



# Victorian Essential Learning Standards

## Sample Unit

## The Right Moves

Level 5: Health and Physical Education, Interpersonal Development, Personal Learning, The Arts, Communication, Thinking Processes

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### Contents

|   |           |
|---|-----------|
| <b>Introduction</b>                           | <b>2</b>  |
| <b>Learning focus</b>                         | <b>2</b>  |
| <b>Victorian Essential Learning Standards</b> | <b>3</b>  |
| <b>Teaching and learning activities</b>       | <b>4</b>  |
| Activity 1: Tactics                           | 5         |
| Activity 2: Basketball                        | 5         |
| Activity 3: Netball                           | 5         |
| Activity 4: Introducing European handball     | 6         |
| Activity 5: Developing confidence             | 7         |
| Activity 6: Evaluating and reporting          | 7         |
| <b>Assessment</b>                             | <b>8</b>  |
| <b>Unit resources</b>                         | <b>10</b> |
| Teacher materials                             | 10        |
| Student materials                             | 10        |





## Introduction

In *The Right Moves* students work cooperatively in teams to develop, analyse and implement group tactics. Students use cooperative learning tasks to identify, understand and develop key concepts that lead to an appreciation and demonstration of tactics in team games. Students analyse games and collect data to assess their performances. Students are introduced to European handball. They analyse a series of structured physical activities to develop basic attacking and defensive skills that are used in team games including European handball and create a media product that communicates their understanding of rules and tactics to a specific audience.

This unit provides opportunities for students to demonstrate achievement against the standards in Health and Physical Education, Interpersonal Development, Personal Learning, the Arts, Communication and Thinking Processes.

The VCAA acknowledges teachers from Brunswick Secondary College who contributed materials that helped shape this unit.

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## Learning focus

This unit addresses learning focus statements from all three strands. These include:

### **Physical, Personal and Social Learning**

Health and Physical Education

- develop and refine a range of skills in team games
- build on skills and strategies from soccer, basketball and netball
- recognise different tactics to be used for different situations in a team game

Interpersonal Development

- work cooperatively with team members to develop team tactics

Personal Learning

- recognise different capabilities of team members

### **Discipline-based Learning**

The Arts

- develop a presentation on tactics using multimedia



## Interdisciplinary Learning

### Communication

- use appropriate language to give a presentation on tactics to a class group

### Thinking Processes

- identify, monitor and evaluate the thinking skills and strategies they use in team games.

## Victorian Essential Learning Standards

*The Right Moves* can be used to assess a range of Victorian Essential Learning Standards.

The table below is an example of how this unit might be used to assess some Level 5 standards.

| Strand  | Domain                        | Dimension                         | Key elements of standards   |
|---|-------------------------------|-----------------------------------|---|
| <b>Physical, Personal and Social Learning</b> | Health and Physical Education | Movement and physical activity    | Students:<br>...combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.   |
|   | Interpersonal Development     | Working in teams                  | ...reflect on individual and team outcomes and act to improve their own and their team's performance.   |
|   | Personal Learning             | Managing personal learning        | ...set realistic short-term and long-term learning goals within a variety of tasks and describe their progress towards achieving these.   |
| <b>Discipline-based Learning</b>              | The Arts                      | Creating and making               | ...select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles.<br><br>...manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. |
| <b>Interdisciplinary Learning</b>             | Communication                 | Presenting                        | ...use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience.  |
|   | Thinking Processes            | Reasoning, processing and inquiry | ...use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view.  |



For further advice see the Assessment section (see page 7).

## Teaching and learning activities

This unit could be implemented by teachers of Media and Physical Education as a learning team. While most activities will be incorporated into Physical Education classes, students could also work in a Media class to develop a media product that will communicate their understanding of rules and tactics in European handball to a specific audience. Appropriate media formats could include, a poster, a series of images with some written text, a slide presentation or a short video.

Refer to Unit Resources (see page 10) for materials required throughout the unit and other student and teacher support materials.

### Prior learning

It is expected that students have had previous experience in playing soccer, basketball and netball.

Students divide into three teams and remain in these teams throughout the unit. For some activities, students form small groups within their teams. Teachers develop with students, a code of cooperation (see *Teaching and learning resource*), which they revisit and reflect on during the unit (see 'Collaborative learning strategies' in the *Teaching and learning resource*).

