

Scheme of Work

Cambridge Lower Secondary

Physical Education 0081

Stage 7

For use with the curriculum framework published in 2019



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# Introduction

This document is a scheme of work created by Cambridge Assessment International Education for Cambridge Lower Secondary Physical Education Stage 7.

It contains:

* suggested units showing how the learning objectives in the curriculum framework can be grouped and ordered
* at least one suggested teaching activity for each learning objective
* a list of subject-specific vocabulary and language that will be useful for your learners
* sample lesson plans.

You do not need to use the ideas in this scheme of work to teach Cambridge Lower Secondary Physical Education Stage 7. It is designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. You may choose to use other activities with a similar level of difficulty.

The accompanying teacher guide for Cambridge Lower Secondary Physical Education will support you to plan and deliver lessons using effective teaching and learning approaches. You can use this scheme of work as a starting point for your planning, adapting it to suit the requirements of your school and needs of your learners.

## Long-term plan

This long-term plan shows the units in this scheme of work and a suggestion of how long to spend teaching each one. The suggested teaching time is based on 90 hours of teaching for Physical Education Stage 7. You can adapt the time, units and order of the units based on the requirements of your school and the needs of your learners.

| Unit | Suggested teaching time |
| --- | --- |
| **Unit 7.1** Twisting and turning in gymnastics | 18 hours |
| **Unit 7.2** Healthy and active | 18 hours |
| **Unit 7.3** Exploring themes in dance | 18 hours |
| **Unit 7.4** Extending understanding of invasion games | 18 hours |
| **Unit 7.5** Cooperative adventure-based learning | 18 hours |
| **Total** | **90 hours** |

## Sample lesson plans

You will find two sample lesson plans at the end of this scheme of work. They are designed to illustrate how the suggested activities in this document can be turned into lessons. They are written in more detail than you would use for your own lesson plans. The Cambridge Lower Secondary Physical Education Teacher Guide has information on creating lesson plans.

## Other support for teaching Cambridge Lower Secondary Physical Education Stage 7

Cambridge Lower Secondary centres receive access to a range of resources when they register. The Cambridge Lower Secondary support site at [**https://lowersecondary.cambridgeinternational.org**](https://lowersecondary.cambridgeinternational.org) is a password-protected website that is the source of the majority of Cambridge-produced resources for the programme. Ask the Cambridge Coordinator or Exams Officer in your school if you do not already have a log-in for this support site.

Included on this support site are:

* the Cambridge Lower Secondary Physical Education Curriculum Framework, which contains the learning objectives that provide a structure for your teaching and learning
* grids showing the progression of learning objectives across stages
* the Cambridge Lower Secondary Physical Education Teacher Guide, which will help you to implement Cambridge Lower Secondary Physical Education in your school
* templates for planning
* worksheets for short teacher training activities that link to the teacher guide
* assessment guidance (to support classroom assessment)
* links to online communities of Cambridge Lower Secondary teachers.

## Resources for the activities in this scheme of work

We have assumed that you will have access to these resources:

* paper, pens and pencils for learners to use
* large movement space (indoor and outdoor)
* team colours, sashes or bibs
* stopwatches and chalk
* computer, projector and screen
* music and playing device, and recording device (e.g. mobile device and video recording equipment)
* first aid kit.

Other suggested resources for individual units and/or activities are described in the rest of this document. You can swap these for other resources that are available in your school.

## Websites

There are many excellent online resources suitable for teaching Cambridge Lower Secondary Physical Education. Since these are updated frequently, and many are only available in some countries, we recommend that you and your colleagues identify and share resources that you have found to be effective for your learners.

## Approaches to teaching Cambridge Lower Secondary Physical Education Stage 7

The learning objectives are organised into six strands which aim to integrate embodied learning in a holistic way.

* Moving Well
* Understanding Movement
* Moving Creatively
* Taking Part
* Healthy Bodies
* Taking Responsibility

Cambridge Lower Secondary Physical Education is taught through a broad range of movement tasks, challenges and physical activities. It includes cooperative, competitive, athletic, adventurous, expressive/artistic and health-based contexts that are appropriate for each learning stage.

Physical education activities should enable learners to move for as much of each lesson as possible while being enjoyable. Activities that are learner-centred and inclusive will promote learners’ confidence, self-esteem, cognitive abilities and social skills.

You can find more information and ideas for teaching and learning activities in the Cambridge Lower Secondary Physical Education Teacher Guide and schemes of work available on the Cambridge Lower Secondary support site ([**https://lowersecondary.cambridgeinternational.org**](https://lowersecondary.cambridgeinternational.org)).

# Unit 7.1 Twisting and turning in gymnastics

| Unit 7.1 Twisting and turning in gymnastics |
| --- |
| Outline of unit: |
| In this unit, learners will participate in a wide range of gymnastic activities on floor and apparatus, developing their twisting and turning skills. They will experiment with combining dynamic twisting and turning movements with balances and locomotion on mats, on small apparatus and in flight. They will engage in a range of individual, pair and small-group sequence and performance tasks. For example, compositional skills involving linking twists and turns with balances and locomotion on the floor and in flight. A theme of this unit is precision, control and fluency in twisting and turning movements. Learners will engage in whole-group performances and reflect on their own and others’ work throughout the unit. |
| Knowledge, understanding and skills progression: |
| This unit builds on learners’ existing gymnastics knowledge, skills and understanding, providing further opportunities for floor and apparatus work. It also helps support learners’ twisting and turning movement skills, in combination with balances, locomotion and flight. It aims to further develop learners’ understanding of movement concepts through sequences and performances, particularly in relation to how locomotion, balance, flight and twisting and turning movements are choreographed together. |

| Learning objectives covered in Unit 7.1 and topic summary: | | 7.1 Topic 1  Exploring twists and turns | 7.1 Topic 2  Balancing and twisting/turning in pairs | 7.1 Topic 3  Turns in locomotion and flight | 7.1 Topic 4  Group composition and appreciation |
| --- | --- | --- | --- | --- | --- |
| **789MW.01** | Select and apply a range of increasingly complex movement skills and techniques. | ✓ |  |  |  |
| **789MW.02** | Perform, combine and apply a variety of movement skills in complex sequences. | ✓ |  | ✓ |  |
| **789MW.03** | Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities. | ✓ |  | ✓ |  |
| **789MW.04** | Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them. |  |  | ✓ |  |
| **789UM.01** | Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes. | ✓ |  | ✓ |  |
| **789UM.02** | Demonstrate an understanding of actions, dynamics, space and relationships, through movement and evaluation processes. |  |  |  | ✓ |
| **789UM.03** | Create and apply success criteria to own and others’ movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities. |  |  |  | ✓ |
| **789UM.04** | Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities. |  |  |  | ✓ |
| **789MC.01** | Apply existing skills in creative and innovative ways, showing an understanding of what is viable, as well as the ability to cope with unpredictable challenges. Add new and advanced skills as a result of this process. |  |  |  | ✓ |
| **789MC.02** | Develop and use imaginative ideas and a range of responses when completing tasks and responding to challenge in familiar and unfamiliar contexts. | ✓ |  | ✓ |  |
| **789MC.03** | Persevere and share ideas with others, when responding to given and self-created tasks and challenges, working towards creating own solutions and contributing to group solutions. |  | ✓ |  |  |
| **789MC.04** | Experiment with and combine compositional ideas to express themes, moods and emotions, and evaluate their application to different contexts. |  | ✓ |  | ✓ |
| **789TP.03** | Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives. |  | ✓ |  |  |
| **789TP.04** | Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures. |  | ✓ |  |  |
| **789TP.05** | Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. |  |  |  | ✓ |
| **789TP.06** | Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. |  |  |  | ✓ |
| **789TR.01** | Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. |  |  |  | ✓ |
| **789TR.02** | Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance. |  | ✓ |  |  |

Unit 7.1 Suggested activities

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| Unit 7.1 Topic 1 Exploring twists and turns |
| Outline of topic: |
| The core focus of this topic is twisting and turning. Initially, learners work individually to explore simple twists inspired by a sport of their choice. They then explore twists before, during and after other movements. They share these ideas with other learners before considering another sport as a stimulus for their twisting movements. Learners then perform a variety of turns to music considering rotation, direction and speed. They finish by performing a simple sequence of linked turns that match the music’s pattern, flow and beat. |
| Language: |
| * Nouns (movement, sport, body tension, torso, arms, legs, hands, feet, trunk, body and music). * Vocabulary related to twisting movements (horizontally, vertically, diagonally, level, speed, movement skill, isolation, precision, control, fluency, skip, run, walk, roll, hop, jump, balance, twist and turn). * Vocabulary related to turning movements (rotation, quarter turn, half turn, three-quarter turn, full turn, direction, clockwise turn, anticlockwise turn, airborne, jumping, barrel roll turn and speed). * Vocabulary related to apparatus (mat, bench, box and beam). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **789MW.01** Select and apply a range of increasingly complex movement skills and techniques.  **789MW.02** Perform, combine and apply a variety of movement skills in complex sequences.  **789MW.03** Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities. | Explain that this particular topic will look at twists in gymnastics. Explain the difference between a twist and a turn. Use questions and answer to elicit what twists learners already know from previous gymnastics experience. Ask learners to share examples of twists that occur in other sports by explaining or demonstrating them (e.g. twisting in athletics events, twisting in invasion games and twisting in dancing competitions). Use resource cards with examples of twists from various sports to help learners if necessary. Learners might also research ideas on the internet or in books.  Individually, learners explore different twists from a sport of their choice. They experiment with three twisting movements from each bullet point (see below), following your guidance:   * Twist at different levels. * Twist horizontally, vertically or diagonally. * Twist parts of the body (e.g. torso, arms, legs, hands and feet). * Twist the upper body and the lower body separately and together. * Twist at different speeds (e.g. slow, medium and fast).   Then, in pairs learners show each other their twisting movements. Ask them to guess which sport the twisting movement is from.  They experiment with different movements before, between and after twisting movements. Learners perform three movements from the following, and avoid using their feet as a base for at least five movements:   * Add any movements before the twist (e.g. hop, jump and run). * Add any movements after the twist (e.g. roll, skip and walk on tiptoes). * Add any movements between two twists (e.g. front twist, roll and side twist). * Add a movement before, between and after two twists (e.g. hop, back twist, skip, front twist and jump). * Add any movement between three twists (e.g. side twist, walk, front twist, roll, side twist and skip).   *What twists occur in the sport that you have chosen?*  *Can you make fast, medium and slow twists?*  *Can you twist at different levels?* (e.g. low and medium)  Learners join with another pair of learners and share their ideas about the twisting movements they have performed. Ask learners to choose another sport (e.g. a slow sport versus a fast sport or an individual sport versus a team sport) and explore different twists from that sport. Learners perform their new twisting movements individually.  **Resources**: mats, internet access, books and teacher-made resource cards with examples of twists. | Twist: one part of the body remains still and the rest turns, or when one part of the body turns one way and the rest turns the other.  Turn: the whole body rotates at the same time.  Make sure that learners do warm-up activities first before twisting movements are performed. Make sure learners start with slow twists and gradually build to faster twists. Learners should avoid twists that are not smooth and flowing (they should not perform any intermittent or jerky twisting movements).  Learners should practise their movements individually so that they can develop their own movement skills. They need to develop precision, control, and fluency in the twisting movements that they perform.  Learners need to ensure that they have included a range of twisting movements that incorporate various levels, speeds, directions and body parts.  Safety: make sure mats are adequately spaced to prevent accidental collision with other learners or any object. Make sure that rolling movements are performed on mats.  Observe learners’ skills and how well these are performed (control, fluency and precision). Notice how learners vary and develop their sequences, and their understanding of space (levels) and speed in composition work. |
| **789UM.01** Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes.  **789MC.02** Develop and use imaginative ideas and a range of responses when completing tasks and responding to challenge in familiar and unfamiliar contexts. | Individually, learners perform a variety of moves to music on the floor or on mats. They consider the rhythm of the music and use a range of turns and travels (e.g. skipping, walking on tiptoes and side gallop) to match the music’s pattern, flow and beat. Learners experiment with the amount of rotation (i.e. quarter turn, half turn, three-quarter turn and full turn) and direction (i.e. clockwise or anticlockwise) of their turns. Once they have practised each turn separately, learners compose a simple sequence of linked turns and travels to music (on and around mats) that incorporates different amounts of rotation, direction and speed. They share their movements with another learner and ask for feedback on their ideas and on how imaginative they are (e.g. varied in direction and speed, and interesting links).  This activity can be extended by integrating jumping movements to make the turns airborne (e.g. half turn or full turning jump from two feet to two feet). This activity can also be extended by learners sharing two different turns and travels, then creating a new pair sequence that includes these.  *Which turns can you perform on one leg and which turns can you perform with both legs together?*  *Can turns that you perform when standing on your feet be performed any other way?*  *Can you alter the position of your head, arms and trunk during your turns?*  *Is your free leg (i.e. non-standing leg) straight or bent when you turn?*  *How will you link your turns together in a sequence?*  *How does the rhythm of the music impact the turns that you choose for your sequence?*  **Resources**: mats, music and playing device. | Play music to encourage learners to match their movements to its structure and content.  Ensure learners maintain good posture throughout their turning movements. Emphasise the need for quality – chest lifted, straight back, shoulders downwards and backwards, and good body tension. Any finishes to the turning sequences should be balanced and controlled.  Key safety point for turning: ensure learners are well-spaced and remember to encourage learners to look at a single point (e.g. on a wall) while they are rotating about their vertical axis – known as ‘spotting’. This technique will allow their head to remain stable and maintain their body’s balance. It can also prevent dizziness.  Listen to learners’ use of activity-specific language when evaluating movement. Notice how learners vary and develop their sequences in composition work. |

Unit 7.1 Suggested activities

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| Unit 7.1 Topic 2 Balancing and twisting/turning in pairs |
| Outline of topic: |
| In this topic, learners review twists and turns and combine these with balances on the floor and on small apparatus. They experiment with linking movements and different levels. They engage in a range of pair work and perform several sequences involving a variety of twists, turns and balances. Learners finish the topic with a small pair sequence that they share with the rest of the group. |
| Language: |
| * Nouns (movement, body tension, torso, arms, legs, hands, feet, trunk, body, safety, space, apparatus, variation and contrast). * Vocabulary related to twisting movements (horizontally, vertically, diagonally, level, speed, isolation, precision, control, fluency, skip, run, walk, roll, hop, jump and balance). * Vocabulary related to turning movements (rotation, quarter turn, half turn, three-quarter turn, full turn, direction, clockwise turn, anticlockwise turn, airborne, jumping and barrel roll turn). * Vocabulary related to balances (one-point balance, two-point balance, three-point balance, four-point balance, duration, body management and body position). * Vocabulary related to dynamics **(**slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed). * Vocabulary related to apparatus (mat, bench, box, low beam, mounting and dismounting). * Vocabulary related to sequence performance (observe, discuss and consider). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **789MC.03** Persevere and share ideas with others, when responding to given and self-created tasks and challenges, working towards creating own solutions and contributing to group solutions.  **789TR.02** Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance. | Explain that this topic will look at combining twists with balances on the floor and on small apparatus. Use questions and answer to find out if the learners can recall what a twist is and what twisting movements are (e.g. body, torso, arms, legs, hands and feet).  In pairs, learners share examples of twisting movements demonstrating them to each other (e.g. different levels, directions and speeds). Learners further recap their twisting knowledge, skills and understanding by adding different movements before, between and after the twisting movements (e.g. hop, jump, run, roll, skip, walk, slide and gallop).  *Can you remember how to alter the position of your head, arms and trunk during your twists?*  *How can you link other movements to your twists so that they flow well?*  Ask learners to explore balances on the floor (e.g. one-point, two-point, three-point and four-point balances). Learners work in pairs on mats. Encourage them to link their balances with other movements (e.g. hop, leap, skip, run, jog, walk, roll, slide, gallop and twist). They perform balances at the same time (i.e. in unison) and one after the other (i.e. canon).  *Which balances work well together?*  *Why do we need to have good body tension when performing balances in gymnastics?*  In pairs, learners work together to compose and perform a simple sequence of balances and twists on the floor. They should include four balances and four twists in the sequence. They can repeat the activity with a different set of balances and twists. Use resource cards with examples of balances and twists to help learners if necessary.  *How easy was it to change from a balance into a twist?*  *Are some twists and balances easier than others to perform in a sequence?*  Remind learners of safe lifting and ask them to practise this when setting up and working on small apparatus. Discuss, through questions and answer, the best methods to use when lifting small apparatus and the best posture to adopt when performing on small apparatus.  Ask learners to explore a range of balances and twists on small apparatus (mats, bench, box and low beam). In pairs, learners use the balance and twisting movements performed previously and apply them to different levels on apparatus. Show learners a few methods for getting from the floor onto the apparatus and from the apparatus back onto the floor using different balances and twists. Learners consider how best to use linking movements (hop, jump, roll, skip and slide) to join balances and twists together on the apparatus. Ask learners to use a variety of speeds for twists and to hold the balances for various lengths of time. Emphasis should be placed on efficient, effective and safe movement.  *Which twists have you chosen to perform at height and why?*  *What balances have you selected to use on the low beam (or box)?*  *Can you link a three-point balance on the bench to a horizontal or vertical twist?*  **Resources**: mats, benches, boxes, low beam and teacher-made resource cards with examples of balances and twists. | Twist: one part of the body does not move and the rest turns, or one part of the body turns one way and the rest turns the other way.  One-point balance: a balance on one body part (e.g. one foot).  Observe and then show good examples of separate twists and balances and then in combination. Show examples that contrast with each other (e.g. a four-point balance that moves slowly into a low-level twisting movement using the upper or lower body only versus a two-point balance that dynamically transfers into a fast whole-body twist).  Emphasise the need for quality body management – good body tension and clear shapes.  Ensure learners:   * carry out warm-up activities before performing twisting movements * start with slow twists before performing faster twists * do not perform intermittent or jerky twisting movements.   Key safety points for moving and lifting small apparatus:   * Always bend knees when lifting and setting down apparatus. * Decide where the apparatus should be positioned on the floor (i.e. which space should it be placed in) before lifting and carrying it. * Work closely with other group members to carry the apparatus. * Ensure that there is enough space between apparatus. Learners should be able to easily access and exit equipment without colliding with other pieces of apparatus or learners. Make sure equipment is placed away from walls.   Ensure that learners perform on a variety of small apparatus. Organise learners to rotate around the various pieces of small apparatus so that different levels and heights can be explored.  Emphasise safe practice for pairs mounting and dismounting small apparatus.  Notice how learners plan for shared work, and how they persevere and problem-solve. |
| **789TP.03** Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives.  **789TP.04** Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures.  **789MC.04** Experiment with and combine compositional ideas to express themes, moods and emotions, and evaluate their application to different contexts. | Explain what changes in dynamics, space and action can be made in composition work and how these kinds of variations can be incorporated into learners’ pair sequences.  In pairs, learners compose and perform a simple sequence of balances and turns on both the floor and with small apparatus (e.g. benches, low boxes, low beams and hoops). Learners discuss their ideas with each other and consider how they will link the various movements together incorporating the different levels between the floor and apparatus.  Ask learners to include four balances (two on the floor and two on the small apparatus) and four turns (two on the floor and two on the small apparatus) in total for their sequence.  Learners should consider:   * the dynamics they use (e.g. light, fast and sudden) * rotation (i.e. quarter turn, half turn, three-quarter turn and full turn) (action changes) * direction (i.e. clockwise turn and anticlockwise turn) of their turns (space changes) * how long they hold the balances and the number of contact points with the apparatus or floor (e.g. one, two, three or four points of contact).   You can highlight variations and contrasts of actions, space and dynamics within learners’ work by asking learners to perform their pair sequence to the rest of the group. Each pair should not perform alone, but at the same time as several other pairs.  Ask learners to discuss their sequence-making processes in their pairs, commenting on how they worked together towards the learning goals. Ask them to also review what kinds of variety they achieved in terms of actions, dynamics and space (compositional ideas).  **Resources**: mats, benches, low boxes, low beams and hoops. | Turn: the whole body rotates at the same time.  You can organise learners for their pair-sequence performance by dividing the class into two halves. Half the pairs perform, while the other half watch the performances and then they swap roles (i.e. the performers then become observers and the observers become performers). This could involve peer-assessment with the two groups.  Dynamics: how a movement is performed. This might involve movements that are slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed.  Action: travel, turn, jump, gesture and pause. More specific actions might include skip, run, jog, walk, roll, tiptoe, slide, gallop, dodge, hop, leap, balance, twist and climb.  Space: direction (backwards, forwards, side to side, zigzag, upwards, downwards and diagonally), levels (low, medium and high), floor and air pathways (curved, angular, zigzag, straight, twisting and turning), personal (close to body) and general space (far away in the larger movement space).  Notice how learners collaborate and how active and responsible they are throughout. Listen to their understanding of compositional processes and observe how this is applied. |

