# Stage 3 – Demonstrating movement competencies and safety in games
## ASSESSMENT – TEACHER SHEET

**Purpose of the task**
The intent of this activity is to see how well each student demonstrates the combination of a range of movement competencies whilst participating within the rules and the etiquette of the game.

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| **Outcomes:**<br>**Knowledge and understanding outcomes:**<br><br><br><br>**Skills outcomes:**<br><br><br><br><br><br><br><br>**Values and attitudes outcomes:** | **GSS3.8 – Games and Sports**<br>Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.<br><br>**MOS3.4 - Moving**<br>Refines and applies movement skills creatively to a variety of challenging situations.<br><br>**INS3.3 - Interacting**<br>Acts in ways that enhance the contribution of self and others in a range of cooperative situations.<br><br>**V5**<br>Willingly participates in regular physical activity. |
| **Physical Literacy Continuum markers** | **Cluster 4**<br><br>**Aspect – Movement Competencies**<br>Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)<br><br>Transitions smoothly from one skill to another in controlled physical activity contexts e.g. transitions from receiving an object (e.g. catch) to propelling the object (e.g. throw)<br><br>**Aspect – Personal and Social Attributes**<br>Consciously participates within the rules and etiquette of different physical activities |

**Task:** Observe students performing a combination of different movement skills and competencies in two different 3 v 3 games. After observing the students multiple times make a judgement on how well each student transitions smoothly from one skill to another, refines their skills to improve the efficiency and effectiveness of the skill and consciously participates within the rules and the etiquette of the game.

**Part 1 -**
- o Provide a designated space for students to play a modified game of soccer with 3 players per team and no goalies. Create a small goal (about 1 metre wide) using witches hats. Set the field size at an appropriate width and length to allow students enough room to move, yet restrict a single player from dominating play.
- o Observe how effectively each student transitions from dribbling the ball to passing the ball and how they use space and timing to perform effective movement sequences. Also observe whether students are consciously participating within the rules and the etiquette of the game.

**Part 2 -**
- o Change the activity so that students play a modified game of touch football with 3 players per team. Set the field size at an appropriate width and length to allow students enough room to move, yet restrict a single player from dominating play.
- o Observe how effectively each student transitions from catching the ball to running with the ball to passing the ball and how they use space and timing to perform effective movement sequences. Also observe whether students are consciously participating within the rules and the etiquette of the game.

**Marking criteria for movement competencies**

| Emerging (1) | Target (2) | Exceptional (3) |
|---|---|---|
| Combines movement skills with hesitation | Transitions between skills and refines skills without hesitation for one game situation. | Consistently transitions between skills without hesitation and refines skills across different game situations. |

**Consciously participates within the rules and etiquette of different physical activities**

| Emerging (1) | Target (2) | Exceptional (3) |
|---|---|---|
| Student rarely participates within the rules and etiquette of different physical activities. | Student usually participates within the rules and etiquette of different physical activities. | Student consciously participates within the rules and etiquette of different physical activities all of the time. |

## Sample recording sheet

| No. | Name | Transitions between skills and refines skills | Consciously participates within the rules and etiquette of different physical activities | Comments |
|---|---|---|---|---|
| e.g. | J.Smith | 2 | 3 | Difficulty with having head stable and eyes focused forward during the static balance. |
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