

## Play the game - Dodge

Stage 2

This unit aims to assist teachers to reinforce the explicit teaching of the fundamental movement skill the dodge and revision of other fundamental movement skills. It provides opportunity for students to practise these skills in fun and challenging situations and through common activities which students can transfer to the playground and break times.

This unit provides students with a sequence of developmentally appropriate activities and equipment, instruction and feedback. Videos are provided to demonstrate the skills as part of the unit.


These activities may be reinforced over a number of weeks and can be revisited throughout the year. **Teachers should choose a combination of activities which suit the space available and the student needs in your class.** Some sessions may be used more than once to revise and build on previous skill development. Equipment awaiting use must be supervised. Equipment not in use must be stored to prevent unauthorised use.

### Unit overview – 3-6 weeks


Syllabus outcomes	Physical literacy continuum markers – Cluster 3			
<p><b>COS2.1</b> Uses a variety of ways to communicate with and within groups</p> <p><b>INS2.3</b> Makes positive contributions in group activities</p> <p><b>MOS2.4</b> Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <p><b>GSS2.8</b> Participates and uses equipment in a variety of games and modified sports</p> <p><b>V5</b> Willingly participates in regular physical activity</p>	<p><b>Movement Competencies</b></p> <ul style="list-style-type: none"> <li>Performs stability skills with control and precision in a range of contexts, e.g. using different levels, directions and pathways depending on the context</li> <li>Performs locomotor movement skills with control and precision in a range of contexts, e.g. using different speeds, levels, directions, pathways and relationships to equipment and others depending on the context</li> <li>Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor)</li> </ul>	<p><b>Tactical movement</b></p> <ul style="list-style-type: none"> <li>Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move</li> <li>Implements a tactic based on individual strengths within a physical activity</li> <li>Describes the intent of tactics used in different physical activities</li> </ul>	<p><b>Motivation and behavioural skills</b></p> <ul style="list-style-type: none"> <li>Works independently on new skills and physical activities</li> <li>Reflects on how their efforts affect skills and achievements in physical activity</li> <li>Participates in physical activity with confidence</li> </ul>	<p><b>Personal and social attributes</b></p> <ul style="list-style-type: none"> <li>Modifies actions to ensure safety in physical activity without prompting</li> <li>Applies strategies for negotiating conflict</li> <li>Demonstrates respect for self, others, rules and equipment and the environment during physical activity</li> <li>Offers positive suggestions to facilitate physical activity to be inclusive of others</li> <li>Cooperates when working in a group</li> <li>Identifies situations where it is appropriate to adopt a role (e.g. leader or follower) in physical activity contexts</li> </ul>