Unit 7.1 Suggested activities

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| Unit 7.1 Topic 3 Turns in locomotion and flight |
| Outline of topic: |
| In this topic, learners review the fundamentals of turning and apply these movements to locomotion and flight skills. They experiment with ‘weight-bearing’ movements on mats, linking turns of different speeds, directions and amounts of rotation. Learners are also given opportunities to improve their turns in flight and on small apparatus, considering power, precision, control and fluency. They work on refining locomotor, flight and turning skills in pairs and small groups. |
| Language: |
| * Nouns (weight-bearing, movement, body tension, torso, arms, legs, hands, feet, trunk, body, safety, space, apparatus, variation and contrast). * Vocabulary related to turning movements (rotation, quarter turn, half turn, three-quarter turn, full turn, direction, clockwise turn, anticlockwise turn, airborne, jumping and speed). * Vocabulary related to locomotion (skipping, running, jogging, walking, rolling, sliding, galloping, cartwheel, dodging, hopping, leaping, twisting, tuck, star, straddle, pike, forwards, backwards, diagonally, slow, medium and fast). * Vocabulary related to flight (approach, take-off, airborne, landing, precision, control, fluency, shape, flight time, explosive and powerful). * Vocabulary related to relationships in sequences (canon, unison, opposite, facing, leading, following, side by side, back to back and front to back). * Vocabulary related to apparatus (mat, bench, box, low beam, mounting and dismounting). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **789MW.02** Perform, combine and apply a variety of movement skills in complex sequences.  **789MW.03** Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities.  **789MW.04** Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them. | Explain that in this topic, learners will add turns to locomotion and flight actions. Learners review previous body management skills performed in previous units. They consider weight-bearing movements involving feet, hands and a combination of both, and link these to aspects of locomotion taught previously (e.g. skipping, running, jogging, walking, rolling, sliding, galloping, dodging, hopping, leaping and twisting). You can use resource cards with examples of weight-bearing movements to help learners if necessary.  In pairs, learners travel across a mat and explore linking four different weight-bearing actions together (e.g. log/pencil rolls and egg/tucked rolls across mats, walking on hands and feet, cartwheels and sliding on stomach). Ask learners to investigate how they can incorporate turns into their four-action sequence. Learners should consider the speed (i.e. slow, medium and fast), rotation (i.e. quarter turn, half turn, three-quarter turn and full turn), and direction (i.e. clockwise turn and anticlockwise turn) of their turns. This activity can be extended by asking pairs to move in unison (at the same time) or canon (one after the other) at various speeds.  Review safety aspects of weight-bearing movements on hands (e.g. walking on hands and cartwheels). In pairs, learners use ‘learner support techniques’ considering feet and hand placements and practising different support systems.  Learners follow some specific locomotion weight-bearing skills, modelled by you (or a learner):   * forward roll transitioning into a three-quarter turn on one foot * full turn on two feet transitioning into a cartwheel or turning jump * walking on hands (with spotters/support) or on balls of feet, transitioning into a forward roll and finishing with an anticlockwise half turn.   In fours, learners create a short sequence with five to eight chosen weight-bearing actions involving feet, hands and a combination of both. Learners incorporate turning into their sequence and consider:   * how to carefully pass each other across the mat * when to move in unison and canon * when to change speed and direction of movements.   **Resources**: mats and resource cards with examples of weight-bearing movements. | Learners who find hands-only weight-bearing work (i.e. walking on hands) difficult to grasp can be supported by their peers once you have taught them to do this, or can be allowed to use feet as well (i.e. travelling on two hands and one foot or two feet and one hand).  Key safety point for turning: remember to encourage learners to look at a single point (e.g. on a wall) while they are rotating about their vertical axis – known as ‘spotting’. This technique will allow their head to remain stable and maintain their body’s balance. It can also prevent dizziness.  Forward roll teaching cues:   * Stand with feet together. * Bend knees and place the palms of your hands on the mat flat and open with fingers spread out and pointing forwards. * Lift hips and bottom. * Tuck the chin into chest. * Push up and forwards from the feet. * Roll like a ball onto the shoulders and upper back. * Continue to roll to arrive on feet. * Stretch arms upwards and forwards to achieve the final position.   Key safety points for the forward roll: keep hands on the ground shoulder width apart and chin tucked onto the chest, and then roll onto the back of the head and shoulders.  Log/pencil roll teaching cues:   * Lie on mat facing up or down with body stretched. * Stretch arms above head close to ears along the mat. * Extend legs along the mat and point feet. * Rotate the body (hips and shoulder in unison) to perform a full turn fluidly. * Finish in the stretched position at the start.   Tuck/egg roll teaching cues:   * Kneel on the floor and lower body to tuck chest to knees. * Hold arms tightly to the side of the body. * Keep chin tucked in and shoulders just off the floor to keep the rounded shape. * Roll to the left or right, completing a full rotation of the body. * Finish in the tucked position.   Cartwheel teaching cues:   * Teach the cartwheel pattern of hand-hand-foot-foot. * Start facing sideways in a star shape with arms stretched wide above head. * Perform a lunge sideways with dominant leg in front and bend it slightly. Keep back leg straight and arms straight above head, near ears. * Put hands on the ground with hands turned 90 degrees. * Kick feet over head one at a time; the foot that kicks first should land first. * Land in a lunge facing sideways in a star shape (like the starting position). Stretch arms wide above head.   Learners can also perform the cartwheel from a forward starting position and end up facing backwards once they have learned the cartwheel pattern of hand-hand-foot-foot.  Learners can use a variety of levels (low, medium and high), speeds (slow, medium and fast) and directions (forwards, backwards and diagonally) for the sequence.  Observe learners’ movement and performance skills and how they navigate the demands of different contexts and roles. |
| **789UM.01** Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes.  **789MC.02** Develop and use imaginative ideas and a range of responses when completing tasks and responding to challenge in familiar and unfamiliar contexts. | Review what flight means in gymnastics and give examples of this (e.g. star jump and half turn jump). Explain that flight does not always have to be from the feet; it can involve different body parts, e.g. a handspring involves flight from the hands to feet. Flight from the feet is generally easier than other body parts. Ask learners to get into pairs and explore aspects of flight (i.e. approach, take-off, flight and landing) using small apparatus (i.e. bench, box and low beam). Learners consider their body control in order to optimise their flight time (power of approach, precision of take-off, control of flight and safety of landing). They perform flight movements in canon (one after the other) and unison (at the same time) considering direction and timing.  In pairs, learners create a short sequence (five or six actions) and add turns to their previous flight movements from both the floor and small apparatus. Ensure learners consider the amount of rotation (i.e. quarter turn, half turn, three-quarter turn and full turn) and speed (i.e. slow, medium and fast) required for their turns. Learners can also experiment with the direction of turn (i.e. clockwise turn and anticlockwise turn). As an additional activity, learners may want to add other shapes into their flight, along with the turn (e.g. tuck, star, straddle and pike).  Ask learners to join with another pair and evaluate each other’s sequences, drawing on some of the questions below:  *What can you do on your approach run to improve your flight time?*  *How can you increase the speed of your turn in the air?*  *Can you alter your shape in the air?*  *How can you make your take-off more precise?*  *Why is it important to maintain good body tension in flight?*  *Do you think your sequence was creative? Why?*  *What changes did you make or challenges did you face when working in pairs?*  **Resources**: mats, benches, boxes and low beam. | Flight refers to the passage of the body through the air while unsupported by the floor, partners or apparatus.  Make sure that learners maintain a good gymnastics posture throughout their flight movements. Emphasise the need for good body tension. When performing airborne turning movements, make sure that learners bend their knees on landing. Any finishes to the turning sequences should be balanced and controlled.  Key safety point for turning: remember to encourage learners to look at a single point while they are rotating about their vertical axis. Also encourage them to ‘spot the landing’ when incorporating turns in flight from either apparatus or the floor.  Remind learners that they will get the best flight time through explosive and powerful approach and take-off movements performed with precision, control and fluency.  It can be easier for learners to try jumps from a bench or low box when practising their flight shapes, as they have more time to work on improving their body form when leaving the apparatus rather than the floor.  Tuck jump: lift knees up to chest, hands cupping knees.  Star jump: make body into a star shape in the air with wide and fully extended legs, arms, feet and fingers.  Straddle jump: lift legs to hip height and wide in a triangle shape. Reach hands forwards to touch respective ankles or feet.  Pike jump: lift legs to hip height and close together. Reach hands forwards to touch respective ankles or feet.  Observe learners’ imaginative ideas and how they respond to movement challenges. Listen to evaluations of their sequences to gauge their understanding of activity-specific vocabulary. |

Unit 7.1 Suggested activities

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| Unit 7.1 Topic 4 Group composition and appreciation |
| Outline of topic: |
| Learners work to improve their creativity and group performance skills in gymnastics. Learners perform a variety of gymnastics activities and performances in groups of different sizes. Learners analyse, evaluate and reflect on a wide range of movements and performances on the floor, on apparatus and in flight. Performances may be recorded and analysed. |
| Language: |
| * Nouns (weight-bearing, movement, body tension, torso, arms, legs, hands, feet, trunk, body, safety, space, apparatus, variation, contrast and music). * Vocabulary related to turning movements (rotation, quarter turn, half turn, three-quarter turn, full turn, direction, clockwise turn, anticlockwise turn, airborne, jumping, barrel roll turn and speed). * Vocabulary related to twisting movements (horizontally, vertically, diagonally, level, speed, isolation, precision, control, fluency, skip, run, walk, roll, hop, jump and balance). * Vocabulary related to locomotion (skipping, running, jogging, walking, rolling, sliding, galloping, cartwheel, dodging, hopping, leaping, twisting, tuck, star, straddle, pike, forwards, backwards, diagonally, slow, medium and fast). * Vocabulary related to flight (approach, take-off, airborne, landing, precision, control, fluency, shape, flight time, explosive and powerful). * Vocabulary related to relationships in sequences (canon, unison, opposite, facing, leading, following, side-by-side, back-to-back and front-to-back). * Vocabulary related to balances (one-point balance, two-point balance, three-point balance, four-point balance, duration, body management and body position). * Vocabulary related to sequence performance (observe, discuss and consider). * Vocabulary related to apparatus (mat, bench, box, low beam, mounting and dismounting). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789UM.02** Demonstrate an understanding of actions, dynamics, space and relationships, through movement and evaluation processes.  **789UM.03** Create and apply success criteria to own and others’ movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities.  **789UM.04** Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities. | Explain that in this topic, learners will be working to improve their group composition and appreciation skills.  In threes, learners create and perform a sequence that includes twists, turns and balances which demonstrate changes in shape, speed and direction. The focus should be on body tension and control.  *Why will body tension be important for your sequence?* (e.g. control and clear body shape)  *Why is it important to have changes of dynamics and space in a composition?* (variety, interest and contrast)  Learners reflect on the performances as a whole class. They provide aspects that they thought were good and aspects that could be improved.  *Where did you see good examples of balances linking with twisting movements?*  *Where did you see good examples of turning movements linking with balances?*  *Can you make any improvements to your body tension in the sequence?*  In groups of six (two groups of three join together), learners create and perform a sequence that includes balances and weight-bearing movements. They should include at least three different balances and three different weight-bearing movements. The weight-bearing movements need to include ‘feet only’, ‘hands only’, and a combination of both ‘feet and hands’.  Digitally record each group while they perform their sequences. The whole group discusses the sequences from the recording and provides feedback and suggestions for improvement in relation to the body tension of the weight-bearing movements and balances.  *Which movements will you start and finish your sequence with?*  *Where will the weight-bearing movements feature in the sequence?*  *Why have you decided to place them there?*  **Resources**: mats and digital recording device. | Review safety aspects for twisting, turning, weight-bearing movements and balances with learners. Remember to encourage learners to look at a single point while they are rotating about their vertical axis.  Learners who find hands-only ‘weight-bearing’ work (i.e. walking on hands) difficult to grasp can be supported by their peers once you have taught them to do this, or they can perform an alternative movement.  Space and dynamics: ask learners to consider a variety of levels (low, medium and high), speeds (slow, medium and fast), and directions (forwards, backwards and diagonally) for their sequence.  When observing the performances, learners should consider variety, contrast, dynamics, levels, space, body tension and muscle awareness.  Observe learners’ understanding of space and dynamics. Listen to how they discuss their own and others’ gymnastic work. |
| **789MC.01** Apply existing skills in creative and innovative ways, showing an understanding of what is viable, as well as the ability to cope with unpredictable challenges. Add new and advanced skills as a result of this process.  **789MC.04** Experiment with and combine compositional ideas to express themes, moods and emotions, and evaluate their application to different contexts. | In groups of four (but working in pairs), learners perform a floor-based sequence that includes locomotion and balancing. One pair digitally records the other pair’s sequence and then the pairs change roles. The focus of the activity is the analysis of learners’ movement. Learners should analyse the performance in terms of its precision, control and fluency (e.g. how well the locomotor movements and balances fit together).  *How can you make your sequence more fluent?*  *Which movements work well together in the sequence?*  *How can you transition one movement into another movement successfully?*  As a review, learners evaluate the locomotion and balancing sequence that they watched, commenting on the successful and less successful aspects of the performance. The focus of the evaluation should be on the effectiveness of the sequence and how well the various components and movements link together.  In fours, learners explore small apparatus in relation to the ‘timing’ of their locomotion to music. Each group should use two mats, one bench, one box and one low beam for this activity. Learners work in unison. Individually, learners reflect on their own performance and evaluate their ‘timing’. They join with a partner (from within the group of four), sharing their strengths and areas that need improvement.  **Resources**: mats, digital recording device, benches, boxes, low beams and music. | Show examples of good balances that are performed with precision and control, and are linked effectively with locomotive movements.  Emphasise the need for quality body management and good body tension for balances.  Remind learners about the health and safety requirements when working with apparatus. Make sure learners progress and that they are competent in their execution of the movements before you move them to the next level. Encourage different starting points on the apparatus.  Make sure that all groups of four have discussed ‘supporting’ techniques and practised them.  Observe learners’ application of skills in their sequences, noting their levels of creativity. Observe how they experiment with and express the gymnastic themes. |
| **789TP.05** Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective.  **789TP.06** Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed.  **789TR.01** Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. | In fours, learners take turns performing a variety of movements using a box (e.g. jump, squat on and roll across the top, and slide across the top and roll to exit the box onto the floor). Learners take turns to perform the movement, while one learner from each group digitally records the movement. The groups of four use slow-motion replays to evaluate the box movements in relation to the ‘perfect’ model (they can research related performances on the internet).  *How can you improve your approach to the box?*  *Where is the most effective position to place your hands on the box?*  *What do you need to consider when landing from height?*  In groups of five, learners choose one piece of apparatus that they would like to focus on and explore the best methods for moving over, under or through it effectively. Learners use relevant books, the internet and their own personal experiences to plan a progression of movements to achieve their apparatus movements. Each learner performs their progressions as far as their skills and competence allow them to do so safely. The whole group evaluates the movement progressions and their social skills.  *What is the most effective way to move over, under or through your chosen apparatus?*  *What sources can you use to plan your progression effectively?*  *What progressions will allow you to improve in the safest manner?*  *How did you work as a group?*  *Who was a leader and who preferred being led?*  *How well did you plan your compositions together in your groups?*  *What safety decisions did you make when working in your groups on apparatus?*  **Resources**: mats, digital recording device, benches, boxes, low beams and internet access. | Make sure that learners follow safe lifting and carrying protocols for all small apparatus. Emphasise the need for adequate space between the approach and take-off area, the small apparatus and the landing area. Make sure that groups of four are well-spaced around the practice area and are away from any walls.  Emphasise safe practice when mounting and dismounting small apparatus.  Organise learners to rotate the digital recording duties.  Observe learners’ planning processes and how well they work with others in their groups. Learners should evaluate their own and others’ sequences. |

# Unit 7.2 Healthy and active

| Unit 7.2 Healthy and active |
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| Outline of unit: |
| In this unit, learners will participate in a wide range of activities to further develop their understanding of living a healthy, active lifestyle. They will engage in a range of individual, pair and small-group activities that allow them to further their knowledge, skills and understanding of the fitness components stamina, strength, and muscular endurance, and apply these to physical activity and sport contexts. They will also develop applied knowledge and understanding of safe warm-up and cool-down protocols and the importance of maintaining and increasing flexibility. Learners will be able to know and understand the some of the characteristics of healthy and less healthy foods. A core theme of this unit is the application of healthy lifestyle knowledge. |
| Skills progression: |
| This unit builds on learners’ existing knowledge, skills and understanding of healthy, active lifestyles obtained during previous physical education lessons or extra-curricular environments. It supports learners to develop further knowledge, skills and understanding in fitness components, healthy nutrition, safe warm-up and cool-down protocols, and fitness and nutrition programming. It aims to develop this in a range of physical activity and sport contexts, and builds on their prior knowledge of the body, health, physical activity and nutrition. |

| Learning objectives covered in Unit 7.2 and topic summary: | | 7.2 Topic 1  Building stamina | 7.2 Topic 2  What do I eat and what should I eat? | 7.2 Topic 3  Safe ways to warm up and cool down | 7.2 Topic 4  Strength and muscular endurance |
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| **789TP.01** | Concentrate and stay involved across the full spectrum of physical activities, situations, roles and responsibilities, showing an understanding of self-motivation. | ✓ |  |  |  |
| **789HB.01** | Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life. | ✓ | ✓ |  | ✓ |
| **789HB.02** | Locate and name the major muscles, bones and joints. Explain the components of fitness, outline basic field-tests for assessing and monitoring these, and understand the validity and reliability of different fitness testing methods. | ✓ |  |  |  |
| **789HB.03** | Lead and engage in physical activities at different levels of intensity. |  |  | ✓ |  |
| **789HB.04** | Understand the difference between risk avoidance and risk management, and when they should be used. Discuss and plan strategies for physical activities in different contexts and how to reduce the risk and severity of injury in physical activities. |  |  | ✓ |  |
| **789HB.05** | Understand the physiological and psychological reasons for a warm up and cool down. Create and lead appropriate warm ups and cool downs for specific physical activities. |  |  | ✓ |  |
| **789HB.06** | Discuss how contextual factors influence food choices and eating habits. Review dietary patterns and energy needs of young people. |  | ✓ |  |  |
| **789TR.05** | Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. |  | ✓ | ✓ |  |

