



Example 14: Physical Education, Level 5 - Invasion games

FROM THE ONLINE RESOURCE *INCLUSIVE PRACTICE AND THE SCHOOL CURRICULUM*

This example shows how a teacher used invasion games as a context for facilitating both physical and social-emotional development. Her priorities were to develop the movement concepts and motor skills required for invasion games and to foster students' ability to relate positively with others. She used a range of strategies to include students working from levels 1 to 5 of the curriculum.

Task

The task was to learn and apply the skills, strategies, and concepts that enable successful participation in an invasion game. These included both the movement and the interpersonal skills and understandings required to take part in such games. Basketball was the context for a unit of learning that took place in six lessons over three weeks.



New Zealand Curriculum achievement objectives

Movement skills

- Develop a wide range of movement skills, using a variety of equipment and play environments (level 1)
- Practise movement skills and demonstrate the ability to link them in order to perform movement sequences (level 2)
- Demonstrate consistency and control of movement in a range of situations (level 4)
- Acquire and apply complex motor skills by using basic principles of motor learning (level 5).

Interpersonal skills

- Express their own ideas, needs, wants, and feelings clearly and listen to those of other people (level 1)
- Express their ideas, needs, wants, and feelings appropriately and listen sensitively to those of other people and affirm them (level 2)
- Describe and demonstrate a range of assertive skills and processes that enable them to interact appropriately with other people (level 4)
- Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings (level 5).

Opportunities to use and develop key competencies

Students were developing the skills and understandings associated with *managing self* and *relating to others* as they learned to work as teams and had opportunities for both competition and co-operation. They were *participating and contributing* when they played games together.

Class description

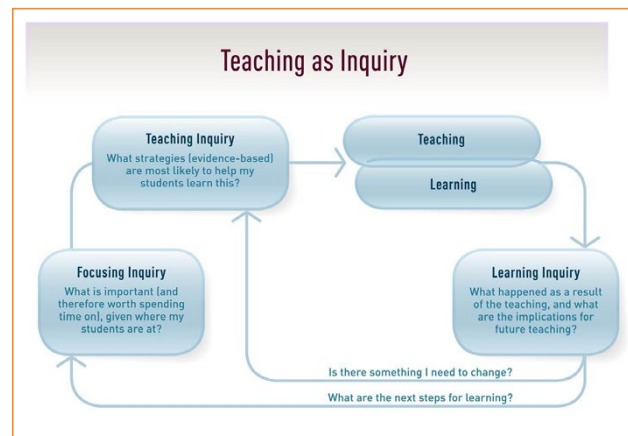
Ms McKinnon teaches a year 10 class of 24 students who are working within curriculum levels 1–5 of the health and physical education curriculum. Her class is ethnically diverse, with most students being Asian, Indian, or Pasifika. Approximately one third of the class are working at level 4 of the health and physical education curriculum. The area is a strength for others, who are working within level 5. Several students who have significant learning needs are working at levels 1 or 2. For some of these students, the development of social and emotional skills is currently a higher priority than movement skills.

In her planning, Ms McKinnon works to include the whole class from the outset, particularly considering the needs of three students with additional learning needs:

- **Salisi** has had an above-knee amputation. He wears a prosthetic leg and does not need crutches. Salisi's natural ability, love of sport, and sociable nature mean that he enjoys and can succeed in several sporting codes. He is very independent and enjoys rough and tumble, managing his disability so capably that his classmates barely notice it. He is working within level 5 of the health and physical education curriculum.
- **Maria** has attention deficit hyperactivity disorder and is on the autism spectrum. She has teacher aide support in her other classes and an individual education plan that focuses primarily on social and communication skills. Maria attends classes with her peers for all subjects and receives support from the school's Learning Support Centre, where she enjoys caring for the plants. She is working within level 2 of the health and physical education curriculum.
- **Teuila** is a kind, friendly student who wants to get involved and make people happy. She has a global developmental delay and currently attends most of her classes in the Learning Support Centre. Given her successful integration in the health and physical education programme, the centre is exploring opportunities for her to attend other classes with her peers. Teuila is very compliant and eager to please, but can quickly lose focus. She loves Samoan dancing and enjoys performing for others. She is working within level 1 of the health and physical education curriculum.

Teaching as inquiry

Ms McKinnon teaches this class for three periods a week, focusing on health in one period and physical education in the other two. Relationships and interpersonal skills are a year-long focus, providing good opportunities for students to explore and develop the key competencies. The class began the school year by sharing their thoughts about how they wanted to relate to one another. Ms McKinnon collated the students' ideas into a class contract, which they all signed. The contract provides a reference point for conversations about whether the students are succeeded in meeting their own expectations for behaviours such as respectfulness and humility.



