



For The Teacher

Middle Primary Years 3 & 4

Week 5

Title Modified Sports

Theme Skills Drill

Overview

Students will be playing an invasion game. The focus will be practising specific fundamental motor skills needed to play the chosen game. At the completion of the game students will be asked to create some modifications to the playing rules.

Instructions for how to play two different invasion games are included in the Background information. Also included in Support Materials are links to play modified AFL Rules football and netball.

To warm up choose one of the many warm up activities listed from one of the websites provided in the Support Materials and reference section.

The importance of being sun smart and adequate water intake while participating in physical activity will be briefly discussed.

Time Required

60 minutes

Preparation

Decide which invasion game will be played. The decision can either be made by the teacher or left for the students to decide.

Become familiar with the rules and ensure that all relevant equipment is ready for play.

To prepare the students' bodies before a game, muscles in their legs, arms and back need to be stretched (15 – 25 seconds). Some gentle aerobic exercise is recommended, and could include walking, jogging with changes in direction, high-knee marching, etc. After the game, holding the stretches for slightly longer (20 – 30 seconds) will help students warm down. Teachers will be required to direct warm up and cool down sessions lasting approximately five minutes.

Teachers may like to include the additional activity of having students feel for their pulse straight after the game is completed and again following the cool down stretches to see how the pulse differs based on different intensities of physical activity (refer Week 2).

To highlight the importance of water consumption, ensure the game is split into two time frames to ensure students have the opportunity to drink water and have a small rest. It is during this time the importance of adequate water intake (especially during physical activity) can be discussed. Students should also be encouraged to have some more water at the end of the game.





Background information and possible discussion points

Water Consumption

The human body is made up of 60-75 per cent water. Water helps carry nutrients throughout the body, assists digestion and helps regulate body temperature. Human beings need to balance their water intake with what is lost on a day to day basis. Increased physical activity requires an increase in water consumption to control body temperature and to cool working muscles.

Invasion Games

Capture the Ball

Students are divided into two teams one wearing coloured ribbons or bibs. A court with a centreline divides the two teams.

The objective of the game is to capture the other team's ball and take it back across the centreline to their side of the court.

Rules

- Begin with one ball on the ground at each end line of the court.
- The ball can be thrown or kicked from one player to another to help move it across the centreline but needs to be carried over the centreline, not kicked.
- Students cannot touch or protect their own ball; their role is to defend the ball once taken by an opponent.
- A player can only be tagged when carrying the ball.
- If a player with the ball is tagged or the ball is dropped then the ball goes back to the end line and play begins again.

Protect the Cone

The objective of the game is for each student to protect their own cone from falling over. Players must kick the ball away from their cone trying to keep the ball low in order to knock over an opponent's cone. The last cone standing is the winner. The game needs to be played within a boundary line such as a netball court.

Rules

- Each student finds their own place within the boundary line and puts their cone down.
- Play begins when a soft round foam ball is kicked into the playing field.
- Once a player's cone is knocked over that person picks up their cone and moves outside the boundary line. Their job now is to stay behind the boundary line and keep the ball in play whilst aiming their low kicks at any standing cone.

Most games can be played with modified rules to make them safer, more manageable, increase participation and provide greater opportunity to improve Fundamental Motor Skills. Some examples of ways in which games can be modified can include:

- reduced or increased playing field
- softer and smaller balls
- change the number of balls used
- changes to some rules e.g. turning the cone upside down to make them more unstable
- shorter or longer playing time





Support material and references

For Kids

- 1Seven article: [Fun Footy Drills](#)
- 1Seven article: [Team Up for Good Times](#)
- 1Seven article: [Tap Water Best for Teeth](#)
- 1Seven article: [Play It Safe](#)
- 1Seven article: [Exercise Skin Protection](#)
- 1Seven article: [Top Up Your Tanks](#)

For Teachers & Parents

- 1Seven article: [Disability No Barrier](#)

Auskick

<http://www.aflauskick.com.au/>

Auskick Coaching Guides

<http://www.aflauskick.com.au/index.php?id=8>

Netball Australia – San Remo Net-Set-GO!

<http://www.netsetgo.netball.asn.au/>

Netball Australia – Resource Library for junior netball

<http://www.netball.asn.au/ResourceLibrary.asp?Cat=16&OrgID=1>

Warm up and cool down activities (Government of South Australia)

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=285&id=1455>

Water – A Vital Nutrient (Better Health Channel, Victorian Government)

[http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/\(Pages\)/Water_a_vital_nutrient?OpenDocument](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/(Pages)/Water_a_vital_nutrient?OpenDocument)

SunSmart Schools

http://www.sunsmart.com.au/protecting_others/at_school

Thinking Strategies

Bloom's Taxonomy

Remember	Understand	Apply	Analyse	Create	Evaluate
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Gardner's Multiple Intelligences

Verbal/ Linguistic	Bodily/ Kinesthetic	Musical	Logical/ Mathematical	Interpersonal	Visual/Spatial	Intrapersonal	Naturalist
*	*		*	*			

Edward De Bono's Six Thinking Hats

White Hat Information	Red Hat Feelings	Black Hat Judgement	Yellow Hat Benefits	Blue Hat Thinking	Green Hat Creativity
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