Unit 7.2 Suggested activities

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| Unit 7.2 Topic 1 Building stamina |
| Outline of topic: |
| In this topic, learners refine their knowledge, skills and understanding of stamina and its application in different activities. They participate in a series of small-group activities that allows them to understand the role that stamina plays in intermittent, prolonged ‘steady-state’, speed endurance and short-burst activities. Learners further develop their heart rate monitoring skills and design a field-based fitness test to measure stamina, reflecting on its development and implementation. |
| Language: |
| * Nouns (stamina, exercise, intensity, heart rate, analyst, performer, fitness, validity and reliability). * Vocabulary related to health and fitness (speed, stamina, heart rate, intermittent, prolonged ‘steady-state’, speed endurance, short-burst, cardiovascular, aerobic, measure and fitness test). * Vocabulary related to exercise activities (team games, individual pursuits and sprints). * Vocabulary related to evaluation (reflection, review and discussion). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789TP.01** Concentrate and stay involved across the full spectrum of physical activities, situations, roles and responsibilities, showing an understanding of self-motivation.  **789HB.01** Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life. | Learners review the term ‘stamina’ (being able to maintain prolonged physical effort over time). In groups of eight, learners perform a variety of activities at different exercise intensities (e.g. team games, individual pursuits and sprints) to understand how stamina varies according to the type of activity (e.g. the different types of stamina needed for a 1-hour tennis match compared to a 30-minute steady-state run). Learners also establish what happens to their heart during these different types of activities and practise recording their pulse rate using a manual method.  *How does stamina in a team game differ from stamina in a long-distance athletics event?*  *What happens to your heart rate during an intermittent activity such as a team game compared to a prolonged sprinting event?*  *What is steady-state exercise?*  *What are heart rate training zones?*  In pairs (within their group of eight), learners take turns to perform in a variety of activities, while their partner records their heart rate periodically during the activity. After a set time (e.g. every minute), the learner performing takes a pulse reading manually and provides this information to the learner that is recording the heart rate information. After a set time (e.g. 5 minutes), learners swap roles and continue. Use different types of activities to establish different heart rate profiles. Learners discuss the heart rate data gathered in each pair and consider implications for stamina training for that particular learner and activity.  *How can you build your stamina in this activity?*  *What kind of training can be performed to improve stamina in this activity?*  *Is your heart rate data typical of what you would expect for this activity?*  *Why is it important to train the heart to become stronger and more efficient (i.e. to develop stamina)?*  *When is stamina important during the lifespan?* (at all stages of life)  *How could an older person develop stamina?* (walking at a moderate speed)  Discus with learners the concept of speed endurance (i.e. being able to prolong the amount of time they can maintain a near maximal speed) and explain that this is a different kind of stamina (i.e. not ‘steady-state’ stamina). In groups of four, learners experience a variety of speed endurance intensities in order to establish their heart rate at various running speeds. Learners take turns walking around a 400-metre circuit/track. They record heart rate (using a manual pulse method) and time after covering the distance. Learners undertake the same distance at jogging pace, three-quarter pace and full sprint pace. They take sufficient rest periods between the different intensities. Learners take turns being the performer and measurer/analyst. They calculate average running speed for the four intensities using the distance covered (e.g. 400 metres) and the time taken to complete the 400-metre distance. Learners can produce a graph (heart rate versus running speed) with the other members of their group and try to determine the implications of an individual’s speed endurance capacity for both individual and team-based training programmes. They discuss this as a whole group.  *Why is it important to determine an individual’s running speed?*  *What is the relationship between heart rate and running speed?*  In pairs, learners consider their levels of self-motivation in the activities they have undertaken and give themselves a rating of 1 to 5 (1 being low self-motivation, 5 being high self-motivation).  **Resources:** A variety of team game, individual pursuit and sprint equipment, stopwatches, cones, pens/pencils and paper. | Encourage learners to choose and organise their own ‘different’ activities to demonstrate their knowledge and understanding of appropriate examples that differentiate between exercise intensities (i.e. prolonged steady-state activities, intermittent activities and short-burst activities). You should offer support to learners if they need help with carrying out this task.  Safety: Encourage learners to take their pulse for 30 seconds and then double the value that they have recorded. They should avoid using the carotid artery for more than 30 seconds.  You could give learners a homework task based on the heart rate data they have recorded. Learners could draw graphs to plot their heart rate (in beats per minute) over time (in seconds) for the different activities experienced.  Encourage learners to walk normally (i.e. not quickly), jog at around 50 per cent of their maximum, then at three-quarter pace and then full sprint. The clear distinction between the various intensities will enable learners to determine and analyse useful data. However, always recognise variables affecting heart rates. These might include a learner counting heart beats inaccurately or feeling unwell.  Stamina is the strength and energy that help a person to sustain physical or mental effort for long periods of time. Increasing stamina helps a person to manage discomfort or stress when undertaking an activity. It also reduces a person’s fatigue and exhaustion.  Observe how well learners work with others in their groups (levels of concentration and motivation). Listen to the evaluations of their own self-motivation and their general responses about the relationships between health and physical activity. |
| **789HB.02** Locate and name the major muscles, bones and joints. Explain the components of fitness, outline basic field-tests for assessing and monitoring these, and understand the validity and reliability of different fitness testing methods. | In groups of four, learners plan, design and implement a field-based fitness test to measure stamina. Learners use relevant books, the internet and their own personal experiences to plan and design their test, considering the characteristics of the component of fitness (i.e. prolonged physical effort over time). Learners carry out the test they have designed on another group of four learners. This procedure is rotated between all groups of four.  *Did you have any problems when designing your fitness test?*  *How easy or difficult was it to conduct the fitness test?*  Learners evaluate their fitness test as part of a whole-class review. Encourage learners to consider two aspects that worked well with their fitness test and one aspect that could be improved. Make sure that you give time for reflection after all the fitness testing has been completed.  *Which major muscles, bones and joints are used by learners in your fitness test?*  *What improvements could you make to your fitness test?*  *How valid and reliable is your fitness test?*  *What factors do you need to consider when administering a fitness test?*  **Resources:** field-based fitness testing equipment, internet access and books. | Monitor safety throughout this activity to make sure that learners always follow safe practices. Learners must get your approval on their fitness test protocol before using the test on other groups. Involve learners in safety discussions wherever possible. Make sure that learners follow correct established fitness tests protocols.  Organise group rotation appropriately.  Emphasise that fitness test results are for personal development and individual target setting only. They should not be used for comparison with other learners.  Discuss the validity and reliability of field-based fitness tests with learners and the effect that maturation (physical development) has on fitness test results for learners of their age.  Some of the key muscles:   * pectorals * biceps * triceps * abdominals * gluteals * hip flexors * hamstring group * quadriceps group.   The human skeleton is made up of many bones, including:   * skull * spine * chest: ribs * arms: shoulder blade (scapula), humerus, radius and ulna * hands: wrist bones (carpals), metacarpals and phalanges * pelvis * legs: thigh bone (femur), kneecap (patella), shin bone (tibia) and fibula * feet: tarsals, metatarsals and phalanges.   Freely moveable joint types:   * ball-and-socket * hinge joints.   Observe learners’ application of fitness tests, and note their understanding of reliability and validity. Listen to their responses about muscles, bones and joints. |

Unit 7.2 Suggested activities

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| Unit 7.2 Topic 2 What do I eat and what should I eat? |
| Outline of topic: |
| Learners further develop their knowledge and understanding of foods that help to promote health. They review and discuss some of the characteristics of healthy and less healthy foods. They identify foods for a balanced diet and plan a weekly nutrition programme for their peer group. They then discuss how easy or difficult they find it to consistently eat healthy food. |
| Language: |
| * Nouns (health, food, nutrient, nutrition and programme). * Vocabulary related to nutrition (diet, balanced and adequate). * Vocabulary related to food (sugar, salt, saturated fat and fibre). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789HB.01** Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life.  **789HB.06** Discuss how contextual factors influence food choices and eating habits. Review dietary patterns and energy needs of young people. | Learners review the meaning of eating a healthy diet (i.e. having an adequate, balanced diet). Lead a question and answer session in relation to foods that the learners understand to be ‘healthy’ or ‘less healthy’. Elicit the ideas that foods that are high in salt, sugar and/or saturated fat are likely to be less healthy and that foods that contain a lot of fibre are likely to be healthy.  In groups of four (forming a circle), learners take turns swapping food resource cards (which they have made) that contain a variety of healthy and less healthy foods. Learners begin with 10 cards each and exchange one card with the learner on their left-hand side (i.e. they pick one card up and exchange it for one of their cards). The person on the left-hand side then turns to their left and performs an exchange of cards with the next learner. This process is repeated in a clockwise direction for a set number of turns. After the last turn, learners show each other their cards and the winner is the learner whose cards show the most healthy plate of food.  *Which foods contain too much salt?*  *Which foods contain too much sugar?*  *Which foods contain too much saturated fat?*  *Which foods contain a lot of fibre?*  In groups of four, learners plan a weekly nutrition programme for the group. They consider which foods to include a lot in the balanced diet (i.e. those that contain a lot of fibre) and which foods to avoid (i.e. those that contain a lot of salt, sugar or saturated fat). Learners can also consider how much food they should eat in one week.  Once learners have planned their weekly nutrition programme they can swap with another group. Learners then discuss whether they would be able to follow this plan for a week.  *Would you enjoy eating the food on this plan?*  *What foods would you miss?*  *How difficult is it to consistently eat a heathy, balanced diet?*  **Resources:** pens/pencils, paper or card and food pictures (internet or books). | Learners can make their own food resource cards. Encourage them to create a variety of healthy and less healthy food cards that give information about the salt, sugar, saturated fat and fibre content of different foods (information about the nutrients in food can be found on food packaging and in other secondary sources). They can draw pictures, download them from the internet or take photographs.  It is important to avoid labelling foods as being either ‘good’ or ‘bad’, as these types of labels can create negative associations with food. This is particularly important if some learners have medical conditions such as diabetes mellitus which mean they may need to eat high sugar foods occasionally.  Listen to learners’ explanations and discussions about food and related to nutrition and diet. |

Unit 7.2 Suggested activities

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| Unit 7.2 Topic 3 Safe ways to warm up and cool down |
| Outline of topic: |
| In this topic, learners further develop their knowledge and application of warm-up and cool-down safety procedures. They apply this knowledge in practical sporting contexts, in pairs and in small groups. They learn the importance of performing dynamic stretches in the correct order as part of a pulse-raising warm up and the need to maintain static stretching, for an extended period of time, after exercise to maintain or increase flexibility. |
| Language: |
| * Nouns (stretch, muscles, exercise, intensity, performer and fitness). * Vocabulary related to health and fitness (warm up, cool down and stretching). * Vocabulary related to warm ups (dynamic stretches, linear, lateral, twisting, tiptoes, lunge, straight leg kick outs, high knees and heel flicks). * Vocabulary related to cool downs (homeostasis, flexibility, deep breathing and low intensity). * Vocabulary related to review (reflection, discussion and evaluation). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789HB.03** Lead and engage in physical activities at different levels of intensity. | Review learners’ knowledge, skills and understanding of warm ups, stretching and cool downs. Lead a question and answer session in relation to the importance of the various sections of a warm up (e.g. pulse-raising activity, dynamic stretching and sports-specific or physical activity-specific section) and the benefits of an effective cool down. In the review, consider the various stretching methods (i.e. dynamic and static) and when these should be used.  *For how long should you undertake the pulse-raising section of the warm up? What type of dynamic stretches should you perform first?*  *Why is the sports-specific or physical activity-specific part of a warm up important before taking part in a particular activity?*  In groups of six, learners plan a 6–9-minute warm up for a particular sport or physical activity (e.g. a team game, athletics, gymnastics, ice skating and dance). The warm up should include a pulse-raising section (2–3 minutes), a section on dynamic stretching (2–3 minutes) and a sports-specific or physical activity-specific section (2–3 minutes). Each group of six can work in pairs and create a section of the warm up each, which they discuss and share with each other. Once planned, learners teach another group their warm up. After taking part in the warm up, each group leads an evaluation of the warm up, identifying strengths and areas for improvement.  *What parts of your warm up worked well and why?*  *Which dynamic stretches did you include as part of your pulse-raising activity?*  *Was the intensity of the warm up at the level necessary for learners to immediately perform in the chosen sport or physical activity?*  In groups of four, learners research the best methods and techniques for an effective cool down for their chosen sport or physical activity. Learners use library sources, the internet and their own personal experiences to plan and implement a sports-specific or physical activity-specific cool down. Each group of four performs the cool down after taking part in the selected team game. The whole class evaluates the cool downs.  *What is the most effective way to return the body back to normal resting levels?*  *What is the safest way to conduct a cool down?*  *What is an effective cool down for your chosen sport or physical activity?*  *How can you have improve your cool down?*  **Resources**: paper and pens/pencils. | Emphasise the use of dynamic stretching for sports-specific and physical activity-specific warm ups. The dynamic stretching section should include linear and lateral stretching before any twisting exercises. Static stretching should only be used after exercise as part of the cool down and for some gymnastic-type activities to improve flexibility.  Ensure learners perform dynamic stretches correctly and that pulse raising is effective (learners are breathing more heavily and their body temperature has increased).  Ensure that learners swap with other groups in the class after they have led their warm up.  Learners aged 11–12 years should hold static stretches for cool downs for at least 10–15 seconds, to increase and maintain flexibility.  Observe learners’ application of knowledge about intensity levels, through their leading and engaging in warm ups and cool downs. Listen to their responses during group discussions. |
| **789HB.04** Understand the difference between risk avoidance and risk management, and when they should be used. Discuss and plan strategies for physical activities in different contexts and how to reduce the risk and severity of injury in physical activities.  **789HB.05** Understand the physiological and psychological reasons for a warm up and cool down. Create and lead appropriate warm ups and cool downs for specific physical activities.  **789TR.05** Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. | Discuss differences between risk avoidance (not performing an activity that could carry risk) and risk management (assessing risk and developing strategies to manage it). Emphasise how important it is for every learner to be proactive in the physical education lesson, being aware of potential risk and adapting risk procedures as needed during movement planning and performing processes.  *How does warming up and cooling down help you to manage risk?* (reduces potential injury, and prepares you mentally and physically for activities)  Review the importance of combining dynamic stretches with a pulse-raising activity and emphasise the need to perform linear dynamic stretches before lateral and twisting dynamic stretches.  Learners follow these linear dynamic stretches over a 10-metre distance, modelled by you (or a learner):   * walking forwards on tiptoes * walking backwards on tiptoes * forward lunges * backward lunges * forward straight leg kick outs * backward straight leg kick outs * forward high knees * backward high knees * forward heel flicks * backward heel flicks.   In pairs, learners create a short warm-up sequence with five chosen linear dynamic stretches. Learners incorporate lateral dynamic stretches (e.g. lateral side lunge) and twisting dynamic stretches (e.g. trunk twists) into their sequence. They receive feedback from another pair and then discuss how effective the feedback was. They work to improve their warm-up sequences, responding to the pair feedback they received.  *Why should dynamic stretches be performed in a particular order (i.e. linear before lateral, and lateral before twisting)?*  *Which lateral or twisting dynamic stretches will you incorporate into your sequence?*  *How do dynamic stretches make you feel? Do they affect your mood?*  Ask learners to experiment in pairs with a dance or gymnastics cool down for 5–10 minutes, after engaging with either activity immediately before starting the cool down. Encourage learners to gradually lower the intensity of the activity over 2–3 minutes, to walking pace, and focus on deep breathing exercise (breathing in through the nose and out through the mouth). Learners then perform ‘active’ static stretches over 3–7 minutes that are specific to dance or gymnastics. They hold stretches for 10–15 seconds (elastic resistance bands can be used to enhance the stretch). Learners share ideas with another pair and try out new stretches that they have learned.  **Resources**: elastic resistance bands. | Ensure dynamic stretches are performed correctly and emphasise the need to perform them in the correct order (i.e. linear dynamic stretches first, then lateral dynamic stretches and then twisting dynamic stretches) to reduce the chances of straining or tearing muscles.  When learners perform ‘active’ static stretches, make sure they do not bounce or perform jerky movements.  **Linear dynamic stretches** – are a form of active movement stretching that incorporates a full range of motion while gradually warming up the body. They are performed either facing forwards or backwards (e.g. a learner walks forwards on their tiptoes a specific distance, to stretch their calf muscle, and then returns to their original position by walking backwards on their tiptoes).  **Lateral dynamic stretches** – are a form of active movement stretches (as above), but the learner moves sideways rather than forwards and backwards (e.g. a learner takes one step sideways while facing forwards and then squats down, as if sitting on a chair, and then stands up and repeats the action by taking another step sideways, again facing forwards).  **Twisting dynamic stretches** – are a form of active movement stretches (as above), but the learner moves the upper body in a different direction to the lower body to create a twisting movement (e.g. a learner stands with their hips and lower body facing forwards, but moves their upper body so that their chest faces to the left and then to the right).  **Lateral side lunge** –a lateral dynamic stretch where, for example, a learner faces forwards with feet shoulder width apart and takes a step to either the left or right (with their toes facing forward). The learner then bends the knee and hip and gradually lowers their upper body over their knee. They hold this position momentarily and then push upwards with the knee and hip, returning to the original standing position. They keep the head and chest facing forwards throughout the movement.  **Trunk twists** – twisting dynamic stretch where, for example, a learner faces forwards with their feet shoulder width apart and crosses their arms over their chest. The learner then rotates their chest to either the left or the right, while the hips and lower body remain facing forwards. Once the learner has momentarily faced either left or right with the upper body then they return to the starting position facing forwards.  Observe how learners demonstrate their understanding of warming up and cooling down. Listen to their feedback processes and responses to safety questions, as well as how they engage in risk management during learner-led activities. |

Unit 7.2 Suggested activities

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| Unit 7.2 Topic 4 Strength and muscular endurance |
| Outline of topic: |
| Learners work to improve their strength and muscular endurance knowledge, skills and understanding. They learn the importance of body-weight strength training and engage in relevant activities to develop their strength. The unit finishes with learners applying their training design knowledge towards a muscular endurance circuit session to meet individual needs and goals, drawing on the FITT principle (frequency, intensity, time and type). They are also encouraged to keep a training journal for strength and muscular exercises/activities in which they engage. |
| Language: |
| * Nouns (FITT principle: frequency, intensity, time and type; strength, muscles, endurance, exercise, intensity, performer, fitness and plyometrics). * Vocabulary related to health and fitness (strength, muscular endurance and plyometrics). * Vocabulary related to strength exercises (crab walk, handstand, bunny hop, caterpillar, tuck jump and banana). * Vocabulary related to plyometric exercises (box jump, lateral jump and jump for distance). * Vocabulary related to evaluation (reflection, review, discussion and evaluation). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789HB.01** Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life. | Learners review the term ‘strength’ (i.e. absolute strength and relative strength). Ask learners to provide examples of strength in different sports and activities (e.g. absolute strength and weightlifting or relative strength and rock climbing).  Explain that strength training can potentially:   * improve overall fitness * increase lean body mass (more muscle and less fat) * burn more calories * make bones stronger * improve mental health.   In pairs, learners perform a range of body-weight strength exercises. Discuss with learners the correct techniques for the specific body-weight strength exercises and use demonstrations (you and learners). Explain safety aspects of each body-weight strength exercise.  Ask learners to practise the following skills:   * crab walks * handstands (with or without support) or bunny hops across a bench or on the floor * caterpillar * tuck jumps * banana.   Individually, learners reflect on the body-weight strength exercises that they performed and identify their strengths and areas that need improvement. They then discuss these with their partner and identify how they might complete these kinds of exercises every week.  *How many times should you undertake body-weight strength exercises to benefit your health?* (approximately three times per week)  *Tell me one reason why strength training can be good for you.*  In pairs, learners plan and implement a circuit session based on the body-weight strength exercises that they have previously performed. Learners consider the order of the exercise stations and the FITT principle (i.e. frequency, intensity, time and type).  Learners review the term ‘muscular endurance’ (i.e. a muscle can perform repetitive contractions against a force for an extended period of time).  In groups of four, learners perform plyometric (jump) body-weight strength exercises and design and perform a circuit session based on these activities. Typical plyometric exercises include box jumps (jumping from floor onto a bench or box top), lateral jumps (from side to side, jumping as high as they can while also tucking knees up) and jumps for distance. Jumping is an explosive activity and very tiring, so contrast these jumps with more relaxing activities, e.g. fast walking and dynamic stretches.  Learners review another group’s circuit and give them feedback on its design, identifying and discussing the different muscles that they worked (e.g. biceps, triceps, abdominals, hamstrings and quadriceps).  Ask learners to keep a training journal where they record the strength and muscular endurance activities and exercises they performed and how difficult each activity was (i.e. the intensity of the activity). They can score the intensity of each activity using a 1 to 5 Likert scale (with 1 being very easy, 3 being just right and 5 being very difficult). Review and discuss these training journals in class across several lessons. Every two weeks, learners should consider the intensity that they work and adjust this accordingly (i.e. either make the activity or exercise harder or make it easier). Ask them if they can think of ways in which a person could continue to develop their strength and muscular endurance across their lifespan (e.g. an adult or older person could carry shopping, lift a medicine ball or dumbbells or do wall press-ups while standing, yoga or Pilates exercises etc.).  **Resources:** mats, benches, boxes and circuit equipment (as required). | Absolute strength is the maximum amount of force exerted. Relative strength is the amount of strength in relation to an individual’s body size (i.e. how strong you are for your size).  Ensure learners carry out warm-up activities first before performing body-weight strength exercises. Make sure they adopt the correct strength training technique. Learners should avoid jerky or intermittent movements which are not smooth and controlled.  Ensure learners follow safe lifting and carrying protocols for all small apparatus used. Emphasise the need for adequate space between the circuit stations.  Ensure learners use correct plyometric techniques. They must begin and end all jumps with knees bent.  Crab walks: learners sit with knees bent and feet flat on the ground; they place their palms on the ground behind their bottoms. They lift their hips a few inches and walk forwards on hands and feet like a crab for 5–10 seconds, then they walk backwards for 5–10 seconds (they can lower their bottom to the floor as necessary).  Handstand teaching cues:   * From a standing starting position, raise both arms. * Make a long lunge forwards onto one foot. * Reach both arms forwards and then down to the floor. * With hands flat on the floor, kick upwards with free leg (not the lunging one). * Raise lunging (rear) leg to free leg in air. * Keep a straight line between ankles, knees, hips, shoulders and wrists in inversion. Keep body tension (no banana shapes). * In case of overbalancing when inverted, step one of the hands forwards. The feet will then come down sideways. * Lower one leg to the floor and return to lunge position with it. * Push back onto lunging foot and raise arms. * Return to standing position, arms both raised.   Bunny hops: learners stand on one side of a bench and place two hands on it. They have both their feet to one side of the bench. Taking weight on their hands, they jump their feet up and onto the bench. They repeat this process and jump their feet down to the other side of the bench. They can also jump their feet directly across the bench without stopping to place their feet on the bench in the middle. A progression is to perform bunny hops on the floor. Learners take a squat position on hands and balls of feet. They keep their hands flat on the floor, taking their weight on them and then jump their feet up, raising their hips as high as they can. They return down to the squat position.  Caterpillar: learners bend forwards at the hips and place hands on the ground with knees slightly bent, and then walk them forwards until they are in a plank position (body in a straight line with stomach facing floor and weight on hands and feet). They then walk feet in to meet their hands and stand back up.  Tuck jump: learners stand with knees bent and their feet shoulder width apart, their arms by their side. They jump as high as they can and at the same time raise their knees towards their chest. They then lower their bent knees before landing and return to the original starting position, making sure they have bent knees on landing.  Banana: learners lie face down, with arms and legs extended. They slowly lift their arms and legs off the ground to make a curved banana shape. They should keep the neck relaxed and look down at the ground. They hold for 3–5 seconds and then lower back down to the floor.  Jump for distance teaching cues:   * Bend ankles, knees and hips. * Focus eyes forwards. * Swing arms behind body. * Straighten legs. * Both feet leave the ground together. * Swing arms forwards and upwards. * Land on both feet at the same time. * Bend ankles, knees and hips to absorb impact.   The FITT principle is a method that is used to guide learners when planning an effective training programme. FITT refers to:  **Frequency** – how often you train or exercise (e.g. number of days per week).  **Intensity** – how hard you train or exercise (the intensity of the activity – light, moderate or hard).  **Time** – how long you train or exercise for (number of seconds or minutes).  **Type** – the kind (or ‘type’) of training or exercise performed (e.g. stamina training, strength training and flexibility training).  Listen to learners’ general responses about the effects of different types of physical activity on health across the lifespan. |