There are three related tasks which students develop and complete:

- **Journals.** Students record their reflections, feelings and thoughts on their skill development, participation, tactics they have learnt, evaluate their contribution to their team and in working with others in their journals (see 'Personal learning' in the *Teaching and learning resource*). At various stages during the unit, students discuss their observations and questions and then use these to adapt or modify their tactics. In addition, students record a personal learning goal related to skill improvement or improved use of tactics and reflect on their progress towards achieving these goals (see 'Personal learning' in the *Teaching and learning resource*). The journals are also used as a planning tool and source of ideas for the media product.
- **Practical work.** Students work cooperatively and reflectively in teams to modify their practices and physical skills and tactics in games.
- **Skills and rules presentation.** Students select a rule and skill for European handball and develop a media product, which demonstrates students' knowledge and understanding of the game and tactics. Teachers in the learning team develop with students, the criteria and rubric (see *Assessment resource*) for peer assessment of the presentation.



## Activity 1: Tactics

In this activity, students begin to think about and analyse different tactics in games. Two teams play a modified game of soccer while the third team observes tactics. Teams are rotated to give each team the opportunity to observe.

Using Moves seen in games (see page 11) teachers lead students through the soccer example and explain how the different tactics represent different types of thinking (Bloom's Taxonomy see *Teaching and learning resource*). In their teams, students divide into smaller groups. Each group selects two games and brainstorms (see *Teaching and learning resource*) which tactics represent different types of thinking. They record their ideas on the sheet.

Using a Venn diagram, (see *Teaching and learning resource*) each small group compares the similarities and tactics of two different sports. Students join with the other small group in their team and share the similarities and differences recorded. A reporter (see *Teaching and learning resource*) from each team reports to the class on their findings.

## Activity 2: Basketball

Throughout this activity, students consider the purpose of tactics used in basketball. A video of a basketball game or an actual game can be used as the basis for student observation.

With students, teachers a list of anticipated tactics and moves for effective play in basketball. Teachers lead a discussion about the categories of thinking tactics, cooperative team tactics and physical tactics and how and when they are used in team games.

Students play a modified version of basketball for fifteen minutes. Two teams play and the third team observes the tactics. Observers make notes and diagrams. Students play the game three times so that each team has the opportunity to observe.

Teachers discuss the different tactics through focus questions, which may also be asked in reverse, to further students' thinking:

- When do you pass?
- What type of pass is best in different situations?
- When is the best time to attack?
- When do you defend?
- Who do you defend?
- Do you need a team mate to assist in moves?

Each team provides exemplars by demonstrating different tactics observed. Each team explains when and how the tactic is effective.

## Activity 3: Netball

In this activity, students compare and analyse tactics in netball and basketball. Students play netball with a fifteen minute rotation of the three teams.



Teachers use a reflective circle (see *Teaching and learning resource*) strategy to brainstorm (see *Teaching and learning resource*) what moves or skills students might observe throughout the game. In their teams, students observe the games and record their observations. Each team reports to the class on the tactics they have observed.

Teachers collate team responses on the board: Using the multi voting technique (see *Teaching and learning resource*), students determine which movements they think would be most observed. Students then classify these into thinking tactics, cooperative team tactics and physical tactics.

Using a think, pair share (see *Teaching and learning resource*) students discuss why these tactics are so important in a game and when would be the best time to use them.

Using a Venn diagram (see *Teaching and learning resource*), students compare and contrast tactics and strategies used in netball with those of basketball. Students analyse the tactics and strategies in both games, to develop a deeper understanding of different tactics, and how tactics in one game can be applied in another.

#### **Activity 4: Introducing European handball**

In this activity, students are introduced to European handball and learn basic skills of the game. Teachers discuss with students the purpose of the game, rules, positions and some tactics.

Students develop a basic understanding of a play in European handball by using a modified game of keepings-off. Students bounce and pass the ball to each other according to European handball rules.

In their teams, students divide into groups of three students with one ball per group.

Each group plays the game and notes the number of touches for the person in the middle. Students play the game three times, for 5 minutes, rotating the person in the middle. Teachers discuss with students:

- What did you notice?
- Why was it difficult/easy to get the ball?
- What worked?
- What didn't work?
- How were tactics similar or different to tactics and strategies in basketball and netball?