Term 1 began with units on adventure-based learning activities (ABL) and swimming. The ABL unit provided an opportunity to start generating social cohesion through group activities that require communication, cooperation, and problem-solving. The final unit was to be on invasion games, where teams must attack each other's territory to score points. A survey had told Ms McKinnon that many of her students liked basketball. She hoped that by starting with a relatively familiar game she could encourage participation and foster skills the students could later transfer to less familiar invasion games.

Given the students' wide range of ability, Ms McKinnon had to think hard about how to include them all in the task. She used the Halberg Foundation's STEP model to think about the four aspects of a game that can be modified:

- Space: Changing the area to make a game more or less challenging
- Task: Changing the demands of a task to match participants' skills
- Equipment: Modifying the size, shape, colour, or arrangement of equipment
- People: Being flexible about groupings to accommodate participants' various and changing skill levels.

The Halberg Foundation emphasises the importance of maintaining a balance between inclusion and the integrity of the sport. Too many adaptations or the wrong adaptations may spoil the experience for everyone. Ms McKinnon suggests, "It can be better to start by modifying just one or two aspects of the game. Then you inquire into what did and didn't work, and what that means."

Ms McKinnon planned her unit to ensure all students were able to participate and achieve, adjusting her adaptations and differentiations as they gained in confidence and expertise:

- In Week 1, less confident players learned the basics of the game while others took part in more competitive play.
- In Week 2, students developed their skills and strategies through a variety of modifications involving the task, space, and people.
- In Week 3, the students applied their learning by playing more traditional games of basketball.

Focusing inquiry

What was important (and therefore worth spending time on), given where Ms McKinnon's students were at?

Ms McKinnon used a variety of sources to understand her students' strengths and needs. She began by accessing a range of documentation from the previous year. For some students, this included individual education plans and for all, it included the results from the 'common assessment tasks' (CATs) the school sets its junior students. Each CAT describes what students need to be able to do in relation to a particular aspect of health and physical education, setting out success criteria on a continuum from 'not achieved' to 'excellence'. Both teachers and students use these criteria to make judgments about achievement and progress.

Ms McKinnon noted how her students had done the previous year in the CATs for "Relationships with Other People: Interpersonal Skills" and "Movement Concepts: Invasion Games". She asked the students to rate themselves again, justify their assessments to a partner, and set themselves personal goals. She also made her own judgments, based on her initial observations of the students.

Ms McKinnon found out more by talking to the students' previous teachers and by asking the students themselves about their likes, dislikes, strengths, and weaknesses in health and physical education and how they learn best in this area. She also spoke to teachers in the Learning Support Centre and to some family members. For example, a conversation with Salisi's sister alerted Ms McKinnon to his membership of a representative sports team and that his hip hurts when he moves around too much.

The units on swimming and ABL enabled Ms McKinnon to observe the students' interactions with each other and their movement concepts and motor skills. She asked herself questions about their agility, the ways they moved, their willingness to co-operate and participate, and how they communicated. She built opportunities for student reflection into the lessons, using the CATs and class contract to help guide discussion.

Ms McKinnon wanted all her students to develop their physical skills and ability to navigate relationships and for the class as a whole to become a more cohesive unit. She knew that some students would be unlikely to achieve excellence, but she wanted everyone to participate and make progress in their own right. For example, she knew that Maria would need support to manage her emotions and abide by social rules. Teuila would need help to stay focused and remember instructions. The unit offered Salisi an opportunity to demonstrate his ability to compete and contribute to a team, but would also pose physical challenges.

Teaching inquiry

What teaching strategies (evidence-based) helped Ms McKinnon's students learn?

Activating students' prior knowledge

- Ms McKinnon began by discussing the learning purpose and the specific movement and interpersonal skills the class would be working on. She introduced the concept of invasion games and explained that the context for learning would be basketball.
- Ms McKinnon put the students into teams and gave each team a selection of balls. The students had five minutes to play a simple invasion game using a segment of the court. Their aim was to get their balls into a basket on the other side of the court while stopping the other team from scoring.
- Ms McKinnon brought the students back together for a think, pair, and share about the experience. She drew out their knowledge of invasion games, including the language and strategies. *What did you have to do to try to win the game? What did you mean when you said you need to "mark" the opposing players? You mentioned teamwork. What makes a good team player?*

Using flexible groupings and opportunities for reflection

- Ms McKinnon asked the students to form a 'confidence line' from those who felt most confident about playing basketball to those who felt least confident. She split the line down the middle to form two groups, each of which she split again into two teams that would compete against one another.
- Ms McKinnon allowed the two more confident teams to be more independent while she gave the other teams a basic understanding of the rules of basketball and the use of space in invasion games. She began a game, but periodically blew her whistle as a signal for the players to freeze and think about what they were doing. *Where are you? What are you doing? What is happening in your team? What are you wondering about? Who could you ask?*

Learning inquiry


What happened as a result of the teaching, and what were the implications for future teaching?