# Unit 7.3 Exploring themes in dance

| Unit 7.3 Exploring themes in dance |
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| Outline of unit: |
| In this unit, learners will participate in a range of dance activities, developing their compositional ideas and skills. They will experiment with various stimuli and explore themes about nature and travel. Learners create dance motifs in pairs and small groups, and develop sequences which demonstrate variation and contrast in ‘weight’ and ‘flow’. Learners work collaboratively to develop a whole-class composition in the final topic, performing this for an audience and reflecting on their own and others’ work. |
| Skills progression: |
| This unit builds on learners’ existing knowledge, skills and understanding of dance and composition development obtained during previous physical education lessons or extra-curricular environments. It supports learners to develop further knowledge, skills and understanding in sequence and performance skills related to a range of themes and ideas. It aims to develop this in various contexts and builds upon their prior knowledge of motifs and dance-specific considerations (e.g. actions, dynamics, relationships, space, timing, body tension, flow, weight and motif development). |

| Learning objectives covered in Unit 7.3 and topic summary: | | 7.3 Topic 1  Developing movement from diverse stimuli | 7.3 Topic 2  Sequence work in pairs: weight and flow | 7.3 Topic 3  Varying and developing motifs | 7.3 Topic 4  Whole-group composition and performance |
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| **789MW.01** | Select and apply a range of increasingly complex movement skills and techniques. | ✓ |  | ✓ |  |
| **789MW.02** | Perform, combine and apply a variety of movement skills in complex sequences. | ✓ |  |  | ✓ |
| **789MW.03** | Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities. | ✓ |  | ✓ |  |
| **789UM.01** | Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes. |  |  | ✓ |  |
| **789UM.03** | Create and apply success criteria to own and others’ movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities. |  | ✓ |  |  |
| **789MC.01** | Apply existing skills in creative and innovative ways, showing an understanding of what is viable, as well as the ability to cope with unpredictable challenges. Add new and advanced skills as a result of this process. | ✓ |  |  |  |
| **789MC.02** | Develop and use imaginative ideas and a range of responses when completing tasks and responding to challenge in familiar and unfamiliar contexts. | ✓ |  |  |  |
| **789MC.04** | Experiment with and combine compositional ideas to express themes, moods and emotions, and evaluate their application to different contexts. |  | ✓ |  | ✓ |
| **789TP.05** | Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. |  | ✓ |  |  |
| **789TR.02** | Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance. |  |  |  | ✓ |
| **789TR.05** | Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. |  |  |  | ✓ |

Unit 7.3 Suggested activities

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| Unit 7.3 Topic 1 Developing movement from diverse stimuli |
| Outline of topic: |
| In this topic, learners refine their knowledge, skills, and understanding of dance and its application to different stimuli. They participate in a series of pair, and small-group activities that allow them to create and communicate dance performances on the theme of ‘travel’. Learners consider the components of travel (e.g. setting off, the journey and the celebration on arrival at the destination) in their compositions. They reflect on their ideas and levels of creativity. |
| Language: |
| * Nouns (stimuli, journey, sequence, performance, celebration, experience and destination). * Vocabulary related to movement (actions: slide, freeze, shrink, stamp, robotic, pounce, crawl, grow, explode, spiral, float, step, jump, gesture, hop and turn; relationships: unison, canon, matching, mirroring, advancing and retreating; and counts, double-time). * Vocabulary related to travel (leaving home, journey, start, arrival, finish, air-based, land-based and water-based). * Vocabulary related to evaluation (critique, review and discussion). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.01** Select and apply a range of increasingly complex movement skills and techniques.  **789MW.02** Perform, combine and apply a variety of movement skills in complex sequences.  **789MW.03** Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities. | Explain that this particular topic will develop movements in dance from various stimuli and that the theme will be ‘travelling on foot’. Use an old pair of boots or shoes as a stimulus for learners to create movements related to ‘travelling on foot’ (e.g. walking up a mountain or walking by the sea or a lake or along a river). Movements can take many forms: small half-steps; high knee steps; skip steps; large striding steps; and steps that come to a stop, pause, and then continue again. Use questions and answers to find out what movements learners already know from previous dance experience, what warm-up and cool-down procedures they already know, and what ideas they have in relation to the theme of ‘travelling on foot’.  In groups of two or three, learners explore the theme of ‘travelling on foot’. Give each group a task card with actions written on it for learners to choose from. Learners then select five or six actions and create a sequence, linking these together. Each action in the sequence should last for different counts (e.g. four counts slowly, eight counts and eight counts double-time).  Explain to learners the meaning of ‘dynamics’. Model examples for them as needed. Ask learners to change the dynamics in their action sequences, demonstrating at least two different ones in order to add interest to their travelling (these could highlight the different terrain that they travel on, e.g. sand and rocks).  Learners join with another group and share their sequences. They explain the action words they chose and how they developed and linked these together to make a dance sequence. Learners observe each other’s performance skills, focusing on how controlled, fluid and varied the movements were. They give each other feedback.  *How did you select the actions you wanted for your sequence?*  *What links did you create to connect your five or six actions?*  *How well do you think the sequence works when the count or timing is changed?*  *Which dynamics did you add to your sequence? How did you work on the flow of your sequence?*  *How well did you perform today? What can you improve on?*  **Resources:** task cards, music, digital playing device and an old pair of boots or shoes. | Ensure you have a large clear space for all activities and a means of playing music for dance tasks.  In the theme ‘travelling on foot’, emphasise the need for movements to link together effectively. The movements in the sequences should not be disjointed, but instead smooth, connected and effortless.  Prepare task cards with action words on them in advance of this topic. You can incorporate pictures and then laminate them. Some action word posters or task cards for dance are available on the internet. Action words might include slide, freeze, shrink, stamp, robotic, pounce, crawl, grow, explode, spiral, float, step, jump, gesture, hop and turn.  Dynamics: how a movement is performed. This might involve movements that are slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed.  Observe learners’ skills and how they create sequences, varying dynamics and actions. Observe learners’ performance skills (control, fluidity and variety). Listen to learners’ discussions about their sequences. |
| **789MC.01** Apply existing skills in creative and innovative ways, showing an understanding of what is viable, as well as the ability to cope with unpredictable challenges. Add new and advanced skills as a result of this process.  **789MC.02** Develop and use imaginative ideas and a range of responses when completing tasks and responding to challenge in familiar and unfamiliar contexts. | Learners communicate an exploratory journey through dance movements. The journey can be water-based (e.g. as a fish and in a boat), air-based (e.g. as a bird and in a rocket or an aeroplane), or land-based (e.g. as an animal, in a car or on a bicycle). If a land-based journey is chosen, this should not replicate the ‘travelling on foot’ journey in the previous section; an alternative would be for learners to symbolise an animal or use an imaginary vehicle. Use a variety of stimuli to inspire learners to be creative with their exploratory journey (e.g. toy boats or rockets, pictures of fish or birds and videos of animals or cars). Ask learners not to impersonate something, but instead to symbolise it (take its key features and exaggerate or vary these). For example, they could represent a horse flicking its tail at different levels: high, medium and low. They could represent a car by circular movements of the arms (wheels) while walking on tiptoes.  In pairs, learners develop physical and interpretive skills through movement patterns that communicate ‘setting off’ (i.e. the beginning) on their travels. Learners consider the type of journey they will be going on and the people they will temporarily leave behind. Learners move to the sound of music that they have chosen which reflects their ‘start’ (e.g. jet taking off, pedalling on a bicycle and slithering like a snake etc.).  *How can you vary your directions in the movement space?*  *How will you communicate ‘setting off’ for your travels?*  *What type of actions will you use at the start of your journey?*  *How will you decide on which music to choose?*  In pairs, learners work together to explore ways of communicating the ‘journey’ phase of their travel. They link together four or five different actions that show different relationships (e.g. they are performed in unison: at the same time; canon: one after the other; mirroring, matching, advancing and retreating).  Each pair joins another pair to create a ‘celebratory’ arrival at the destination. This could involve jumping, leaping, skipping and similar elevated actions.  *How will you communicate the travel story ending?*  *How can you make the transitions (links) between movements more efficient?*  *What will you do to enhance the ‘story’ of the travel (e.g. the beginning, the middle and the end)?*  Learners give half-class performances in pairs (demonstrating setting off and their journey) and groups (celebratory arrival) sequences. The other half of the class observe and provide feedback, focusing on the ideas that they think are creative.  **Resources:** music, digital playing device and various stimuli (e.g. toys, pictures and videos). | Make sure you have a large clear space for all activities and a means of playing music for movements. Include visual stimulus for differentiation.  Learners will need to know about personal and ‘stage’ space (e.g. shape, direction, pathways and levels).  Space: direction (backwards, forwards, side to side, zigzag, upwards, downwards and diagonally), levels (low, medium and high), floor and air pathways (curved, angular, zigzag, straight, twisting and turning), personal (close to body) and general space (far away in the larger movement space).  Relationships:   * with self and body parts (head to arm, knee to torso and hand to feet) * with self and others (side by side, back to back, front to back, one in front, one behind, meeting and parting, advancing and retreating, mirroring, matching, opposite, facing, leading, following, canon and unison), * with self and object (contrasting body shape to object shape and complementing body shape to object shape).   Exploratory journey: a journey that seeks to learn or discover something new (e.g. a new destination, culture and experience). Ask learners to demonstrate a journey that they are not familiar with (e.g. travelling to school each day).  Observe learners’ creativity and the range of ideas they develop together in the different tasks. |

Unit 7.3 Suggested activities

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| Unit 7.3 Topic 2 Sequence work in pairs: weight and flow |
| Outline of topic: |
| Learners work in pairs to develop sequences which contain both ‘weight’ and ‘flow’. The focus throughout this topic is on working together as a pair and creating sequences that explore topics associated with dance performances, and learners’ personal choices of dance style. Learners perform, analyse and evaluate a range of dance performances, considering ‘light’, ‘strong/heavy’, ‘bound’ and ‘fluent/free’ movements. |
| Language: |
| * Nouns (sequence, analysis, composition, performance, actions, leader, follower, timing, fluidity and body tension). * Vocabulary related to dynamics (weight, flow, free, light, heavy, strong, bound, controlled and fluent). * Vocabulary related to review (discussion, evaluation and observation). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789UM.03** Create and apply success criteria to own and others’ movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities.  **789MC.04** Experiment with and combine compositional ideas to express themes, moods and emotions, and evaluate their application to different contexts. | Explain that in this topic, learners will focus on the core movement concepts of weight and flow, developing pair compositions to demonstrate understanding of these. Discuss how weight and flow are a part of dynamics, i.e. how a movement is performed.  In pairs, learners watch videos of dancers (from the internet) in a range of styles and analyse the use of weight in the performances.  *What aspect of the performance worked well?*  *How was ‘weight’ used in the performance?*  *How could they include more variety of weight?* (contrasting light and heavy movements)  In pairs, learners create a sequence of six to eight actions based on the dance movements they observed in the digital recordings (up to the point where their ability and competence allow them to perform safely). They include one action that is ‘light’ (i.e. delicate and fine), one action that is ‘strong’ (i.e. heavy and vigorous), and the remaining actions can be in-between ‘light’ and ‘strong’. Learners also take turns performing and practising in different roles in the sequence (e.g. leader and follower) and they select the movement skills they are able to perform (risk assessing any vigorous or forceful movements that they may undertake).  *How can you make your movements ‘light’?*  *Which ‘strong’ or heavy movements will you use for your sequence and why?*  In pairs, learners join with another pair of learners and perform their sequence. The observing pair digitally records the sequence and reviews this. Learners create and apply their own success criteria in order to analyse each other’s performance. In pairs, they discuss strengths and areas for improvement associated with the performance (e.g. timing, body tension, fluidity and use of dynamics: light and strong/heavy), as well as their choice of ideas. They also consider solutions to refine the movements that have been suggested. Once they have discussed and reviewed the sequence, pairs of learners swap roles (i.e. the observing pair become the performing pair and vice versa).  *What were the strengths of the performance?*  *How could the sequence have been improved?*  *How was the use of ‘weight’ used effectively in the sequence?*  **Resources:** music, digital recording device, paper, pen/pencil and internet access. | Weight: The degree of assertiveness of a movement (i.e. effort). This usually ranges from ‘light’ (i.e. delicate, fine motion and more relaxed) to ‘heavy’ (i.e. strong, vigorous and high state of tension).  Dynamics: slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed.  Emphasise the need to understand the key factors involved in dance analysis, especially, in relation to ‘weight’ of movement.  Ensure that learners make progressions and are competent in their execution of movements before they move on to the next level. Use the dance videos to inspire learners; they should not be expected to perform at the same level as the dancers.  Ensure you have a large, clear space for all performances.  **Ideas for dance success criteria:**   * Timing: coordinating dance movements to the number of beats (or the rhythm) of a piece of music * Body tension: the partial or semi-contraction of muscles in the body to form a ‘taut’, ‘tight’ or ‘firm’ appearance * Fluidity: movement (or a series of movements) that flows freely and changes direction easily and often – often described as ‘being like water’.   Observe the compositional ideas learners have developed together. Note the performance success criteria developed by learners. Listen to the feedback that learners give each other. |
| **789TP.05** Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. | Explain to learners the meaning of ‘flow’ and discuss the concepts of ‘bound’ and ‘fluent/free’ flow. Model examples of bound and fluent/free flow in movement (demonstrations by you or a learner, or a digital recording of dance).  In pairs, learners choose one dance style that they would like to focus on and consider its use of ‘flow’. They use library sources, the internet or their own personal experiences to examine the dance style. They practise five or six movements from the style concerned, then demonstrate the use of flow that they learned. During their practice, learners include a range of bound and fluent movements, according to their selected style.  *Which dance style will you adopt for your sequence?*  *What are the main types of movements in your dance style?*  *How will you show flow variations in your performance?*  *How can you make your movements ‘bound’?*  *Which ‘fluent/free’ movements will you use for your sequence and why?*  In pairs, learners share their flow-based sequences with another pair of learners, aiming to demonstrate a range of flow in their work.  The observing pair of learners evaluates the sequences and then learners swap roles (i.e. the performing learners becoming the observing learners and vice versa). Observers focus on variety and contrast in the use of flow and give feedback on this. Pairs should also self-reflect and discuss how they might improve their performances in terms of flow.  *How could you improve your demonstration of ‘flow’ in your sequences?*  **Resources:** music, access to internet and library sources. | Ensure you have a large clear space for activities and a means of playing music for dance movement patterns.  Flow: the degree of control or grace in a movement. This usually ranges from ‘bound’ (i.e. controlled, restricted, careful and meticulous movements) to ‘fluent/free’ (i.e. movements with no restraints or inhibitions, free and uncontrolled). Flow can also be described as ranging from ‘smooth’ to ‘abrupt’ in terms of movement control.  You and your learners can create a resource from their selected dance styles. The resource could contain photographs, pictures, and links to digital recordings of typical movements for each dance style.  Observe how learners evaluate their own and others’ movement performances. Listen to the feedback that learners give each other. |

Unit 7.3 Suggested activities

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| Unit 7.3 Topic 3 Varying and developing motifs |
| Outline of topic: |
| In this topic, learners create dance motifs in pairs and small groups, and they develop these during their composition process. They experiment with varying actions, space and dynamics, developing motif sequences that explore the theme of ‘nature’. |
| Language: |
| * Nouns (movement, action, space, dynamics, variation, contrast, motif and sequence). * Vocabulary related to actions (sitting, lying, standing, twisted, upside down, turn, jump, leap, run and skip). * Vocabulary related to space (air pathways, directions and levels: low, medium and high). * Vocabulary related to dynamics (slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed). * Vocabulary related to review (observe, discuss, consider and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.01** Select and apply a range of increasingly complex movement skills and techniques.  **789MW.03** Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities.  **789UM.01** Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes. | Explain that this particular topic will look at the development of motifs in dance and will use the theme of ‘nature’. Use questions and answers to elicit what motifs learners already know from previous dance experience. Ask learners to share examples of motifs that could be inspired by the theme ‘nature’ by explaining or demonstrating them. Give them additional ideas to support their future composition process (e.g. a leaf falling from a tree could be represented by a soft and gentle dropping, falling or spinning motif; and ice cracking on a lake could be represented by a jagged and controlled motif using arms and legs in sudden and sharp ways).  In pairs, learners create a simple nature-based motif of their own choice. The motif should include movement between different levels (e.g. sitting, lying, standing, twisted and upside down). In pairs, learners discuss their ideas and consider how to link a range of other actions with their chosen motif incorporating the different levels (e.g. turn, jump, leap, run and skip). They should create a motif sequence.  *What aspect of ‘nature’ will you focus on for your motif?*  *How can you link your movements together effectively?*  *What levels work best in your composition?*  *What actions will extend your motif-based sequence?*  Review how to develop movements by varying space and dynamics. Give demonstrations (you and learners). Learners develop their motif sequence by varying space and dynamics. Encourage different directions, levels and air pathways (e.g. shapes they make with their arms in the air). Encourage contrasts in dynamics to make their motif sequences more interesting.  After developing their motif, learners join with another pair and show their ‘nature’ composition. One pair digitally records the other pair’s sequence and reviews the performance, identifying strengths and areas for improvement; then the pairs swap roles. The focus of the analysis should be on how well the motif expresses the theme of ‘nature’ and how learners have varied space and dynamics.  *What are the strengths of your ‘nature-themed’ motif?*  *What parts of your composition can you improve?*  *What changes in space did you observe?*  *What changes in dynamics did you observe?*  Each pair joins with another pair and they explore how they might link together some of their ideas from their respective motif sequences. They also consider how they can vary relationships in their group of four. Discuss and model possibilities with them. Groups begin their composition by performing their own motif sequences and then they add their group composition (combined pair ideas) after this.  Groups of four perform their ‘new’ motif composition to another group and ask them for feedback on their skills, sequence ideas, motif development and performance skills (control, fluency and variety).  **Resources:** music, various stimuli for ‘nature’ (e.g. pictures, photographs, paintings and videos), digital recording device, music and digital playing device. | Play a range of music to inspire learners as they work.  Motifs: are a simple movement pattern. They can be a single movement but are often a short phrase of movement (usually around three or four movements). Motifs should represent the style and intention of a dance and are often repeated and varied. They provide shape and structure to a dance.  Space: direction (backwards, forwards, side to side, zigzag, upwards, downwards and diagonally), levels (low, medium and high), floor and air pathways (curved, angular, zigzag, straight, twisting and turning), personal (close to body) and general space (far away in the larger movement space).  Dynamics: slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed.  Relationships:   * with self and body parts (head to arm, knee to torso and hand to feet) * with self and others (side by side, back to back, front to back, one in front, one behind, meeting and parting, advancing and retreating, mirroring, matching, opposite, facing, leading, following, canon and unison) * with self and object (contrasting body shape to object shape and complementing body shape to object shape).   This is an opportunity to evaluate pairs of learners in terms of their understanding of dance motifs and composition. Use pairs as an example of good technique or best practice to other learners in the group to improve their knowledge and understanding.  Observe learners’ general skills and their capacity to create complex sequences. Listen to their use of activity-specific vocabulary to evaluate their own and others’ movement performances. |