Learning experience	Planned assessment and teaching notes
<p><b>Week 1-2 activities</b></p> <p><b>Equipment required</b></p> <ul style="list-style-type: none"> <li>• Braids for half the class</li> <li>• Markers</li> </ul> <p><b>Warm Up/ Huff and puff activity</b></p> <p><i>Tails.</i> Mark out a designated playing area and each student has a braid which is tucked into their shorts or pocket as a tail. Students run around trying to take as many tails as they can whilst protecting their own tail within a designated time frame.</p> <p><i>Jockey and Horse.</i> Set boundaries to designate the playing area. Students are divided into two groups: ‘horses’ and ‘jockeys’. The horses wear coloured braids and run free in the paddock. The jockeys run and catch their own horse by taking their braid and run back to the stable with it. Horses try to avoid being captured by dodging the jockeys. As soon as the jockey gets the horse back to the stable, the students swap roles and start again.</p> <p><i>On your mark.</i> Allocate a square area approximately 20m by 20m. Students spread out in the area. They move according to the different commands including:</p> <ul style="list-style-type: none"> <li>• start line – students run to the side of the playing area designated as the start line</li> <li>• finish line – students run to the side of the playing area designated as the finish line</li> <li>• warm up – students jog on the spot</li> </ul> <p><i>Glue.</i> Students work in pairs. They will be moving within the area by running and dodging. Student A must free themselves from student B who follows student A as closely as possible. When the teacher blows a whistle all students stop. Student B then sees if they can take one step and touch student A. Reverse the roles.</p>	<p>Students should be demonstrating proficiently of the dodge by the end of Year 3.</p> <p><b>Dodge skill components</b></p> <ol style="list-style-type: none"> <li>1. Changes direction by bending knee and pushing off the outside foot.</li> <li>2. Change of direction occurs in one step.</li> <li><b>3. Body lowered during change of direction or in the direction of travel.</b></li> <li><b>4. Eyes focused forward.</b></li> <li>5. Dodge repeated equally well on both sides.</li> </ol> <p>(Introductory components marked in bold)</p> <p>Refer to <a href="#">Get skilled: Get active</a> for further teaching and learning information about the dodge or watch a video on the dodge at <a href="https://www.youtube.com/watch?v=ies4MplXfHA">https://www.youtube.com/watch?v=ies4MplXfHA</a></p> <p><b>Assessment strategy</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• Observes students performing the dodge in a variety of games and activities</li> <li>• Asks questions to assess understanding of the dodge and its use in activities to create advantage</li> </ul> <p><b>Assessment criteria</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>• Performs the dodge with control and stability</li> <li>• Quickly changes speed and direction of movement</li> <li>• Adjust movement technique based on teaching cues and feedback</li> </ul>

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<p><b>Practicing and developing the skill</b></p> <p>Revise the components of the dodge. Students spread out in a designated area. Ask students:</p> <ul style="list-style-type: none"> <li>• Can you dodge: <ul style="list-style-type: none"> <li>• high to a low level?</li> <li>• low to a high level?</li> <li>• in different directions?</li> <li>• sideways?</li> <li>• backwards and forwards?</li> <li>• as quickly or slowly as you can?</li> <li>• with a great force?</li> </ul> </li> <li>• Which ways of dodging were easy? What made them easy?</li> <li>• Which ways of dodging seemed awkward? What made them awkward?</li> </ul> <div data-bbox="129 598 1355 949" style="display: flex; justify-content: space-around; align-items: center;">  </div> <p style="text-align: center;">1                      2                      3                      4                      5</p> <p><b>Putting the skill into action</b></p> <p><i>Island tag.</i> Place a number of markers around the playing area. Each marker represents an island. Any student standing next to a marker cannot be tagged. No more than two students can stand next to each marker at a time. Choose four students to run between the islands to try to tag students as they run from island to island. When students are tagged they exchange roles.</p>	<p><b>Planned assessment and teaching notes</b></p> <ul style="list-style-type: none"> <li>• Describes how to change body position to improve the efficiency of their movement, e.g. maintain balance, increase force</li> <li>• Uses dodge effectively to move into space, avoid crowding or move away from an opponent</li> </ul> <p>The above criteria relates to outcomes <b>GSS 2.8</b>, <b>MOS2.4</b> and <b>ALS2.6</b></p>