Ms McKinnon: *The class discussion was much richer once students had had the chance to experience an invasion game.*

Pita: *I told the class that when we started playing rugby, we'd all run after the ball, but now we spread out and work together. It's about the team, not the individual.*

Salisi: *I liked that we all got a chance to play at our own level. And the kids who aren't so good were able to focus on learning the basics.*

The teacher set up an initial activity to help the students surface and share their knowledge about invasion games and the skills and expertise involved.

**With your colleagues,** discuss: What strategies do you use to ensure students bring what they know to their learning?

Following the STEP model, the teacher differentiated the *task* and adjusted the way she grouped *people* in the task. She used freeze frames strategically to provide students with opportunities to think about what they were doing.

Teaching inquiry

What teaching strategies (evidence-based) helped Ms McKinnon's students learn?

- All the girls had placed themselves in the least confident group, though two were among the better players. Ms McKinnon accepted their choice but asked them to be team leaders and to ensure all team members participated. The leaders decided that each person would have to handle the ball before their team could score.
- Ms McKinnon monitored what was happening with both groups, prompting the students to think about what makes a team more inclusive and more effective. *Remember that one of the criteria for invasion games is team play. What could you change to make sure you all work together as a team?*
- Salisi wasn't getting involved in the passing game, as he couldn't move as fast as the others. Ms McKinnon blew the whistle and asked the students to reflect on what was going on. They decided to change the rules so they had to pass the ball three times before shooting.
- The next day, Ms McKinnon wanted the students to take greater charge of the game and think more strategically about how they could work together. She repeated the confidence line, this time using it to create four mixed-ability teams. She had the students allocate positions and then used the freeze-frame technique to interrupt the games for the students to stop and reflect. *Look around you. What is happening? What could your team change to give you a better chance of scoring?*
- Ms McKinnon wanted the students to understand the importance of communication for relationships in general and teamwork in particular. This was especially important for beginner players and those who needed extra help to understand and remember what to do.
- Teuila was happy just to stand and watch. Each time Ms McKinnon checked with her team, she reminded them that Teuila was part of the game, too, and asked questions to help Teuila remember the rules. *Remember, Teuila, you're playing, too. Where do your team mates need you to be? Remember they have to pass to you in order to score.*

Learning inquiry

What happened as a result of the teaching, and what were the implications for future teaching?

Mele: *I'd rather play with my friends than play with the boys. Leading my team took me out of my comfort zone, but I liked it. It made me think about how to be a good captain and help all my players do their best.*

Ms McKinnon: *Maria got upset and walked off when a boy laughed at her. I checked she was okay and asked what needed to happen for her to get back into the game. We agreed she could step out of the game for a while and get in some shooting practice with another girl. That got her confidence back up and she then rejoined the game.*

Hiram: *We already knew Salisi was good at shooting, but when we changed the rules, we found out he's awesome at passing!*

Ms McKinnon: *Using the freeze-frame technique gave the more able players time to think more strategically. For the less experienced players, it slowed the game down so they could gain confidence and apply their new knowledge.*

Daphne: *Ms McKinnon asked me to be Teuila's buddy and make sure she stayed involved. It turned out everyone helped. We'd call out "Here's the ball, Teuila," so she could have her hands ready. She'd go to pass to the other team, so we'd call out, "Teuila, that's the wrong person! I'm in your team!" It was fun.*

Teuila: *I scored a goal. Everyone clapped! I felt happy!*

Read more about [the STEP model](#) and [watch videos](#) to see its implementation.




With your colleagues,


discuss:
How might you apply the STEP model to a favourite sport or activity at your school to better include all students?