Unit 7.3 Suggested activities

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| Unit 7.3 Topic 4 Whole-group composition and performance |
| Outline of topic: |
| The core focus of this topic is for learners to work collaboratively on a whole-group composition and performance. Learners decide on the form of the class dance, drawing on previous ideas and movement concepts from this unit. They work in small and larger groups to develop their compositional knowledge, skills and understanding. They digitally record the final class performance and evaluate their own and others’ performances and the feedback given. |
| Language: |
| * Nouns (composition, performance, music, costume, props, roles, leader, organiser, performer and planner). * Vocabulary related to dynamics (slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed). * Vocabulary related to space (direction: backwards, forwards, side to side, zigzag, upwards, downwards and diagonally; levels: low, medium and high; floor and air pathways: curved, angular, zigzag, straight, twisting and turning; personal: close to body; general space: far away in the larger movement space). * Vocabulary related to relationships (with self and body parts: head to arm, knee to torso and hand to feet; self and others: side by side, back to back, front to back, one in front, one behind, meeting and parting, advancing and retreating, mirroring, matching, opposite, facing, leading, following, canon and unison; self and object: contrasting body shape to object shape and complementing body shape to object shape). * Vocabulary related to review (discussion, evaluation, review and critique). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.02** Perform, combine and apply a variety of movement skills in complex sequences.  **789MC.04** Experiment with and combine compositional ideas to express themes, moods and emotions, and evaluate their application to different contexts.  **789TR.02** Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance.  **789TR.05** Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. | The whole class works together to create and implement an in-class dance performance, drawing on ideas from the previous topics. In creating their performance, learners should:   * discuss and plan ideas * select music * assign roles * consider costumes and props * plan and structure the final form of the dance.   Learners decide on the final dance sequence. Ideas for each section of the dance might include the following:   * Section A: travel – setting off, the journey and the celebration on arrival at the destination * Section B: dance styles (focusing on variations in weight and flow) * Section C: nature: motif sequences.   Remind learners how to vary and develop ideas and selected actions through changes in space, dynamics and relationships. Ask them to focus on one of these at a time and evaluate their own and each other’s sequences at regular intervals, working to improve performances afterwards.  Learners rehearse their dance performance over a number of lessons and perform their final composition towards the end of the unit.  *What is the final dance form?*  *What resources did you need for the final performance?*  *What roles did you take when planning the performance?*  *How did you support each other in the composition and performance process?*  Digitally record the final class performance and review this afterwards as a whole class, considering what went well and what aspects might be improved (e.g. performance skills, dance ideas and how sections of the dance were linked).  **Resources:** music, various props and resources for the production (e.g. costumes), digital recording device, whiteboard and pens or projector, and visual reminders of space, dynamics and relationships. | Ensure you have a large clear space for all activities and means of playing music for rehearsals and the final performance. In order to develop a performance atmosphere, you can invite other classes from the school to observe the final dance performance.  Support and assist when necessary, but allow learners to work together to solve common problems and issues in relation to the organisation of the final dance form and performance.  Emphasise the need for all learners to be involved in some capacity in the dance performance, taking on different roles throughout (e.g. organiser, planner, leader and performer). All learners need to perform at some point at their own skill level.  You can write changes in space, dynamics and relationships on a whiteboard or project them onto a wall as reminders for learners.  Space: direction (backwards, forwards, side to side, zigzag, upwards, downwards and diagonally), levels (low, medium and high), floor and air pathways (curved, angular, zigzag, straight, twisting and turning), personal (close to body) and general space (far away in the larger movement space).  Dynamics: slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed.  Relationships:   * with self and body parts (head to arm, knee to torso and hand to feet), * with self and others (side by side, back to back, front to back, one in front, one behind, meeting and parting, advancing and retreating, mirroring, matching, opposite, facing, leading, following, canon and unison) * with self and object (contrasting body shape to object shape and complementing body shape to object shape).   Observe learners’ capacity to plan and create complex sequences and note how they develop compositional ideas with others. Learners evaluate their own and others’ movement performances, and how to make related improvements to their work. |

# Unit 7.4 Extending understanding of invasion games

| Unit 7.4 Extending understanding of invasion games |
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| Outline of unit: |
| In this unit, learners will participate in a wide range of activities to further develop their understanding of invasion games. They will engage in a range of paired, small-, medium-, and large-group activities that allow them to further their knowledge, skills, and understanding of invasion games and apply these to various sport contexts and scenarios. They will also develop applied knowledge and understanding of passing, turns, spatial awareness and creating space, and attacking and defensive strategies and tactics. A theme of this unit is creativity, particularly, the development of new games, ideas, strategies, tactics, attacking and defensive plays, rules, structures and officiating signals and commands. |
| Skills progression: |
| This unit builds on learners’ existing knowledge, skills and understanding of invasion games during previous physical education lessons or extra-curricular environments. It supports learners to develop further knowledge, skills and understanding in passing, spatial awareness, tactics and game creation. It aims to develop this in a range of invasion game contexts and builds upon their prior knowledge of invasion games tactics, strategies, rules development and officiating. |

| Learning objectives covered in Unit 7.4 and topic summary: | | 7.4 Topic 1  Developing passing through game play | 7.4 Topic 2  Spatial awareness in the game | 7.4 Topic 3  Tactics in the game situation | 7.4 Topic 4  Creating 'new' invasion games |
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| **789MW.01** | Select and apply a range of increasingly complex movement skills and techniques. | ✓ | ✓ |  |  |
| **789MW.02** | Perform, combine and apply a variety of movement skills in complex sequences. | ✓ | ✓ |  |  |
| **789MW.03** | Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities. |  | ✓ |  |  |
| **789MW.04** | Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them. |  |  |  | ✓ |
| **789UM.01** | Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes. |  |  | ✓ |  |
| **789UM.02** | Demonstrate an understanding of actions, dynamics, space and relationships, through movement and evaluation processes. |  |  | ✓ |  |
| **789UM.03** | Create and apply success criteria to own and others’ movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities. | ✓ | ✓ |  |  |
| **789UM.04** | Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities. |  |  | ✓ | ✓ |
| **789MC.02** | Develop and use imaginative ideas and a range of responses when completing tasks and responding to challenge in familiar and unfamiliar contexts. |  |  |  | ✓ |
| **789TP.02** | Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations. |  |  | ✓ |  |
| **789TP.03** | Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives. |  |  | ✓ | ✓ |
| **789TP.06** | Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. |  | ✓ |  | ✓ |
| **789HB.01** | Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life. |  |  |  | ✓ |
| **789HB.05** | Understand the physiological and psychological reasons for a warm up and cool down. Create and lead appropriate warm ups and cool downs for specific physical activities. |  |  |  | ✓ |
| **789TR.01** | Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. | ✓ |  |  |  |
| **789TR.02** | Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance. |  |  |  | ✓ |
| **789TR.03** | Apply knowledge, skills and understanding of behaviours that reflect fair play to different physical activity contexts. Demonstrate and articulate instances of fairness and unfairness during collaborative/competitive physical activities. | ✓ |  |  | ✓ |
| **789TR.05** | Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. | ✓ |  |  |  |

Unit 7.4 Suggested activities

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| Unit 7.4 Topic 1 Developing passing through game play |
| Outline of topic: |
| In this topic, learners review passing techniques and consider advanced techniques and movements in pairs and small groups. They experiment with direction, distance and weight of pass in isolation and in small-sided games. They engage in a range of decision-making tasks that allow them to consider deception and interception of passes. At the end of this topic, learners consider passing techniques in relation to their playing position. |
| Language: |
| * Nouns (movement, body, head, chest, leg, foot, hand, arms, execution, shoulder, width, knees, fair play and feedback). * Vocabulary related to passing (speed, weight, direction, slow, medium, fast, soft, medium, hard, interception, receiving, sending, destination, disguise and deception). * Vocabulary related to positional play (attacking, defending, midfield, central, peripheral, communication and teammate). * Vocabulary related to equipment (footballs, netballs, basketballs, rugby balls, hockey sticks, hockey balls and hockey pucks). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.01** Select and apply a range of increasingly complex movement skills and techniques.  **789MW.02** Perform, combine and apply a variety of movement skills in complex sequences.  **789UM.03** Create and apply success criteria to own and others’ movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities. | Learners review previous passing techniques and movements performed in previous units. They consider passing movements in a variety of invasion games and identify some of the similar principles of passing used in the different games (i.e. speed, weight and direction of pass).  In pairs, learners practise passing movements in a range of invasion games. They take turns passing to each other over a short distance. Alter the type of pass (e.g. bounced, lofted and along the floor) and distance to ensure different skills are covered.  Learners should consider:   * the speed of the pass (i.e. slow, medium and fast) * the direction of the pass (i.e. at their teammate or slightly in front of the direction their teammate is moving so that they can ‘move’ onto the pass) * the ‘weight’ of the pass (i.e. soft, medium and hard).   *What factors do you have to consider in order to make a successful pass to a teammate?*  *How can you improve your chances of making a successful pass to a teammate?*  Learners work in threes with two learners (the ‘attackers’) on the edge of the given working area (i.e. a 10 metre by 10 metre grid) passing the ball or object between themselves. The third learner, positioned in the middle of the grid and between the two ‘attacking’ learners, acts as a ‘defender’ and must attempt to intercept the ball or object that is being passed between the first two ‘attacking’ learners. Learners take turns being the ‘defending’ learner either when the ‘attacking’ pair of learners have reached 10 consecutive passes, when the ‘defending’ learner makes a successful interception or after a specified period of time you have set. Review the game afterwards as a class, pointing out success criteria that were important.  *What movements can you perform that will allow you to be more effective at intercepting the ball or object?*  *What techniques can you employ to get yourself into a better position to receive the pass from your teammate?*  **Resources:** cones or markers, a variety of invasion game balls or objects (e.g. footballs, netballs, basketballs, rugby balls, hockey sticks and balls or pucks) and task cards. | You can give task cards with hand and foot pass skill criteria to learners to review before and after each activity. You can also guide them to create their own success criteria.  Hand pass skill criteria can include:   * maintaining an even balance with knees bent and feet either shoulder width apart or with one foot in front of the other (depending on type of invasion game and context) * keeping head and chest facing the direction of the pass * taking arms back towards the body (as part of the preparation to pass) and then outwards towards a teammate (as the execution phase of the pass) * transferring weight from the back foot to the front foot for more advanced passes (in order to generate greater speed of pass).   Foot pass skill criteria can include:   * maintaining an even balance with knees bent and feet either shoulder width apart or with one foot in front of the other (depending on type of invasion game and context) * keeping head and chest facing the direction of the pass * taking one leg backwards (as part of the preparation to pass) and then forwards towards a teammate (at the execution phase of the pass).   Learners who find passing difficult can experience the skill over a shorter distance and in isolation, while more advanced learners can undertake passing on the move using deception. |
| **789TR.01** Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities.  **789TR.03** Apply knowledge, skills and understanding of behaviours that reflect fair play to different physical activity contexts. Demonstrate and articulate instances of fairness and unfairness during collaborative/competitive physical activities.  **789TR.05** Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. | Review the importance of safety during the playing of games. Highlight safety issues that might arise through questions and answers (e.g. checking the playing surface for uneven ground before beginning a game, keeping well-spaced, and only throwing to a player who is looking at you or the ball and therefore ready to receive it).  Learners practise passing while moving and include deception (disguising the pass). They work in groups of six (three versus three) with one ball or object. The aim is for one team (‘attacking’ learners) to keep possession of the ball by passing and moving the ball among team members in a designated area (e.g. 10-metre by 10-metre grid or 20-metre by 20-metre grid). The ‘defending’ learners must attempt to intercept the ball. When the ‘attacking’ learners make a specified number of passes without the ‘defending’ learners intercepting, then they have scored a ‘goal’. After a period of ‘interception only’, defending learners should be allowed to tackle/remove the ball or object from opponents (if the particular invasion game permits this). Teams that intercept the pass, then become the ‘attacking’ team and attempt to make a number of passes to score a goal. Use questions and answers to find out if learners can identify key aspects of successful passing.  *What did you do that made the pass successful?*  *How can you work as a team to intercept the ball?*  *What techniques can you employ to disguise your pass from an opponent?*  *Did you always play safely? Did you need to manage any risks and if so, when?*  Explain the concept of fair play and ask learners to identify it during the game. Learners work in small ‘positional’ groups (e.g. as defenders, attackers or midfielders) to become adapted to position-specific roles when sending and receiving passes or trying to intercept passes. In groups of six, three learners act as defenders against three attacking learners (as for the previous practice), but they focus on passing in a specific context (i.e. passing in a defending third as a defending learner or passing in the attacking third as an attacking learner). Attacking players work together, through communication and positional sense, to pass the ball or object between the members of their team. The same practice can be used for defending learners or midfield-positional learners. Learners consider the type of passes that they will use in their position/role and how these can be linked to players in other positions (i.e. defenders, midfielders and attackers, and in central or peripheral positions). Learners change playing positions to experience a range of playing roles, but spend some time appreciating the positional-specific passing needs of an invasion game performer (e.g. defending/attacking, central/peripheral). Learners review their positional play and passing as a sub-group. They also review and discuss examples of fair play that they experienced.  *What makes a successful pass?*  *Were your passes successful, even when you played in different positions?*  *How could you improve their success?*  *Did you have to change how you passed when you played in a different position?*  *What examples of fair play occurred in the game?*  *Was there a time when rules were not followed?*  *Did you always play safely?*  *What roles did you play in this game?*  **Resources:** cones or markers, a variety of invasion game balls or objects (e.g. footballs, netballs, basketballs, rugby balls, hockey sticks and balls or pucks). | Ask learners regular questions during and after their game playing. It is particularly important to develop their understanding of feedback as they need to evaluate their own and others’ feedback processes. They could do this through team talks and during/after game analysis.  Differentiate the game to suit the level of the groups (e.g. three versus three, two versus three, four versus four and four versus three). You can restrict learners’ movements (e.g. they cannot move if they have the ball) or the number of touches/seconds that they have the ball for (e.g. they are only allowed three touches of the ball before it must be passed or they are only allowed to hold the ball for 3 seconds).  Deception: a movement or action performed by a learner that attempts to trick an opponent so that an advantage is gained by the learner. An example of this is where a learner looks in one direction (as if that is the direction that they intend to pass the ball or object) but actually passes the ball or object in another direction (this example is often called a ‘no-look’ pass).  Interception: an action by a learner that prevents a pass being made, within the rules of the game, between two members of the opposition. Examples of ‘intercepting’ the ball between two members of the opposition could include: placing a hockey stick in the line of the pass in field hockey to stop the ball, placing a leg in between the line of the pass in football to stop the ball, or placing hands in the line of the pass to catch the ball in netball.  Fair play: play a physical activity/sport by the rules and respect these, making sure that they are followed throughout. To care about and be sympathetic towards others when playing with/against them.  Emphasise the need for communication in particular playing positions (e.g. among the defenders) and with the wider team members.  Observe learners’ capacity to play games safely and how effectively they use space and equipment, and take on a range of roles and responsibilities. Note their understanding and application of fair play. |

Unit 7.4 Suggested activities

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| Unit 7.4 Topic 2 Spatial awareness in the game |
| Outline of topic: |
| Learners work to improve their spatial awareness knowledge, skills and understanding through a variety of invasion games. They learn the importance of different types of turns and how these create space for scoring opportunities through small-sided games. Learners develop an appreciation of the space available to them on the playing area in relation to their teammates and the opposition. The unit finishes with learners evaluating their own and others’ movement skills in terms of their efficiency and effectiveness in creating space. |
| Language: |
| * Nouns (control, body, ball, object, opponent, space, combination, advantage and teammate). * Vocabulary related to creating space (cut, dodge, off-the-ball or object run, change of speed, change of direction, target and scoring area). * Vocabulary related to turns (stop turn, drag back turn, right-angled turn, hairpin turn, long curved turn, side-step turn, slow, medium, fast, straight line, curve, diagonally and away). * Vocabulary related to review (reflection, discussion and evaluation). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.01** Select and apply a range of increasingly complex movement skills and techniques.  **789MW.02** Perform, combine and apply a variety of movement skills in complex sequences.  **789MW.03** Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities. | Review the importance of spatial awareness and the role that turning with the ball or object has in creating space in invasion games. Learners consider how different types of turns create space in different ways and allow them to appreciate where they are on the playing area in relation to their teammates and the opposition.  Learners follow a number of turns that create space, modelled by you (or a learner):   * stop turn * drag back turn * right-angled turn * hairpin turn * long curved turn * side-step turn.   In pairs, learners practise a variety of advanced turning movements in a range of invasion games. One learner acts as the defender and one learner as an attacker. In a designated space (i.e. more space for some learners and less space for others, according to their skills), the attacker has to get from one side of the grid to the other by dribbling and then turning to get past the defending player. Players take turns being the attacker and defender (starting initially as a passive defender, and then moving on to a more active defender).  *What methods are most effective in preventing your opponent from getting the ball or object when turning?*  *What effect do tight and wide turns have on how you create space?*  In groups of four, learners’ practise in a two versus two invasion game where they have to consider the two opponents and their teammate in relation to the ‘space’ they are performing. Learners consider when to pass to their teammate and when to turn with the ball or object. As either an ‘attacking’ or ‘defending’ pair, learners then discuss the most successful strategies to either beat their opponents using a combination of passes and turns or prevent their opponents from turning with the ball or object to attack.  In groups of four, learners practise in a two versus one versus one invasion game where they have to consider their two opponents (one defender at a time not both together; i.e. two attackers versus one defender and once that defender has been defeated with a pass or a turn, then the two attackers take on the next defender) and their teammate in relation to the ‘space’ they are performing within. Learners consider when to pass to their teammate and when to turn with the ball or object. As either an ‘attacking pair’ or as two individual defenders (working together), learners then discuss the most successful strategies to either beat their opponents using a combination of passes and turns or prevent their opponent from turning with the ball or object to attack. Learners then repeat the invasion game practice but in a two versus two situation, with both defenders working together at the same time to prevent the attacking learners from moving towards the target. In this scenario, attacking learners can consider their turning movements and passing combinations, while the defending learners can consider how they can prevent the attacking learners form turning with the ball or object or how they can deny them space or possession further up the playing area.  **Resources:** cones or markers, goals, a variety of invasion game balls or objects (e.g. footballs, netballs, basketballs, rugby balls, hockey sticks and balls or pucks). | Emphasise close dribbling control when turning and that keeping your own body between the defending player and the ball or object is a good attacking strategy to prevent the individual from gaining possession.  Stop turn: a turn where the learner, while dribbling with the ball or object, suddenly stops still and then changes direction and continues dribbling.  Drag back turn: a turn where the learner, while dribbling the ball or object, drags the ball or object backwards from the direction that the learner was heading (i.e. turning 180 degrees) and moves off in the direction that they have just travelled from.  Right-angled turn: a turn where the learner changes direction, to either the left or the right, at a right angle (i.e. 90 degrees) to the direction they were originally travelling.  Hairpin turn: a turn where the learner, while dribbling the ball or object, turns 180 degrees and moves in the direction that they have just travelled from (resembling a hairpin bend in a road). This turn is similar to the drag back turn, although the ball or object is not dragged backwards; the whole body and the ball or object turns through 180 degrees.  Long curved turn: a turn where the learner gradually changes direction over a wider area and distance. The turn is gradual in an arc shape.  Side-step turn: a turn where the learner dribbles with the ball or object towards one side of an opponent (i.e. either to the left- or right-hand side), pretends to travel in that direction and then quickly pushes off with their outside foot and moves across their opponent and travels to their opposite side.  Observe learners’ general skill levels and how these are applied in game contexts. Note their precision and control during ball/object handling. |
| **789UM.03** Create and apply success criteria to own and others’ movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities.  **789TP.06** Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. | In groups of six, learners practise creating space for scoring opportunities. In a variety of three versus three invasion games, learners pass the ball among their teammates and look to create space for a shooting opportunity. Learners use a variety of advanced techniques to move their opponents out of position to create a shooting opportunity (e.g. cuts, dodges, off-the-ball or object runs, change of speed and change of direction).  Learners should consider:   * the speed of their off-the-ball or object run (i.e. slow, medium and fast) * the direction of their off-the-ball or object run (i.e. in a straight line, in a curve, diagonally, away from the target/scoring area and away from their teammate with the ball or object) * when to start their dodge or cut * when to change direction.   *How much space is needed to shoot effectively?*  *What factors do you have to consider to make a successful cut or dodge?*  *How can you improve your chances of making a successful off-the-ball run?*  *How well did you work as a team today? What skills can you improve?*  In groups of six, learners review their three versus three invasion games and decide on the aspects of the performance that worked well (i.e. what were the most effective methods for creating space for a scoring opportunity) and the aspects that need improving. Ask them to agree success criteria and then discuss these (e.g. the effectiveness of their movement, both on- and off-the-ball or object, in relation to speed and direction, and when to initiate a movement). Once learners have reflected on their situations and evaluated their performance, they practise and refine their ‘creating and denying space’ movement skills.  **Resources:** cones or markers, goals, a variety of invasion game balls or objects (e.g. footballs, netballs, basketballs, rugby balls, hockey sticks and balls or pucks). | Guide learners to plan and create their own tactics and strategies to create space and move opponents out of position.  Playing teams with numerical advantages can be used to allow for different types of learning (e.g. three versus two and four versus two). These types of ‘overloaded games’ enable teams to be stronger in attack when they want to try out attacking tactics and minimise interceptions and defensive play for practice in a ‘real’ games context.  Emphasise the need for learners to vary their movement patterns so that it is difficult for the opposition to predict their invasion game play (e.g. a run may begin quite slowly in a straight line and then change into a right-angled run that is much quicker in pace).  Off-the-ball (or object) run: a run made by a learner whose team but not they themselves has possession of the ball or object.  Cut: an ‘off-the-ball’ run that is made by the learner to either create space for a teammate or for the learner to receive a pass. The run usually, but not always, penetrates the defensive line and can performed in a number of different directions and angles, the path of which is often indicated by a letter (e.g. a straight-line cut, an L-shaped cut, a V-shaped cut, or a C-shaped cut).  Dodge: a sudden or quick movement performed by the learner, when confronted by an opponent, in an attempt to move past them with or without the ball. A dodge usually intends to make the opponent move out of position temporarily so that the learner can make use of the space that has been ‘left’ by the opponent. An example of a basic dodge would be a learner pretending to move to an opponent’s left-hand side by making an initial movement (i.e. a feint) in that direction, but then suddenly changing direction and pushing off rapidly with their feet in the direction of the opponent’s right-hand side. The idea is that the opponent will have already moved or committed to the left-hand side and so has made space for the learner to pass through on the right-hand side.  Observe how well learners work together (social skills). Listen to their planning and note the strategies/tactics they demonstrate and the group success criteria they develop and apply. |

