**DodgeBALL**

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| **Significant Aspects of Learning**Responsibility and Leadership Speed**How will you be assessed?**Self-reflectionTeacher observationComparison to the Benchmarks below | **Health and Wellbeing Outcomes****3-21a, 3-22a, 3-23a, 3-24a, 3-25a****What Practical Skills will you learn?**CatchingThrowingDodgingRules of the GameEffective tactics/strategy | **How will you learn in class?**Cooperative practiceTeacher demonstrationPeer demonstrationConditioned Games**How will teachers differentiate so all learners can achieve?**Ability grouped games/teamsMore lives given to less able pupilsImmunity from being hit Throwing and catching practice (level 2)Softer/bigger/smaller ball increased/reduced throwing areaConditions on the game |
| **Second Level Benchmarks**Identifies and adopts strategies to increase self-control for enjoyable individual performance and/or with others. Adopts a variety of roles that lead to successful outcomes. Demonstrates understanding of the leadership role.Moves at different speeds and changes direction quickly in balance and with control. Accelerates quickly from a stationary position.  |  **Third Level Benchmarks**Initiates appropriate strategies to address self-control for successful and enjoyable performance. Identifies the strengths of individuals/group to assign appropriate roles and tactics to maximise success. Leads with confidence and encourages others to lead where appropriate.Moves at different speeds and changes direction quickly with precision. Accelerates quickly from a stationary position in response to movement challenges.  | **Fourth Level Benchmarks**Takes responsibility for learning, independently and/or with others. Demonstrates self-control for successful and enjoyable performance. Demonstrates understanding of the strengths of individuals/group to justify appropriate roles and tactics to maximise success. Moves at different speeds and changes direction quickly with precision. Accelerates quickly from a stationary position to contribute to successful performance, |