In their small groups, students use a think, pair, share (see *Teaching and learning resource*) strategy to reflect on what they have learnt. Each student reflects on their thoughts then shares with two others. In their journals, students record what they have learnt about themselves, others in the class and their progress towards their learning goal.



## Activity 5: Developing confidence

Students develop their skills in European handball through playing modified team games over a number of sessions. Rules are introduced, and as students become more familiar with different positions, such as, goal keeper, offensive and defensive, tactics are developed progressively. Students refer to the media product they are developing to assist in improving their skill performance levels and their knowledge of the rules of European handball.

Once students are familiar with the rules and tactics, each team has opportunities to observe game sessions. Students in each team complete the first column in the [Analysing games](#) sheet (see page 13), recording the number of times a tactic is observed in one game. Teachers can add appropriate tactics to the list for students to observe. The second column in the table is completed in Activity 6.

Before commencing, each team uses the [Team learning tactics](#) sheet (see page 12) to establish team moves and tactics to develop for different playing positions and evaluate throughout the sessions. For their [journals](#) (see 'Personal learning' *Teaching and learning resource*) each team is given one or more category: thinking; cooperative team tactics; and physical tactics. In the team, each student identifies when they used these skills in European handball.

At the end of each session students reflect on and record their thoughts about their own development in applying tactics and working as a team member.

## Activity 6: Evaluating and reporting

In this activity, students complete their reflections on their own learning. In their teams, students present their media product on tactics and use the peer assessment rubric to assess each others' presentation (see page 4).

Teams play a complete game of European handball and complete the second column of [Analysing games](#) (see page 13). Each group completes an analysis from data collected in activity 5.

- What changed?
- What needs to be done differently?
- Each group reports to the class.

Using a question generating tool such as a [Question Matrix](#) (see *Teaching and learning resource*) students generate questions to reflect on the changes or improvements that have been made with the use of tactics.

Students reflect on whether they made progress on their personal learning goal. If not, what do they need to do? If so, what did they do to achieve this result?

Students use their journals to reflect on the importance of communication, cooperation with others and thinking.



## Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:

- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (ongoing)

Further information on these can be found at:

<http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp>

When assessing student achievement, assessment criteria can be developed from relevant standards and associated tasks or activities. The table below shows a range of assessment criteria, tools and strategies applicable to this unit. Teachers could choose to use some or all of these or use the unit to assess other standards.

| <b>Standards</b>  | <b>Assessment criteria<br/>(Examples)</b>   | <b>Evidence</b>  |
|---|---|--|
| <b>Health and Physical Education</b><br><i>Movement and physical activity</i> | Ability to: <ul style="list-style-type: none"><li>• in a modified game context, perform and demonstrate a number of tactics to improve individual and team performance</li></ul>  | Teacher observations and records on skill development and performance  |
| <b>Interpersonal Development</b><br><i>Working in teams</i>                   | <ul style="list-style-type: none"><li>• reflect on individual and team cooperation in developing and using different tactics</li></ul>  | Reflections in journals<br>Teacher observations and records on student participation in teams  |
| <b>Personal learning</b><br><i>The individual learner</i>                     | <ul style="list-style-type: none"><li>• reflect and record how a personal goal is developing throughout the unit</li></ul>  | Research and presentation<br>Reflections in journals   |
| <b>The Arts</b><br><i>Creating and making</i>                                 | <ul style="list-style-type: none"><li>• plan and structure a media product</li><li>• use arts skills, techniques, materials and process for developing a multimedia presentation</li><li>• effectively communicate understanding of rule and tactic</li></ul> | Teacher observations and records of students in working with others through the design process<br>Reflections in journals<br>Multimedia presentation on tactics<br>Peer assessment rubric (Activity 6) |
| <b>Communication</b><br><i>Presenting</i>                                     | <ul style="list-style-type: none"><li>• use of appropriate conventions, forms and language to develop a poster or brochure for the class</li><li>• explain appropriate tactics and options in a game</li></ul>  | Multimedia presentation on tactics<br>Group discussion on tactics  |
| <b>Thinking Processes</b><br><i>Reasoning, processing and inquiry</i>         | <ul style="list-style-type: none"><li>• use of analysis to evaluate different tactics and team performance</li><li>• development of strategic thinking</li></ul>  | Moves seen in games (Activity 1)<br>Team learning tactics (Activity 5)<br>Analysing games (Activity 5–6)   |



Teacher Resource

|  |   |  |
|--|---|--|
|  | and tactical knowledge to improve individual and team performance | Teacher observations and records on development of thinking skills |
|--|---|--|

See the *Assessment resource* for advice on developing rubrics.



