)

- Able to give feedback to other students and accept feedback from others
- Fields the ball by watching the ball approach, keeping low to the ground, body front onto the ball and hands together
- Able to strike the ball by having a balanced and relaxed stance, preparing for swing with eyes fixed on the ball, backswing and step forward, accelerating the bat to contact the ball and following through with the thing
- Adjusts technique to respond to the bowlers speed, direction and where the ball bounces
- Uses decision-making to weigh up risks and rewards
- Adapts strategy and tactics to respond to the games demands

**Reflection Questions:**

*Student / Staff – Was the lesson successful? Why/Why not? What could have changed? Were all students activity engaged? Were the learning tasks of a suitable difficulty to challenge students yet still allow them to experience success*

*Note: this section is to be complete after the lesson has been taught*

**Assessment Opportunities:**

- Progressive teacher observation throughout the lesson (do students adapt their movement in response to KTPs?)
- Peer feedback sheets. Through the lesson students must analyse and provide feedback to one other student (sheet attached).
- Involvement and contributions to whole class and discussions within teams
- Students readiness for the lesson (uniform, enthusiasm, involvement within team)