Unit 7.4 Suggested activities

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| Unit 7.4 Topic 3 Tactics in the game situation |
| Outline of topic: |
| In this topic, learners further develop their knowledge and application of tactics in a range of invasion games. They apply this knowledge in practical invasion game contexts, in pairs and in small groups. They learn the role that individual deceptive movements play in invasion game strategies and the importance that teamwork has in improving team tactics in ‘overloaded’ invasion games. |
| Language: |
| * Nouns (refinement, improvement, principles, circumstances, contexts, tactics, strategy, repertoire, teamwork and leadership). * Vocabulary related to tactics (breaking, fast break, transitioning, strategies, penetration, numerical advantage, outwit, attacking, defending, creating space, tracking runners, narrowing the angle, options and deceptive movements). * Vocabulary related to review (discussion and evaluation). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789UM.01** Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes.  **789UM.02** Demonstrate an understanding of actions,  dynamics, space and relationships, through movement and evaluation processes. | Explain that in this topic, learners will be developing their knowledge and application of tactics in a range of invasion games. Review what a tactic is in a game situation through questions and answers. Discuss examples of attacking and defensive tactics.  In groups of six, learners practise methods of ‘transitioning’ from defence into attack (i.e. a fast break) as quickly and as effectively as possible, to achieve a shooting opportunity. In two versus four situations, learners create methods for changing quickly from defence and position themselves to achieve a scoring opportunity (in their opponent’s defensive third). All attacking players must enter the attacking third to allow the chance for a ‘fast break’ to occur. You can reduce the numerical advantage to allow for a balanced challenge between attacking or defending learners (e.g. three versus three) or increase it in favour of the attacking learners to create a greater challenge for the defending learners (e.g. four versus two).  *How can you move the ball most effectively up the court (or pitch) at speed?* *What factors do you need to consider as a team, when implementing a ‘fast break’ (moving quickly into position) strategy?*  Learners work in groups of six and plan to respond to creative scenarios you have set (e.g. there are 5 minutes left in the game and your team is losing by two points and the opposition have the ball; what strategies or tactics are your team going to create to overcome this deficit and win the match or take the game into overtime?). Learners analyse their performance as a group and suggest methods and strategies for refinement and improvement.  *How can you use your teammates to create space for a scoring opportunity?*  *How can you work as a team to deny a scoring opportunity?*  *Have you learned any new games-specific words today?*  **Resources:** cones or markers, goals and a variety of invasion game balls or objects (e.g. footballs, netballs, basketballs, rugby balls, hockey sticks and balls or pucks). | Tactic: the means used to gain an objective, i.e. a plan or procedure, often in the context of a game or challenging physical activity. In games, tactics are usually categorised as attacking and defensive.  Attacking tactics might include attacking a goal, creating space and maintaining possession of the ball.  Defensive tactics might include avoiding opponents, defending territory and managing zone penetration.  Place emphasis on players changing (‘breaking’) quickly from defence for the transition into attack, to outwit the opposition as well as the team getting into a position to be able to shoot.  Place emphasis on not making game play predictable. Learners need to focus on having a repertoire of skills, tactics and strategies to draw on in a range of different circumstances, contexts and activities.  Observe how well learners apply tactics in the games. Listen to their games-specific vocabulary during discussions. |
| **789UM.04** Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities.  **789TP.02** Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations.  **789TP.03** Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives. | Learners progress to work in small groups (groups of three, five or seven) to practise attacking and defending in ‘overloaded’ situations, while incorporating some of the deceptive movements covered earlier. Learners take part in invasion games with extra learners on either the attacking or defending team to ‘overload’ the situation (e.g. two versus one, three versus two and five versus three, etc.). Each team takes turns to ‘attack’ the defending team. Teams swap defending or attacking positions after five attempts and repeat. The size of the numerical advantage and which team has the ‘extra’ learner(s) will depend on the focus and aim of the session (e.g. attacking principles, defending principles or both). The scenarios are evaluated as a whole group. Learners review the successful outcomes for both the defending and attacking teams, considering where appropriate decision-making has taken place. Use questions and answers to find out what made learners successful (e.g. movement of players, signalling, deception, choice or type of pass and cover).  *How can you improve your chances of defending the goal/target with fewer players?*  *What kind of strategies can your team use to make the ‘extra’ players count in your attacking play?*  *When did you demonstrate teamwork in this game and how?*  *Were there leaders emerging in your teams?*  In the same small groups, learners work to respond to attacking or defending scenarios you have set (e.g. creating space in attack, tracking runners in defence, narrowing the angle in defence, penetrating in attack and choosing defending options). Learners analyse their performance as a group, explain their choices of tactics and strategies while playing, and suggest methods and strategies for refinement and improvement.  *Why is the ‘weight’ of a pass important during penetration in attack?*  *What roles did you play in these activities?*  *How can you improve your teamwork skills?*  *What tactics worked well as a team? What did not work so well and why?*  **Resources:** cones or markers, goals, a variety of invasion game balls or objects (e.g. footballs, netballs, basketballs, rugby balls, hockey sticks and balls or pucks). | Emphasise that keeping your own body between the defending learner and the ball or object is a good attacking strategy to prevent the individual from gaining possession of the ball or object.  ‘Overloaded’ situations refer to invasion games where there are more players on one team than another. Learners experience a numerical advantage and a numerical disadvantage.  Encourage learners to analyse and evaluate their attacking and defensive performances. If learners find solutions difficult, suggest alternative strategies and tactics for improvement, to assist in their development.  Strategy:anaction that a participant takes or a decision that they make in order to improve their performance levels in a game.  Tactic: the means used to gain an objective, i.e. a plan or procedure, often used in the context of a game or challenging physical activity. In games, tactics are usually categorised as attacking and defensive.  Observe how well learners discuss and apply tactics in the games, and how collaboratively they play in teams. Note leaders that emerge in teams. |

Unit 7.4 Suggested activities

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| Unit 7.4 Topic 4 Creating 'new' invasion games |
| Outline of topic: |
| Learners work to improve their creativity in devising new invasion games. The focus throughout this topic is on creativity and working together with their peers using a variety of invasion activities, scenarios and performances in small, medium and large groups. Learners analyse, evaluate and reflect on a wide range of invasion game creations covering net-scoring, end zone scoring and fitness component-based activities. The topic concludes with learners officiating a game using signals and whistle commands devised by them. |
| Language: |
| * Nouns (tactics, principles, strategies, invasion and game). * Vocabulary related to officiating (signals, whistle, commands, starting, restarting, time violations, scoring, fouls, infringements, substitutions, official and analyst). * Vocabulary related to end zone scoring (rugby union, American football, set-play, positions, restart, stoppage, court and pitch). * Vocabulary related to net-scoring invasion games (netball, basketball, association football, hockey, strengths, weaknesses, communicate, attacking play, defensive play, aim, structure, rules and safe). * Vocabulary related to fitness (strength, stamina, muscular endurance, flexibility, warm up, cool down, component, static stretches and dynamic stretches). * Vocabulary related to review (discussion, evaluation and reflection). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.04** Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them.  **789UM.04** Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities. | Explain that in this final topic of the unit, learners will work to improve their creativity, devising a series of ‘new’ invasion games. They will work collaboratively in games that they plan and engage in.  Learners work in small groups of six and devise a new ‘net-scoring’ invasion game (e.g. like netball, basketball, association football and hockey). The game should have a clear aim, a structure and a set of rules, and should be safe. Give learners a range of equipment to choose from. The learners should teach the game to the rest of the group and allow them to play it. Once they have devised the new ‘net-scoring’ invasion game, learners must devise tactics, principles and strategies for successful performance. Learners take turns in playing the various ‘net-scoring’ invasion games, led by the group that designed it.  *What are the strengths and weaknesses of the new team game?*  *How can you improve the team game?*  *What role did you play in creating the new invasion game?*  *What strategies and tactics did you devise for attacking and defending play?*  The whole group reviews the various new games that have been designed and played, considering the aspects of the games that worked well and the aspects that need improving.  When evaluating the various group games, learners should consider the effectiveness of the game’s rules and structure, whether the aim of the game was achieved, and whether the safety aspects of the game were followed. Learners can demonstrate key aspects of the game that worked well. Once they have reflected on and evaluated the games, learners practise and refine their ‘net-scoring’ invasion game for future use.  **Resources:** cones or markers, bibs and a variety of invasion game balls or objects. | Before allowing the new invasion games to be played, discuss with learners the key safety points that they have identified. Do not allow the game to be played if it is not safe.  Key safety points for new invasion games:   * Make sure that the playing area is clear and allows learners to move about freely with no trip hazards. * Decide where any goals or scoring apparatus should be positioned – on the floor or in the air (e.g. nets on posts). * Make sure learners communicate appropriately when carrying goal or scoring apparatus and follow correct lifting protocols. * Make sure all learners warm up before, and cool down after, playing the new invasion games.   Strategy:anaction that a participant takes or a decision that they make in order to improve their performance levels in a game.  Tactic: the means used to gain an objective, i.e. a plan or procedure, often used in the context of a game or challenging physical activity. In games, tactics are usually categorised as attacking and defensive.  Observe how well learners discuss and apply tactics and strategies in the games. Note how well they work in the games planning and performing processes, particularly their skills and employment of different roles and safety procedures. |
| **789MC.02** Develop and use imaginative ideas and a range of responses when completing tasks and responding to challenge in familiar and unfamiliar contexts.  **789TP.03** Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives. | In groups of five, learners create a new ‘end zone scoring’ invasion game (e.g. rugby union or American football). Learners should choose a name for the new game and create the game’s aims, rules, structures and strategies. They then have a few ‘practice’ attempts at the game and make any adjustments to the rules and structure if necessary. Learners then practise defending and attacking from set-play positions in the new ‘end zone scoring’ game. Half the class should experience defending set-plays, while the other half practises developing attacking strategies and tactics for set-plays. The two halves of the class should swap roles during the session.  *What is the aim of the new game?*  *What rules and structures did you develop for the new game?*  *How can you make this set-play strategy more effective?*  *What factors do you have to consider when attempting to outwit your opponent from this set-play position on the court/pitch?*  *How did your team work together when planning and playing this game?*  Learners practise devising advanced ‘set-play’ tactics for defending and attacking scenarios from the new ‘end zone scoring’ invasion game. Half the class should experience devising tactics for defending set-plays, while the other half practises devising attacking strategies and tactics for set-plays. The two halves swap roles during the session(s) to experience both perspectives. Learners then analyse and evaluate the set-play performance, from an attacking and defending perspective, and suggest refinements to the strategies. They review the new ‘end zone scoring’ invasion game’s aims, rules, structures and strategies.  *What strategies and tactics did you devise for attacking and/or defensive play? What are the strengths and/or weaknesses of the new invasion game?*  *How could the new invasion game be improved?*  *What role did you play in devising the new invasion game?*  *How can you work as a team to defend a set play?*  *What is the most effective attacking strategy to beat your opponent from this set-play position on the court/pitch?*  **Resources:** cones or markers, bibs and a variety of invasion game balls or objects. | **The end zone** is the scoring area on the field, according to gridiron-based codes of football. It is the area between the end line and goal line bounded by the sidelines. There are two end zones, each being on an opposite side of the field.  Set-play: a prearranged sequence of movements after a restart (starting open play again, following a stoppage).  Allow learners to devise a range of set-play tactics and strategies from a variety of positions on the pitch/court in the new game.  Review set-play tactics and strategies used, focusing on their ‘effectiveness’.  Observe learners’ imaginative ideas when creating their games. Note teamwork skills and any leaders who emerge. |
| **789TP.06** Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed.  **789H**B**.01** Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life.  **789HB.05** Understand the physiological and psychological reasons for a warm up and cool down. Create and lead appropriate warm ups and cool downs for specific physical activities. | Review invasion games principles and consider the fitness components of invasion games (e.g. strength, stamina, speed and flexibility). In fours, learners create a new invasion game with a particular focus on one of the fitness components (strength, stamina, speed or flexibility). The selected fitness component should be key to success in the new game (e.g. the ability to maintain prolonged physical effort over time should be key to success in a game designed around the fitness component stamina). They should also make sure that the new invasion game has a clear aim, structure and set of rules, and is safe.  Once they have designed the invasion game, learners create and lead a warm up before starting the new game. Learners play the game in groups of eight (two groups of four coming together) and then cool down afterwards. They then reflect on their performance in the new game, providing aspects that they thought were good and aspects that could be improved. Learners also consider whether the fitness component that they focused on was adequately represented in the game play.  *Why do we need to warm up and cool down?*  *Where did you see good examples of your chosen fitness component in the new game?*  *What changes could you make to the rules and structure of the new game so that more examples of your chosen fitness component are likely to be present?*  *Can you make any other improvements to your new game?*  This activity can be extended by learners repeating the process but choosing a different component of fitness and a different method of scoring (e.g. end zone scoring and net-scoring).  In groups, learners discuss how the games that they have played in this topic might be relevant for other age groups. They discuss the kinds of games that their families and friends might play and how these kinds of physical activities can help to promote their health. They also evaluate the social skills that they have employed in this topic (e.g. communication, discussion, support and empathy).  **Resources:** cones or markers, bibs and a variety of invasion game balls or objects. | Before allowing the new invasion games to be played, discuss with learners the key safety points that they have identified; especially in relation to their chosen fitness component. Do not allow the game to be played if it is not safe.  Emphasise the use of dynamic stretching for invasion game warm ups and having warm ups that relate directly to the game content (e.g. squat and stretch in preparation for an imaginary shot in basketball or netball).  Make sure dynamic stretches are performed correctly and that the pulse-raising section of the warm up lasts at least 5 minutes.  Static stretching should only be used after exercise as part of the cool down to improve flexibility and should be held for 10–15 seconds for learners aged 11–12 years. Learners need to work through the main muscle groups:   * pectorals * biceps * triceps * abdominals * gluteals * hip flexors * hamstrings * quadriceps.   Observe learners’ social skills. Listen to their responses to health-based questions and their group discussions about warm ups, cool downs and physical activity / health links. |
| **789TR.02** Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance.  **789TR.03** Apply knowledge, skills and understanding of behaviours that reflect fair play to different physical activity contexts. Demonstrate and articulate instances of fairness and unfairness during collaborative/competitive physical activities. | In groups of four, learners create a new invasion game and teach other members of the class (i.e. another group of four) how to officiate the new game. They make sure that the game has a clear aim, structure and set of rules, and is safe, and then devise signals and whistle commands for officials to use. Review the concept of fair play and explain that this will be a focus in the game. Learners will need to demonstrate fair play and be able to evaluate examples of it at the end of play.  Learners should consider signals and/or whistle commands for:   * starting and restarting play * time violations * scoring * fouls or infringements * substitutions * any other circumstances or incidents.   Learners teach another group four the rules, officiating signals and whistle commands of their newly devised game. These ‘officials’ then umpire the new game for another two groups of four (i.e. in a four versus four invasion game). The learners that devised the new invasion game with the officiating signals and whistle commands then analyse the performance of the learners acting as officials. Once the game has finished, learners rotate their roles in their groups of four (i.e. the group of four ‘officials’ and the group of four ‘analysts’ that devised the game become players, and the two ‘performing’ groups of four become either ‘officials’ or ‘analysts’. After all the groups have had a chance to officiate, learners discuss how the new game could be improved in relation to the officiating, signals and whistle commands, rules and structure of the game. Lead a discussion about respect for invasion game officials and fair play. Ask learners to give examples of fair play during the game and when fair play could have happened more often.  *What signal can be used to restart play?*  *How will you signify that a point is scored?*  *What fouls or infringements will you have in your game?*  *What sanctions will you enforce for learners that break the rules of the game?*  *Will there be any time violations in your game?*  *Are there any other signals or whistle commands that you have developed?*  *How can you be more effective in officiating the game?*  *What aspects of officiating can you improve?*  **Resources:** cones or markers, bibs, goals, whistles and a variety of invasion game balls or objects. | Emphasise the need for learners to keep the officiating signals and whistle commands simple and easy for both officials and players to remember and understand.  Ensure that the four learners acting as officials work together as a team and understand what aspects they are looking for during game play (i.e. fouls, infringements, substitutions, starting and restarting play, and scoring).  Encourage ‘official’ learners to keep up with the performers’ game play, so that they can make informed decisions about the events that they see on the playing area. Ensure they are fair in their decision-making and that they indicate their decision clearly with their signal, whistle or both.  Fair play: play a physical activity/sport by the rules and respect these, ensuring that they are followed throughout. To care about and be sympathetic towards others when playing with/against them.  Observe learners’ game planning and playing. During game play, note their respect for officials and fair play. After game play, discuss key aspects of the learning objectives (e.g. fair play and role of officials). |