## Unit resources

### References

Lines, Andrew 2004, *Sport Covered*, McGraw-Hill

### Websites

*At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.*

[www.ausport.gov.au/coach/sense.asp](http://www.ausport.gov.au/coach/sense.asp)

This site provides information on game sense, an approach to coaching that uses the game as the focus of the practice session.

These sites provide information on the game and rules of European handball.

[www.eurohandball.com](http://www.eurohandball.com)

<http://www.handballvictoria.com/main.htm>

Victorian Essential Learning Standards for information about Level 5 Standards

<http://vels.vcaa.vic.edu.au>

Victorian Curriculum and Assessment Authority

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### Teacher materials

*Teaching and learning resource*

This document provides information about teaching and learning strategies referred to in the unit. It is available at <http://vels.vcaa.vic.edu.au/support/teaching.html>

*Assessment resource*

This document provides information about assessment strategies referred to in the unit. It is available at [http://vels.vcaa.vic.edu.au/support/assessment\\_reporting.html](http://vels.vcaa.vic.edu.au/support/assessment_reporting.html)

### Student materials

Moves seen in games (see page 11)

Team learning tactics (see page 12)

Analysing games (see page 13)

# Moves seen in games



Student Materials

|  | <b>Example:<br/>soccer</b>   | <b>Game 1</b> | <b>Game 2</b> |
|--|--|---------------|---------------|
| <b>Remembering<br/>(name 2)</b>              | Cross, '1, 2'  |               |               |
| <b>Understanding<br/>(what does it mean)</b> | Cross – kick ball in front of goal   |               |               |
| <b>Applying<br/>(when would you use it)</b>  | 3 defenders move to outsider player – cross into space in middle                   |               |               |
| <b>Analysing</b>                             | Cross ball into middle? but everyone is tightly marked – play back                 |               |               |
| <b>Evaluating<br/>(how good is it?)</b>      | Cross ball into middle, lofted to tall attacker – good.                            |               |               |
| <b>Creating<br/>(design a move)</b>          | Fast player sprints down left wing; 2 midfielders run into middle to receive cross |               |               |

1. What can attackers do?

- 
- 
- 

2. What can defenders do?

- 
- 
- 

3. What can goal keepers do?

- 
- 
- 

4. How can we help each other?

- 
- 
- 

5. How will we communicate with each other?

- 
- 
-

## Data collection for European handball game

Record the number of times a tactic is observed in two different sessions.

| Tactics   | Date             | Date             |
|---|------------------|------------------|
|   | .....<br>(early) | .....<br>(later) |
| Stop, catch, hit or throw the ball with their <ul style="list-style-type: none"> <li>• hands</li> <li>• arms</li> <li>• head</li> <li>• torso</li> <li>• knees</li> </ul> |                  |                  |
| Hold the ball for a maximum of three seconds  |                  |                  |
| Take a maximum of three steps while holding the ball  |                  |                  |
| Bounce the ball on the spot or while running once or several times  |                  |                  |
| Play the ball while kneeling, sitting or laying on the ground   |                  |                  |
| Use arms and hands to block or gain possession of the ball  |                  |                  |
| Use an open hand to play the ball away from the opponent from any direction   |                  |                  |
| The goal keeper leaves the goal area with the ball and play it again in the playing area  |                  |                  |

## Analysing games (continued)



Student Materials

|  |  |  |
|--|--|--|
| The goal keeper moves around the ball inside the goal area |  |  |
| Call to receive  |  |  |
| Call to warn team mate                                     |  |  |
| Move into a defensive position                             |  |  |
| Feint/fake   |  |  |
| Lead an opponent out of position                           |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Teams playing .....

Team recording .....

Team observed .....

Overall, how did the team play?

.....

.....

.....

.....

.....