Teaching inquiry <i>What teaching strategies (evidence-based) helped Ms McKinnon's students learn?</i>	Learning inquiry <i>What happened as a result of the teaching, and what were the implications for future teaching?</i>
<p>Differentiating the task and providing support to enable full participation</p> <ul style="list-style-type: none"> By the second week, all students understood the concepts of the game and Ms McKinnon moved to a greater focus on skills such as shooting, dribbling, and passing. Everybody could work on the same skills, but she differentiated the drills, for example, having some students stand still to practise shooting, while others practised jump shots. She set up stations with different drills that people could work through at their own pace. The lesson always finished with a game. Ms McKinnon continued to use the freeze motion technique to get students to think about their strategies and to check that everyone was involved. 	<p>Ms McKinnon: <i>Maria can dribble, shoot, and pass. Her main issue is teamwork. But she's learning to tell me when she's upset instead of walking off. Now I need to help her express her needs more appropriately and take more account of other people's feelings.</i></p> <p>Maria: <i>I got annoyed when Sofia didn't pass me the ball. But Ms McKinnon asked how I was going and I realised it wasn't that bad, and that everyone's got to have a turn.</i></p>
<p>Balancing the integrity of the game with the goal of inclusion</p> <ul style="list-style-type: none"> In the first two weeks, the games were played over a smaller area than usual for basketball and often in smaller teams (for example, three on three). This supported inclusion, but it also reduced the integrity of the game. In the final week, the class moved to using the full court. Ms McKinnon put six students in each corner of the gym, and those in opposing diagonals took turns to play each other. When they weren't playing, Ms McKinnon encouraged the students to watch the game and analyse the strategies of each team, using an observation sheet she provided. <i>What are they doing? What's working? What do they need to do to include everyone? How could they improve their invasion strategies?</i> The unit concluded with a 'top team' competition. 	<p>Ms McKinnon: <i>The observation sheet prompted the students to give feedback on communication and teamwork. Sometimes the losing team got better feedback than the winning team, because they were doing better at including everyone.</i></p> <p>Maria: <i>The kids said I did a good job today. I was more involved.</i></p>

Following the STEP model, the teacher differentiated the tasks so that all students worked on the same set of skills, but at a level to match their ability.

Read more about [making learning accessible for all students](#) using differentiation and adaptation. 

With your colleagues,  discuss: How can students at differing levels of ability be supported to play the same sporting activity?

The teacher reduced the level of adaptations to give students greater satisfaction while still supporting them all to take part.

With your colleagues,  discuss: How can you incorporate students' perspectives to ensure modifications to a game enable inclusion without taking away from the fun?

Teaching inquiry

What teaching strategies (evidence-based) helped Ms McKinnon's students learn?

Assessing to recognise learning

- Throughout the unit, Ms McKinnon referred the students to their CAT assessments for both inclusion and invasion games. *Remember what we're working on – interpersonal skills – how you're interacting with others. We want to keep to our contract. We want everyone to do well.*
- At the end of the unit, the students used the CAT assessment sheets to judge their progress and write reflective comments. They were prompted in this by a set of questions based upon the SOLO taxonomy. Teuila circled where she thought she was on the continuum and then Ms McKinnon helped her to reflect. *Tell me something you learned. How do you feel about that?*
- Ms McKinnon also provided feedback on the CAT sheets. When she returned them, she gave the students more time for reflection and to discuss the feedback with her if they wished.
- The class then discussed the shifts they had made and their goals for the next term. *Where have we got better? How can we improve? What do we need to focus on as a class from here on?*

Learning inquiry

What happened as a result of the teaching, and what were the implications for future teaching?

Ms McKinnon: *Teuila is on the pre-structural level of thinking in the SOLO taxonomy, so I questioned her about simple, central ideas, like having a part to play in her team. Maria is at the next level where she can deal with questions like, "What do we mean by a 'team'?"*

Mr Brown (Learning Support Coordinator): *Teuila's goals are to be involved and physically interact with a range of people. It's great to see that she's finding a place in her health and PE class. Maria's goals are for her to develop her social skills, avert meltdowns, and feel safe, included, and more confident. For her to deal with challenges without storming off is important progress.*

Ms McKinnon: *Basketball proved to be a good context for introducing invasion games. Everybody took part in all the lessons and the class culture has become more caring and respectful. Students are using the language of invasion games and talking about how to work as a team. We'll continue to work on both CATS over the course of the year. We'll talk about how the students can transfer their learning from this unit to other contexts, including other invasion games.*

The teacher used the school's CAT assessments and questions based on the SOLO taxonomy to get each student thinking about where they were in their own learning and development and what their next steps would be.

Read more about including all students through [the use of self-assessment](#).

With your colleagues, discuss: How can you support individual students to assess their progress in ways that are positive and self-affirming?

Next steps

Now that you have explored this example, work with colleagues to:

- consider the challenges and opportunities in relation to inclusion for *your* students
- decide on the next steps in your physical education teaching to ensure *all* your students are participating, learning, and achieving
- plan for a future meeting to review the impact of your next steps and what *now* needs to happen.

Recommended resources



To learn more about STEP and adaptation/modification training, contact your local Halberg Adviser about No Exceptions Training (NET): www.halbergallsports.co.nz/contact-us/