# Unit 7.5 Cooperative adventure-based learning

| Unit 7.5 Cooperative adventure-based learning |
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| Outline of unit: |
| In this topic, learners develop their cooperation skills through a range of adventure-based activities. They participate in a series of paired, small-group and whole-group challenges, working together as part of a team to achieve a common goal. Learners develop knowledge, skills and understanding in a variety of problem-solving activities, parachute games, journeying and orienteering. They further develop their camping and hiking skills and reflect on their teamwork ideas and strategies. |
| Skills progression: |
| This unit builds on learners’ existing knowledge, skills and understanding of adventure-based learning obtained during previous physical education lessons or extra-curricular environments. It supports learners to develop further outdoor knowledge, skills and understanding through a wide range of cooperative challenges and problems. It aims to develop this through a range of outdoor contexts. |

| Learning objectives covered in Unit 7.5 and topic summary: | | 7.5 Topic 1  Cooperation in problem-solving challenges | 7.5 Topic 2  Parachute games with balls | 7.5 Topic 3  Orienteering |
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| **789MW.04** | Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them. | ✓ |  |  |
| **789UM.01** | Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes. | ✓ |  |  |
| **789UM.04** | Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities. | ✓ |  |  |
| **789MC.03** | Persevere and share ideas with others, when responding to given and self-created tasks and challenges, working towards creating own solutions and contributing to group solutions. | ✓ |  |  |
| **789TP.01** | Concentrate and stay involved across the full spectrum of physical activities, situations, roles and responsibilities, showing an understanding of self-motivation. | ✓ |  |  |
| **789TP.02** | Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations. | ✓ |  |  |
| **789TP.03** | Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives. | ✓ |  |  |
| **789TP.04** | Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures. |  |  | ✓ |
| **789TP.05** | Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. | ✓ |  |  |
| **789TP.06** | Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. |  | ✓ | ✓ |
| **789TR.01** | Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. | ✓ | ✓ | ✓ |
| **789TR.02** | Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance. | ✓ |  |  |
| **789TR.04** | Evaluate own and others’ help-seeking strategies when trying to overcome problems and challenges in a range of group physical activities. |  |  | ✓ |

Unit 7.5 Suggested activities

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| Unit 7.5 Topic 1 Cooperation in problem-solving challenges |
| Outline of topic: |
| In this topic, learners develop their cooperation skills, performing a variety of problem-solving challenges. They participate in a series of paired and small-group activities that allows them to work together collaboratively as part of a team. Learners use strategies to overcome ‘knot’ and ‘maze’ activities, and build paper, wooden, leaf litter and canvas structures to solve challenges. They also learn to make and light fires, and cook food in a campsite setting. Learners further develop their cooperation skills by planning and implementing a land-based journey, reflecting on their teamwork and collaboration. |
| Language: |
| * Nouns (leader, follower, teammate, journey, work, experiment, strategy, structure, communication, assortment, terrain, wilderness, woodland, forest, expedition and campsite). * Vocabulary related to outdoor learning (crossing, river, imaginary, collegiate, bag, survival, tent, peg, mallet, verbal, non-verbal, shelter, groundsheet, building, fire, flysheet, guy line, bivouac, leave no trace, boiling, roasting, grilling, hiking, camping, trip, circular, out and back, clap, whistle, blindfold, human knot, left-hand side, right-hand side, problem-solving, paper, sticky tape, overcome, waterproof, minefield, lattice, A-frame, log, pole, wooden, hazard, leaves, branches and fire extinguisher). * Vocabulary related to review (reflect, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.04** Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them.  **789TP.05** Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. | Review the importance of cooperation and working together in a collaborative manner to solve problems. Learners consider what skills they need in order to solve problems and to work together as a team. Use questions and answers to find out what learners already know from previous adventure-based and other learning experiences. Ask learners to share examples of successful collaborative working practices and problem-solving strategies.  *What skills do you need to work together as part of a group?*  *What strategies do you know to help you solve problems as part of a team?*  In large groups (i.e. groups of 6–10), learners all hold hands in a large circle. Two learners drop one hand (so that they are no longer holding hands with two learners; just one learner on either their right- or left-hand side) and walk under the hands of other members in the group that are still holding hands, making one big ‘clump’ (or human knot). When the ‘human knot’ is made, the original two learners re-join hands (so that all members of the group are holding hands). Learners have to untangle themselves and re-form the circle without letting go of any hands. They complete the activity in silence. They can only give non-verbal commands (e.g. nodding the head or pointing with a foot); they cannot use hands for non-verbal communication as they will be held by other learners. Encourage learners to develop a clear system of non-verbal communication (e.g. nod head to left = move left arm; tap one toe = lift left leg up). Allow learners to experiment with their own systems before intervening. You can make the task easier by allowing verbal communication, or more difficult by not allowing non-verbal communication (i.e. just silence).  *What did you notice about how you worked together?*  *What do you think about how you solved the ‘human knot’ problem?*  *Were there any safety issues that the group needed to address in this activity?*  *If you did the activity again, what changes would you make?*  Learners progress to pair work where they have to work collaboratively together and overcome problems, but with less support from a larger group of peers (i.e. individual decision-making and problem-solving strategies). In pairs, learners take turns guiding each other through a ‘cone’ maze to develop communication skills. Through questions and answers, discuss potential hazards/risks with learners before they begin the maze course. Scatter an assortment of cones between two lines approximately 10 metres apart (e.g. lines on a sports hall floor). One learner guides the other blindfolded learner between the two lines without allowing them to stand on a ‘cone’. The learner without the blindfold can only guide the blindfolded learner using ‘non-verbal communication’ (e.g. clapping and whistling) and cannot manually touch the blindfolded learner. If the blindfolded learner touches a cone, they gain a point; the aim being to collect the fewest points possible. The pairs swap over when the blindfolded learner crosses the designated area between the two lines successfully); the second learner attempts to collect fewer points. You could use cumulative points scored for each pair as a competition between pairs of learners.  Learners reflect on the ‘knot’ and ‘maze’ activities as a group. They consider the differences between working together in a large group with many different opinions and voices to working in a pair where sometimes the individual learner has to make a decision to overcome a problem. They discuss the different roles they undertook (e.g. leader, follower and teammate). Learners evaluate the skills needed for large- and small-sized collegiate activities.  **Resources:** numerous small cones and blindfolds. | Provide a large, clear space for activities.  Blindfold activity: encourage learners to develop a clear system of non-verbal communication (e.g. one clap = move forwards one pace, two claps = turn 90 degrees).  Observe learners’ movement capabilities in the group activities. Listen to their discussions of the roles they adopted and safety procedures. |
| **789UM.04** Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities.  **789MC.03** Persevere and share ideas with others, when responding to given and self-created tasks and challenges, working towards creating own solutions and contributing to group solutions. | Learners continue to work in a collaborative manner as part of a team on a range of challenges. In groups of four, learners work together to build a paper structure that will support the weight of one of the group members. Using several sheets of paper and sticky tape, learners experiment with the best method for effectively holding an individual’s body weight (i.e. a honeycomb/ lattice structure is usually quite strong). Once learners have built the structure, they place one member of the team on the paper and sticky tape structure; the other three members provide support and assistance for the ‘test pilot’ member (in case the structure gives away).  *How will you decide which ideas or plan to go with for your paper structure?*  *Which method of construction is likely to hold the most weight?*  In groups of four, learners work together to build an A-frame structure that must be moved across an imaginary river (you might show them some examples of A-frame images on the internet to inspire them). Learners plan the construction of an A-frame using ropes and wooden logs/poles. With ropes attached to the A-frame for support and held by other team members, learners stand or sit on the middle support log and work their way across an imaginary river (marked between two cones). All the groups come together at the end of the session(s) to review the task and decide on the most efficient and effective way to cross the river. Use questions and answers to elicit the strategies learners used for working together and for crossing the river.  *How can you effectively move the A-frame across the imaginary river?*  *What safety implications will you have to consider?*  *How did you share ideas and work with others in this activity?*  *What solutions did you find to problems you encountered during the A-frame building process?*  **Resources:** A4 paper, sticky tape, cones, ropes, wooden poles/logs and internet access. | Place emphasis on teamwork. Learners need to work together to plan an effective structure that will hold a group member.  Note: the structure does not have to be particularly tall – often structures that are 30 centimetres in height or less are the most effective as they do not bend or collapse as easily as taller structures.  The sheets of A4 paper and sticky tape can be recycled after the session.  Provide a large, clear space between each group for the A-frame activity, equipment appropriate for building an A-frame (e.g. ropes, wooden poles/logs) and cones for river crossing markers.  Listen to learners’ group discussions and observe their group performances. Notice how they shared ideas and worked towards solutions together. |
| **789TP.01** Concentrate and stay involved across the full spectrum of physical activities, situations, roles and responsibilities, showing an understanding of self-motivation.  **789TP.02** Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations.  **789TP.03** Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives. | Review learners’ prior knowledge, skills and understanding of campsite craft (e.g. shelter building and fire lighting). Use questions and answers to elicit this information.  In pairs, learners work together to practise pitching a tent in preparation for any future camping expeditions. Learners focus on of the best way to pitch the tent (e.g. groundsheet, flysheet, guy lines and pegs) and the positioning of the tent in relation to the wind direction, suitability of the site/pitch and flatness of the ground. Learners check each other’s tents to make sure that they are correctly positioned and erected.  This activity can be extended by learners spending the night in the tent, with appropriate sleeping equipment. The school grounds could be a suitable location for this activity.  *Where is the best position to pitch your tent?*  *Why is a suitable campsite important when taking part in a multi-day expedition?*  *How did you work in your teams to address the various challenges?*  *Did you or anyone in your team emerge as a leader?*  In groups of four, learners make a bivouac shelter (out of natural forest/woodland materials or other alternative materials provided by the school or you if necessary). Learners work together as a team to build a bivouac that is capable of being waterproof. Branches are used for the frame and leaves and ferns for the waterproofing. Leaf litter can be used for insulation. Some learners position themselves in the shelter in survival bags, while other members of the group pour buckets of water over the shelter to see if it is waterproof. This activity can be extended by learners spending the night in the shelter, first ensuring that the shelter is waterproof and with appropriate sleeping equipment.  *What leaf material makes good waterproofing for a bivouac shelter?*  In groups of four, learners practise making a fire from natural materials and then cook a variety of simple meals on the fire. Learners experiment with the most appropriate position for the fire, the selection of wood, tinder and dung, and how best to cook certain meals (e.g. boiling, roasting and grilling). Your supervision is essential for this activity. This activity can be extended by setting a ‘one-match challenge’ (i.e. can the learners construct a fire in such a way that it could be lit with only one match and not several attempts?).  *Which materials are the most effective for a successful fire?*  *How do you know how long to cook certain food items for on an open fire?*  *What elements are required for a fire to start?*  Individually, learners write self-reflections on the following aspects:   * their levels of self-motivation in the activities that they have undertaken * how well they have fulfilled their individual roles in their groups * how they demonstrated teamwork and leadership skills during the activities.   Learners discuss their written reflections in pairs, comparing similarities and differences.  **Resources:** tents, poles, pegs, mallets, survival bags, woodland/forest materials (e.g. leaves and branches), fire lighting materials (e.g. wood, tinder and matches) and safety equipment (e.g. bucket of water and fire extinguisher). | Place emphasis on correct pitching and placement of tent.  Provide an appropriate venue/setting for pitching a tent and tent equipment (e.g. tent, poles, pegs and mallet).  Encourage learners to find bivouac materials that are naturally found on the ground (e.g. dead branches and leaves) and not to chop or pull off branches from living trees. Living trees and branches may make suitable supports for bivouac shelters, as part of the overall structure of the shelter. Place emphasis on leaving the environment as they found it (i.e. the ‘leave no trace’ principle). Make sure that appropriate safety procedures are in place for these activities.  Provide an appropriate venue/setting for making bivouac shelters, access to branches/wood, leaves and ferns, and survival bags and buckets for waterproof testing.  Place emphasis on the safety of learners. Learners should be suitably challenged, but learning should take place in a positive and safe environment. Teach all learners fire and cooking safety procedures before they embark on these tasks.  Provide an appropriate venue/setting for making cooking and lighting fires, access to fire lighting material (e.g. wood, tinder and matches) and safety equipment (e.g. bucket of water and fire extinguisher). Listen to learners’ group discussions and observe their group performances. Note how motivated they are and how they work towards solutions together.  Tent pitching: if tents are unavailable, it would be useful to plan this learning activity well in advance and have families contribute their tents for a few lessons. Alternatively, learners could observe an internet clip based on pitching a tent, and discuss the process afterwards.  Bivouac shelter: this is a specialist outdoor activity that will require woodland/forest materials. If these are unavailable, learners could observe an internet clip based on creating a bivouac shelter. Following this, learners could create equivalent shelters indoors using bed sheets, string/rope, and gymnastic apparatus such as tables or boxes.  Fire-making: if resources to make a fire are unavailable, learners could observe an internet clip based on making a fire, and discuss the process afterwards. |
| **789TR.** Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities.  **789TR.02** Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance. | Learners plan and undertake a land-based journey safely in the local community. In groups of four, learners plan an expedition for a trip, during a school day, that involves hiking to a particular venue. The route can be circular or an ‘out and back’ route according to the local context.  Learners should consider:   * the distance to the destination (i.e. one-way, out and back, or circular routes) * the duration of the hike (i.e. speed versus distance) * the skills of the group * the safety procedures and route hazards * toilet and food breaks * weather conditions * escape routes (i.e. a ‘Plan B’ if the original route needs to be altered or ended prematurely).   A reflective log should be kept by learners throughout the trip and referred to in a session back at school as part of a review of the journey.  *What type of equipment would you need to take on your land-based expedition?*  *How can you work out an estimated time of arrival to your destination?*  *What weather conditions will you have to take into consideration?*  This activity can be extended by undertaking a land-based journey in an unfamiliar environment (i.e. away from the local community and school site). The journey could also be over a two-day period (i.e. a weekend) that involves hiking to a particular venue, camping for the evening (and cooking food) and returning to the start on the following day. The type of terrain/journey will depend on the skills of the group. Learners can set off together or at intervals.  *What type of equipment would you need to take on your land-based expedition in an unfamiliar environment and will it differ to the trip around your local community?*  *Where will you pitch your tent at the campsite?*  *What food will you bring with you and how will you cook it?*  *What safety equipment will you carry on your trip?*  **Resources:** hiking equipment (e.g. boots/shoes, maps and compasses), safety equipment, and camping and cooking equipment. | Place emphasis on safety and correct risk management strategies. You or instructors should be suitably qualified, and ensure the correct learner-to-staff ratio.  Provide an appropriate location for an expedition that involves hiking in the local community (or hiking, camping and cooking in an unfamiliar environment).  Use appropriate personal trekking equipment and group camping/cooking equipment, as well as group rescue/safety equipment.  Depending on your context and the skills of the group concerned, the camping can be ‘wild camping’ (e.g. in the wilderness) or at a designated campsite. Also, the expedition can be differentiated by the terrain and length of journey (e.g. a more familiar environment that is a relatively short journey or an unfamiliar environment that is a longer journey). You should provide support, but as a facilitator, to ‘step in’ if necessary.  Listen to learners’ planning and discussion processes. Note how they support one another to meet activity objectives and take on different roles. Observe their understanding of safety procedures. |

Unit 7.5 Suggested activities

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| Unit 7.5 Topic 2 Parachute games with balls |
| Outline of topic: |
| Learners work to improve their cooperation and collaboration skills using balls. The focus throughout this topic is on working together collaboratively to achieve a common goal. Learners develop their knowledge, skills, and understanding of projecting balls from a parachute in small- and large-sized groups and review their effectiveness. The topic concludes with a game of parachute volleyball. |
| Language: |
| * Nouns (ripple, direction, parachute, practice, communication, material, jogging, spinning, volleyball, basketball, beach ball, tennis, ball, leg and hand). * Vocabulary related to turning parachute games (propel, launch, project, wave, create, collegiate, safe, common goal, designated, cooperatively and handle). * Vocabulary related to movements (anticlockwise, clockwise, forwards, backwards, sideways, left, right, circle, catch, receive and squat). * Vocabulary related to reflection (review, discuss and consider). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789TP.06** Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed.  **789TR.01** Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. | Explain that this topic will look at how learners work collaboratively during games using a parachute and a ball. Use questions and answers to elicit what movements learners already know from previous parachute games experience. Ask learners to share examples of safe practice when using parachutes. You can use resource cards with examples of parachute movements and safe practice to help learners if necessary.  *What movements do you know when using parachutes as part of a group?*  *What safe practice information do you know in relation to using parachutes?*  As a whole class, learners perform a parachute warm up for at least 5 minutes. Each learner holds part of the parachute with one hand (either the handle or the material) and performs the following actions, as a group, following your guidance:   * Move the parachute collectively by jogging forwards and backwards over a 10-metre area. * Move the parachute collectively by jogging sideways (i.e. left and right) over a 10-metre area. * Move the parachute collectively in a clockwise direction by spinning the parachute around (i.e. learners jog in a circle) five times. * Move the parachute collectively in an anticlockwise direction by spinning the parachute around (i.e. learners’ jog in a circle) five times. * Move the parachute up and down to create a ‘wave’ or ‘ripple’ by raising both arms and performing a squatting action with legs.   In groups of eight, learners hold onto the parachute with two hands and experiment with different parachute movements with a ball placed on top of the parachute. As a group, learners get the ball moving on top of the parachute forwards and backwards, side to side, and around in a circle. The size and type of ball can be changed to create a greater challenge (i.e. tennis ball, volleyball, beach ball and basketball).  In groups of four, learners progress to ‘projecting’ (or launching) the ball into the air using a collective ‘wave’ or ‘ripple’ action as a group. They work together to see how high they can project the ball and in which directions they can launch it (give them planning time at regular intervals where teams can discuss strategies). Learners work together and try different combinations and techniques (e.g. launching for height straight upwards, launching in a particular direction – left, right, forwards or backwards, launching for height and rotating/exchanging positions). This activity can be extended by having two ‘teams’ (i.e. two groups of four) projecting the ball to each other (i.e. one team projects the ball while the other team moves into position collectively to ‘receive’ (or catch) the ball. This can be further extended into a competitive game of ‘parachute volleyball’, where teams take turns launching the ball into the air, trying to make the ball touch the floor before the opposition team can successfully ‘catch’ the ball. If the opposition team catches the ball, they score a point and if the ‘projecting’ team successfully lands the ball on the floor before it is caught, they get the point. A designated playing area and net can be used if necessary.  *How high can you project the ball?*  *What method does your team use to project the ball forcefully?*  *How can you work together to project the ball to the right-hand or left-hand side of the playing area?*  *What tactics can you use successfully to catch the ball?*  As a whole group, learners review the parachute activities and discuss the most effective ways to propel the ball through the air. They particularly consider how well their team followed safety procedures and how well they shared roles and responsibilities in their teams. They identity their own and their team’s strengths and areas for improvement.  **Resources:** parachute or sheet, balls, net and resource cards. | Provide a large clear space for all parachute games.  If a parachute is not available, then you can use large bedding sheets instead.  Check that you cover these safety points before learners work with parachutes:   * Hold the handle or the edge of the material. * Make sure that thumbs face downwards. * Avoid travelling on top of the parachute. * Listen to your instructions.   Wave: a synchronised movement of the parachute by the learners so that the material lifts up and then down as it travels across the diameter of the parachute (e.g. like ‘waves’ in the sea). The frequency and height of the ‘wave’ effect can be determined by the learners’ movement patterns.  Ripple: a smaller and more frequent version of the ‘wave’ effect.  Encourage learners to work together cooperatively to achieve the common goal (e.g. projecting the ball or moving the ball forwards, backwards, sideways and around in a circle). Successful performance will require teamwork, effective communication and movement skills.  Listen to learners’ responses to questions and their discussions in groups. Note how they work together and adopt different roles in their groups. Observe their understanding of safety procedures. |