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<p><b>Week 3-4 activities</b></p> <p><b>Equipment required</b></p> <ul style="list-style-type: none"> <li>• Bases or discs</li> <li>• Markers</li> <li>• Ten beanbags</li> <li>• Six hoops</li> </ul> <p><b>Warm Up/ Huff and puff activity</b></p> <p><i>Shadow tag.</i> Students work in pairs: one is the leader and the other is the shadow. The shadow follows the leader and imitates all of their movements, keeping as close to the leader as possible by dodging around the bases/discs that have been scattered around the area. The leader challenges their shadow by trying to get away from them. Change roles and repeat. Variation: Start off in the same way but, on a given signal, the leader tries to get to one of the bases or discs before their shadow tags them. Change roles and repeat, but with fewer bases or discs spread out across the area to increase complexity.</p> <p><i>Run on the spot.</i> Students spread out and stand in a designated area. The emphasis of the game is on short bursts of vigorous activity. Choose a student to be the caller. All students jog on the spot until the caller changes the activity. These activities should only last about 15 seconds. The variations could include fast jogging, high knee lift, heel flick, swinging arms, jumping, star jumps, skipping on the spot, clapping hands and crazy dancing.</p> <p><i>Alarm.</i> Mark out a playing area with two end lines. Choose three students to be ‘taggers’. They move to the middle of the area and the other students stand behind one of the end lines. The taggers call out ‘Alarm’ to signal for all of the other students to run to the opposite end of the playing field. The taggers try to tag as many students as they can. A tagged student joins the taggers. The last three students tagged become the taggers for the next game.</p> <p><i>Circle chase.</i> The students form large circle facing in an anti-clockwise direction. Number each student one, two or three. The teacher calls “On your marks” .... “Set” and then one of the numbers. Students with the chosen number sprint around the outside of the circle and back to their place again. The students attempt to be the first back to their place.</p>	<p>Students should be demonstrating proficiently of the dodge by the end of Year 3.</p> <p><b>Dodge skill components</b></p> <ol style="list-style-type: none"> <li>1. Changes direction by bending knee and pushing off the outside foot.</li> <li>2. Change of direction occurs in one step.</li> <li><b>3. Body lowered during change of direction or in the direction of travel.</b></li> <li><b>4. Eyes focused forward.</b></li> <li>5. Dodge repeated equally well on both sides.</li> </ol> <p>(Introductory components marked in bold)</p> <p>Refer to <a href="#">Get skilled: Get active</a> for further teaching and learning information about the dodge or watch a video on the dodge at <a href="https://www.youtube.com/watch?v=ies4MplXfHA">https://www.youtube.com/watch?v=ies4MplXfHA</a></p> <p><b>Assessment strategy</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• Observes students performing the dodge in a variety of games and activities</li> <li>• Asks questions to assess understanding of the dodge and its use in activities to create advantage</li> </ul> <p><b>Assessment criteria</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>• Performs the dodge with control and stability</li> <li>• Quickly changes speed and direction of movement</li> <li>• Adjust movement technique based on teaching cues and feedback</li> <li>• Describes how to change body position</li> </ul>

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<p><b>Practicing and developing the skill</b></p> <p>Revise the components of the dodge. Students work in pairs. Student one scatters beanbags around the playing area. Student two collects the beanbags and places them in a bucket/hoop and student one resets the beanbags. Change roles to allow both students to practice the dodge.</p> <p>Remind students while they are dodging to:</p> <ul style="list-style-type: none"> <li>• look straight ahead and use the outside of their foot</li> <li>• lower body and then raise it when changing direction</li> <li>• use their knees to change direction</li> <li>• lower body height and transfer body weight.</li> </ul> <div data-bbox="129 531 1355 885" style="text-align: center;">  <p>1                      2                      3                      4                      5</p> </div> <p>Ask students questions like:</p> <ul style="list-style-type: none"> <li>• Why is it important to be able to demonstrate the correct technique for dodging?</li> <li>• How can you improve your dodging?</li> </ul> <p><b>Putting the skill into action</b></p> <p><i>Pirate treasure.</i> Mark out a defined playing area, approximately ten metres square. Place a hoop in the centre with a beanbag (treasure) inside it. Students work in groups of five: one pirate and four sailors. The pirate's task is to protect their treasure from the sailors. The sailors have two minutes to steal the treasure (beanbag) and take it outside the square without being touched by the pirate. If a sailor is touched while carrying the treasure, that sailor must return to the outside of the square and try again. The pirate cannot go inside the hoop. Change roles and repeat.</p>	<p>to improve the efficiency of their movement, e.g. maintain balance, increase force</p> <ul style="list-style-type: none"> <li>• Uses dodge effectively to move into space, avoid crowding or move away from an opponent</li> </ul> <p>The above criteria relates to outcomes <b>GSS 2.8</b>, <b>MOS2.4</b> and <b>ALS2.6</b></p>