Unit 7.5 Suggested activities

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| Unit 7.5 Topic 3 Orienteering |
| Outline of topic: |
| In this topic, learners refine their knowledge, skills and understanding of orienteering. They participate in paired and whole-group activities that allow them to use a map and compass to navigate along a route. Learners consider the six Ds of navigation (e.g. direction, distance, duration, description, destination and danger) in relation their chosen route and orienteering skills. They further develop their knowledge, skills and understanding of orienteering by applying them in a competitive environment and reflect on their skills and performance. |
| Language: |
| * Nouns (journey, performance, skill, route, direction, distance, duration, description, destination, danger and topography). * Vocabulary related to orienteering (map reading, compass, bearing, setting transit, control points, back bearing, aiming-off, boxing, pacing, timing, signs, symbols, contours, surrounding, scales, grid references, grid lines, features, spot, summit, linear, stream, area, woodland, parkland, grid system, overlie, eastward, northward, measured, millimetre, centimetre, kilometre, equates, clue, holistic, navigation, strategy, double-steps, course, competitive, grounds, environment and control cards). * Vocabulary related to review (consider, reflect and discuss). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789TP.04** Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures.  **789TP.06** Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. | Learners review previous orienteering skills performed in previous stages of learning. They consider various map reading and compass skills needed for these. Use task cards with examples of orienteering skills to help learners if necessary.  Learners follow some specific map reading skills, modelled by you (or a learner):   * knowledge of signs, symbols, and contours * knowledge of map scales and grid references * knowledge of spot (e.g. summit), linear (e.g. stream) and area (e.g. woodland) features.   *What are the different signs and symbols that you have identified on the map?*  *What is the scale of the map that you are using?*  *What are the grid references for the starting and finishing point of your journey?*  *What features have you identified along your chosen route?*  In pairs, learners travel around and explore a designated area using a map and practise many of the techniques learned (e.g. signs, symbols, contours, scales, grid references and features). Ask learners to investigate linking many of the techniques together to form a ‘holistic picture’ of the map in relation to the surrounding area (i.e. relating the map and the land to each other). In pairs, learners review their own progress.  Learners follow some specific compass skills, modelled by you (or a learner). Visual demonstrations of these skills can also be downloaded from the internet (you can do this in advance or make it a research task for learners to undertake during class):   * taking a bearing * setting the map * transit points * back bearing * aiming off * boxing * pacing and timing.   *What factors do you need to consider in order to ‘take a bearing’?*  *What procedures do you use to ‘set the map’?*  *What ‘transit points’ have you identified along your chosen route?*  *Which parts of your route do you think that you will ‘aim off’?*  *Are there any parts of the route that require any ‘boxing’?*  *How many double-paces does it take you to walk 100 metres?*  In pairs, learners travel around and explore the designated area using a compass (and referring to their map if necessary) and practise many of the techniques learned (e.g. setting the map, transit points, back bearing, aiming off and boxing). Learners are encouraged to blend these techniques with those learned about map reading.  This activity can be extended by learners considering the six Ds of navigation (direction, distance, duration, description, destination and danger) in relation to their repertoire of orienteering skills. They practise working out distances, directions and durations of various features on the map and consider the description along a proposed route (and the destination), along with any dangers that they may come across.  The whole group reviews the orienteering techniques they have learned (i.e. map reading and compass skills) and how well they followed orienteering practices and procedures. They also discuss the social skills that they experienced during this topic, focusing on the success of their group planning and the subsequent orienteering activities.  **Resources**: maps, compasses, task cards and internet access. | Ensure learners can work in a large clear space for map reading and compass work.  You could write map and compass terminology on task cards for learners.  Signs and symbols: features on a map that represent particular artificial or natural objects or structures (e.g. woodlands, houses, paths and rivers). Some signs and symbols are depicted to scale (usually the natural landscape ones) and others are not (i.e. houses and roads are not usually depicted to scale as otherwise they would be virtually invisible on the map).  Contours: representations on a map that show the shape of the land (i.e. the topography). They are usually depicted as a line (i.e. a ‘contour line’) and indicate the height of the land above sea level. It is a method of representing a three-dimensional landscape on a two-dimensional map.  Map scale: refers to the relationship in size between the map and the land. Maps come in different scales and a particular distance on the map (e.g. 1 millimetre or 1 centimetre) equates to a particular distance on the land (e.g. 1 kilometre).  Grid reference: a series of numbers that determine a location on a map. The numbers are based on the grid lines (e.g. a square grid system) that overlie the map. The grid lines represent eastward-measured distance and northward-measured distance. You can determine the grid reference from the grid lines, and hence, the location.  Features: visible ‘clues’ that help the learner to determine where they are on the map. They can be in the form of a spot feature (e.g. a summit), a linear feature (e.g. a stream) or an area feature (e.g. a woodland).  Taking a bearing: a navigation technique whereby the edge of the compass is placed on the map along the path of travel (i.e. along the line from Point ‘A’ to Point ‘B’). The housing of the compass is then turned so that the orientating lines on the compass line up with the north-facing grid lines on the map. The learner rotates the compass so that the north part of the needle lines up with the north-orienting arrow on the housing of the compass. The learner then sets off on the bearing following the ‘direction of travel’ arrow on the compass housing (and not the north-pointing needle!).  Setting the map: a method of orientating the map with a compass so that the map aligns with the features around (i.e. if a learner is facing north, then the map is orientated so that the north on the map relates to the landscape on the ground).  Transit points: two features that are in the distance, that when viewed by the learner, are lined up (i.e. one in front of the other) with the learner’s position. This enables the learner to walk accurately in a straight line when following a bearing.  Back bearing: taking a bearing back along the route that a learner has just travelled to check that they are continuing in the correct direction.  Aiming off: a navigational strategy that is used if a learner is concerned that they may miss the feature that they were intending to locate. For example, if a house is too small to locate in poor visibility, then a learner may choose to walk on a bearing towards a large woodland (i.e. ‘aiming off’) that is the same distance away but is to the right of the house in the knowledge that this feature (the woodland) will be easier to locate. The learner would then relocate themselves once they are at the woodland and then head towards the house.  Boxing: a navigational technique used to make a detour around an unexpected obstacle. The learner approaches the obstacle on the bearing they were walking along and then turns 90 degrees to their left and travels a particular distance to avoid the obstacle (e.g. 20 metres). The learner then turns 90 degrees to the right and walks past the obstacle and along the bearing that they were originally on. Once the obstacle has been cleared, the learner then turners 90 degrees to the right and walks 20 metres to bring them back onto their original path/route. The learner then turns 90 degrees to the left and continues on their journey (on their original bearing) having walked around the obstacle.  Pacing: a navigation technique used to determine how far (i.e. distance) a learner has travelled. Learners measure the number of ‘double-steps’ (i.e. every time the left foot touches the ground; the right foot is not counted) that they take to cover a set distance (typically 100 metres). For example, if a learner takes 65 ‘double-steps’ to cover 100 metres, then when they have walked 325 double steps, they will have covered 500 metres.  Timing: a navigation technique used to determine how long (i.e. the duration) it will take to get to a particular location. This is normally worked out by considering an average walking speed and the distance to be travelled (i.e. a learner walking at 4 kilometres per hour and covering 4 kilometres will take 1 hour).  The six Ds of navigation:   * direction: the direction a learner needs to walk on their route * distance: how far the learner has to walk on their route * duration: how long it will take the learner to walk on their route * description: the descriptive ‘features’ that are along the route to give the learner an idea of where they are (i.e. there will be a river on the left-hand side and a house on the right-hand side) * destination: an idea or depiction of what the final point on the route will look like (e.g. the destination is a building) * danger: any physical dangers that learners may encounter along a route.   Listen to learners’ responses to questions and their discussions in groups. Note how they work together and how responsible and active they are during group planning and doing the activity. Evaluate how well they can follow orienteering practices and procedures. |
| **789TR.01** Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities.  **789TR.04** Evaluate own and others’ help-seeking strategies when trying to overcome problems and challenges in a range of group physical activities. | Review the orienteering techniques learners have covered previously (i.e. map reading and compass skills). Discuss potential safety issues with learners through questions and answers. In pairs, learners take part in an orienteering course around the school grounds. Learners work together to navigate themselves, using a map and compass, around the course in the quickest time possible. Along the way, learners collect letters at each checkpoint that will ultimately create a word once all letters have been collected. Learners collect points for their finishing time and for naming the correct word from the letters.  Variations to this activity could include visual clues (e.g. photographs) instead of letters to identify an object, or a relay format whereby performers take on particular parts of the course in a group.  *Which orienteering skills did you use the most around the course and why?*  *What strategies did you adopt to help you move easily and quickly between checkpoints?*  *What aspects of your performance worked well on the course?*  *Which orienteering skills could you improve on in the future?*  *Where did you find help at any point during the activity?* (my partner, another pair and teacher)  *What roles did you adopt in the orienteering course?* (e.g. runner, navigator and leader)  In pairs, learners reflect on applying their orienteering skills in a competitive environment on an orienteering course. The whole group discusses orienteering strategies in relation to map reading and compass work and evaluates their own and others’ performance, particularly their help-seeking strategies and the ways in which they worked effectively and safely with other learners.  **Resources:** maps, compasses and control cards (with letters or photographs) for each checkpoint. | Use an appropriate venue (e.g. school grounds/field) and equipment (e.g. maps, compasses) for orienteering. Check the grounds for any hazards and write a risk assessment.  Learners can undertake orienteering around the school site (i.e. familiar surroundings). It is possible to challenge learners’ orienteering learning, through a series of sessions in different settings (e.g. local woodland or parkland) as part of an enrichment activity.  Observe how learners work together and how they share space, roles and responsibilities. Note their help-seeking strategies. |

# Sample lesson 1 Unit 7.2 Topic 1 Building stamina

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| CLASS: | |
| DATE: | |
| **Learning objectives** | **789TP.01** Concentrate and stay involved across the full spectrum of physical activities, situations, roles and responsibilities, showing an understanding of self-motivation.  **789HB.01** Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life. |
| **Lesson focus /  success criteria** | Refining their knowledge, skills, and understanding of stamina and its application in different activities (e.g. intermittent, prolonged ‘steady-state’, speed endurance, and short-burst activities), through the monitoring of heart rate profiles. |
| **Prior knowledge /  previous learning** | Developing knowledge, skills, and understanding of a range of components of fitness and their appreciation in a range of sports and physical activities. |

**Plan**

| **Lesson** | **Planned activities** | **Notes** |
| --- | --- | --- |
| **Introduction** | Introduce the learning objectives. Ensure that all learners understand the focus of the lesson (e.g. refining their knowledge, skills and understanding of stamina). Ask learners to review the term ‘stamina’ (i.e. being able to maintain prolonged physical effort over time).  Ask learners to provide examples of stamina in different sports and activities (i.e. in intermittent, steady-state and speed endurance activities). Use videos to highlight examples of stamina being used in different activities (e.g. football, 400-metres sprint and cross-county skiing).  *How does stamina in a team game vary to stamina in a long-distance athletics event?*  *What is steady-state exercise?*  *What is the difference between the kind of stamina needed in a speed endurance event and in an intermittent activity?*  Learners warm up by moving around in a large space performing a range of running movements at different intensities. They incorporate a range of dynamic stretches into the running movements (e.g. tip toes, heel flicks, high knees and leg kick-outs).  When you blow the whistle once, learners perform ‘steady-state’ running movements in the area, when you blow it twice in quick succession, the learners perform ‘speed endurance’ running movements, and when you blow it three times in quick succession, learners perform an intermittent movement pattern. You can blow the whistle at different intervals to change the intensities of the learners’ movements (e.g. three times, one time, two times, two times, three times, one time).  The warm up should last for at least 5 minutes and should prepare learners for the stamina-based activities that will follow. | Ensure learners have a large, clear space to move around.  Dynamic stretches:  Tip toes–the heel lifts off the floor, but the ‘ball of the foot’ remains in contact with the floor, resulting in the body being raised slightly. Learners move about without their heels contacting the floor.  Heel flicks – the lower leg bends at the knee and draws the heel as close to the bottom as possible. The movement is usually performed in a vigorous manner while jogging.  High knees – the right knee is moved upwards to a point where it is parallel with the floor (i.e. at a right-angle with the body). The right knee is then lowered to the floor and the same action is repeated but this time with the left knee (i.e. an alternative leg action). The movement is usually performed in a vigorous manner while jogging and learners remain on the ‘balls of their feet’ throughout.  Leg kick-outs – learners raise alternate legs out to waist height and then lower them back towards the floor. The same action as for ‘high knees’ but with straight legs rather than legs bent at a right angle. For this movement, learners do not have to raise each leg so that it is parallel to the floor; they can raise each leg alternatively as high as is comfortable. |
| **Main activities** | In groups of eight, learners perform a variety of activities at different exercise intensities to understand how stamina varies according to the type of activity (e.g. the different types of stamina needed for a 1-hour tennis match compared to a 30-minute steady-state run). Learners start with a team game (i.e. four versus four) and progress onto individual pursuits, before finishing with sprinting activities. Learners then discuss as a group the role that stamina played in the selected activities.  In pairs (in their group of eight), learners take turns to perform in a different set of team games (two versus two), individual pursuits and sprint activities, while their partner records their heart rate periodically during the activity. After a set time (e.g. every minute), the learner performing takes a manual pulse reading and provides this information to the learner that is recording the heart rate information. After a designated period, learners swap roles. Learners establish what happens to their heart during these different types of activities.  *What kind of training improves stamina in one of the activities?*  *Why is it important to develop stamina across your lifespan?*  Working in the group of eight, learners collate the different heart rate data of individuals performing the various activities and discuss the implications for stamina training for each learner and activity.  This activity can be extended by asking learners to choose a different set of activities (i.e. a different team game, individual pursuit and sprint activity) that have a variety of different intensities for comparative purposes (e.g. multiple sprints performed in field hockey versus a basketball match). This activity can be extended further by asking learners to plot a graph using their own heart rate data for the different activities (e.g. their heart rate, in beats per minute, over time and in seconds). | Encourage learners to choose and organise their own ‘different’ activities to demonstrate their knowledge and understanding of appropriate examples that differentiate between exercise intensities (i.e. prolonged steady-state activities, intermittent activities and short-burst activities).  Safety: Encourage learners to take their pulse for 30 seconds and then double the value that they have recorded. They should avoid using the carotid artery for more than 30 seconds.  Individuals with lower levels of fitness (e.g. low stamina) are more likely to be injured and so improving fitness lowers injury risk. Those who are fitter perform activity at a lower percentage of their maximal capability and so can perform the task for a longer period of time, get tired less rapidly, recover faster and have greater reserve for subsequent tasks. |
| **End/Close/**  **Reflection/**  **Summary** | The whole class performs a cool down for their stamina-based activities. Learners hold static stretches for 15–20 seconds in order to maintain flexibility. The group reflects on the learning objectives and discusses their ideas and observations on different stamina-based activities and the various intensities that the body has to work at in different sports and activities.  *What kinds of stamina-based activities did you perform during this lesson?*  *Which activities did you perform well today and why?*  *Were you motivated at all times in the activities or only in some? Why?*  *What aspects of your stamina-based knowledge, skills and understanding do you think needs improving and how can do this in future activities?*  *Did you achieve the learning objectives for this lesson?* | Ensure learners hold static stretches for 15–20 seconds and avoid jerky or intermittent movements. |

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| **Reflection Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson.** |
| *Were the learning objectives and lesson focus realistic? What did the learners learn today?*  *What was the learning atmosphere like?*  *What changes did I make from my plan and why?*  *If I taught this again, what would I change?*  *What two things went really well (consider both teaching and learning)?*  *What two things would have improved the lesson (consider both teaching and learning)?*  *What have I learned from this lesson about the class or individuals that will inform my next lesson?* |
| **Next steps**  **What will I teach next based on learners’ understanding of this lesson?** |

# Sample lesson 2 Unit 7.3 Topic 3 Varying and developing motifs

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| CLASS: | |
| DATE: | |
| **Learning objectives** | **789MW.01** Select and apply a range of increasingly complex movement skills and techniques.  **789UM.01** Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes. |
| **Lesson focus /**  **success criteria** | Understanding the term ‘motif’ related to dance and how it might be linked to a specific theme (nature) and varied in terms of space and dynamics to become a motif sequence. |
| **Prior knowledge /**  **Previous learning** | Learners have developed their knowledge and understanding of composition, performance and appreciation skills through a range of dance themes in Stages 1–6. They have worked on space and dynamic changes in both dance and gymnastics activities. |

**Plan**

| **Lesson** | **Planned activities** | **Notes** |
| --- | --- | --- |
| **Introduction** | Introduce the learning objectives. Explain them in simpler terms that all Stage 7 learners will understand. Provide learners with examples of action, dynamics and space changes through discussion and modelling (e.g. a slow turn on floor sitting on bottom: low level; a turn with bent knees while swirling arms around the waist: medium level; a light and fast turn on one foot while standing: high level). Explain the meaning of a complex sequence.  *What do we mean by complex sequences?* (e.g. a sequence is a series of linked actions; complex sequences are varied and have interesting motif developments)  *What kinds of levels do we have in dance?* (low, medium and high)  Explain that this lesson focuses on nature and developing motifs that can represent this. Use questions and answers to elicit what learners already know about motifs from previous dance experience. Ask learners to share examples of motifs that might be inspired by the theme ‘nature’ by explaining or demonstrating them. Give them additional ideas to support their future composition process (e.g. a leaf falling from a tree could be represented by a soft and gentle dropping, falling or spinning motif; ice cracking on a lake could be represented by a jagged and controlled motif using arms and legs in sudden and sharp ways).  Learners draw giant leaf shapes on the floor with chalk and walk along their leaf lines as individuals. They change the walk to a tiptoe walk (on the balls of the feet) and then any other travel they can think of (e.g. sidestepping, galloping, hopping and walking backwards).  Learners reach upwards to the sun and downwards to the earth, then wave their arms in any direction or on any level, pretending they are small ripples in a stream or lake.  **Resources:** music, digital playing device and chalk. | Motif: a simple movement or series of movements that can be developed. Variations might be made through actions, dynamics, space or relationships.  Play appropriate music to accompany learners’ movements. |
| **Main activities** | In pairs, learners create a simple nature-based motif of their own choice. The motif should include movement between different levels (e.g. sitting, lying, standing, twisted and upside down). In their pairs, learners discuss their ideas with each other and consider how they will link a range of other actions with their chosen motif incorporating the different levels (e.g. turn, jump, leap, run and skip). They will end up with a motif sequence.  *What aspect of ‘nature’ will you focus on for your motif?* (e.g. an animal, a bird, a river and leaves)  *How can you link your movements together effectively?* (choose logical links that help actions to flow from on another)  *What levels work best in your composition?*  *What actions will extend your motif-based sequence?* (e.g. travel, turn, jump, leap and step patterns)  Learners develop their motif sequence by varying space and dynamics. Encourage different directions, levels and air pathways (e.g. shapes they make with their arms in the air). Encourage contrasts in dynamics to make their motif sequences more interesting (e.g. heavy, light, strong and soft).  If time permits (or in the next lesson), learners join with another pair and watch each other’s motif sequence, giving each other feedback on the space and dynamic changes they observed and how effective they were. Ask them to discuss how well the motif expresses the theme of ‘nature’.  *What are the strengths of your ‘nature-themed’ motif?*  *What parts of your composition can you improve?*  *What changes in space did you observe?*  *What changes in dynamics did you observe?*  **Resources:** music and digital playing device. | Space: direction (backwards, forwards, side to side, zigzag, upwards, downwards and diagonally), levels (low, medium and high), floor and air pathways (curved, angular, zigzag, straight, twisting and turning), personal (close to body) and general space (far away in the larger movement space).  Dynamics: slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed.  Make personal notes that focus on the lesson’s learning objectives. |
| **End/Close/ Reflection/ Summary** | Learners lie on the floor on their backs and pretend that they are on a beach, lying in the sunshine. They slowly stretch their body into a long thin shape and then a wide stretched shape, several times (feeling the warmth of the imaginary sun on their bodies relaxing them). They curl up small into a ball, imagining they are a hedgehog, then they gently roll over onto one side and sit facing a partner, ready to reflect on and discuss the lesson.  Pair discussion:  *Were the learning objectives for this lesson achieved?*  *Why do we vary space and dynamics in a sequence?* (to make it more interesting)  *Did you enjoy dancing about aspects of nature?*  *What was your favourite part of this dance lesson?*  **Resources:** music and digital playing device. | Play relaxing music during the stretching activity. |

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| **Reflection Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson.** |
| *Were the learning objectives and lesson focus realistic? What did the learners learn today? What was the learning atmosphere like? What changes did I make from my plan and why?*  *If I taught this again, what would I change?*  *What two things really went well (consider both teaching and learning)?*  *What two things would have improved the lesson (consider both teaching and learning)?*  *What have I learned from this lesson about the class or individuals that will inform my next lesson?* |
| **Next steps**  **What will I teach next based on learners’ understanding of this lesson?** |

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