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<p><b>Week 5-6 activities</b></p> <p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• Two soft balls</li> <li>• Eight markers</li> <li>• Four braids</li> </ul> <p><b>Warm Up/ Huff and puff activity</b></p> <p><i>Octopus tag.</i> Mark out a designated area for students to run between, e.g. a court or half a soccer field. One student is chosen to be the 'octopus'. The other students line up on one side of the area. On 'Go' the students run to the other side of the area trying not to get caught. Those that are caught become one of the arms. They stand where they were caught and try to tag the remaining students with their arms, without moving their feet.</p> <p><i>Tag steal.</i> Students work in two teams, lined up on opposite sides of a large marked space. Each team selects two players to be 'It'. Each player has a braid or tag tucked into their pants or pocket. Players run from one side of the space to the other, trying not to be tagged. The aim is for 'It' to grab as many tags as they can within a set time limit. Change 'It' until each team member has participated. Teams keep score of how many tags are collected.</p> <p><i>Heads and hips tag.</i> Mark out a playing area. Half the students are 'heads' and the other half of the students are 'hips'. The heads must run with one hand on their head and the hips must run with one hand on their hips throughout the game. Both the heads and the hips must attempt to tag each other. When a hip is tagged by a head, it becomes a head, and when a head is tagged by a hip, it becomes a hip. The game is finished when everyone is either a head or a hip, or when the time is up.</p> <p><b>Practicing and developing the skill</b></p> <p>Revise the components of the dodge.</p> <ul style="list-style-type: none"> <li>• Students work in pairs, one is the leader and one is the follower.</li> <li>• Student one runs around a designated space changing direction by dodging and student two follows copying the leader. Change roles.</li> </ul> <p>Variation: Student one as the leader changes directions according to the teacher's instructions, such as change direction with feet together, feet wide apart and arms by your side. Students change roles.</p>	<p><b>Assessment strategy</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• Observes students performing the dodge in a variety of games and activities</li> <li>• Asks questions to assess understanding of the dodge and its use in activities to create advantage</li> </ul> <p><b>Assessment criteria</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>• Performs the dodge with control and stability</li> <li>• Quickly changes speed and direction of movement</li> <li>• Adjust movement technique based on teaching cues and feedback</li> <li>• Describes how to change body position to improve the efficiency of their movement, e.g. maintain balance, increase force</li> <li>• Uses dodge effectively to move into space, avoid crowding or move away from an opponent</li> </ul> <p>The above criteria relates to outcomes <b>GSS 2.8</b>, <b>MOS2.4</b> and <b>ALS2.6</b></p>

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<p>Ask students to reflect on which body positions made it easier to dodge effectively.</p> <p><b>Putting the skill into action</b>  <i>Ball rescue</i></p> <ul style="list-style-type: none"> <li>• Students work in two teams. A line divides their territory.</li> <li>• Teams start in their own territory with one ball in a marked space.</li> <li>• On the command 'Go', students from each team can enter the opposition territory to try to rescue the ball and return it to their own territory.</li> <li>• A player is only safe in their own territory.</li> <li>• Once they enter opposition territory, they can be tagged.</li> <li>• If a player is tagged in opposition territory, they must freeze.</li> <li>• They can be rescued by their own team member tagging them without being tagged themselves.</li> <li>• Once tagged by their own team members, they are free to run again.</li> <li>• When a player makes it to the ball, they cannot be tagged within the marked space.</li> <li>• Students choose to run with the ball or use teamwork to pass the ball between free players in the opposition territory to return the ball back to half way.</li> <li>• If a player in possession of the ball is tagged or the ball is dropped before reaching half way the ball goes back to the original position in opposition territory.</li> <li>• Defenders must stand more than one metre from the other team's ball square in defense.</li> </ul> 