How can we solve problems when moving?

**PDHPE Early Stage 1 learning sequence**

## Resource considerations

This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a key learning area. Each task has a duration of 30 minutes and could be used in conjunction with your framework, designed using the K-6 template (at the end of this document). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school could plan students’ learning from home and ways to communicate with students can be found through the department’s ‘Learning at home’ web pages. Assessment strategies are included to ensure evidence of learning is monitored and collected.

## Overview – Lessons 1 and 2

Outcomes

PDe - 4 - practises and demonstrates movement skills and sequences using different body parts

PDe - 5 - explores possible solutions to movement challenges through participation in a range of activities

**PDe-9** - practises self-management skills in familiar and unfamiliar scenarios

**Learning sequence overview** – Students will test and create solutions to a variety of movement challenges

**Key concepts** – spatial awareness, relationships with objects

**Key language** – send, throw, target, force, distance

**Essential question –** How can we solve problems when moving?

**Syllabus key inquiry questions –** How do we move our bodies? How can we solve problems when moving?

Aim of lessons 1 and 2

* Explore possible solutions to accurately throw an object towards a target.

Teacher notes

* Equipment available to students may vary greatly. Ensure safety when selecting an object to throw. Objects to throw may include a tennis ball, a soft ball, a pair of socks, scrunched up paper, a soft toy.
* When creating a target, select objects that won’t break and can be easily moved by students. Sample targets may include a bucket, a long piece of string laid in a circle, an ‘X’ formed by two pieces of tape/material, a t-shirt laid on the ground, a chair/bench, a wall, a tree.
* Identify a ‘starting point’. This is where the student will throw the object from.

Lesson 1 – Throwing for accuracy

Digital and non-digital

Students:

* + 1. Create a target that they can safely throw a soft object towards. They select a ‘starting point’ where they will throw the object from.
		2. Throw object towards the target. Students should aim to hit the target. They pick up the object from where it landed and throw the object again until the target has been hit.
		3. Record how many throws it took to hit the target Table 1 ‘Throwing for accuracy’ in the student workbook.
		4. Repeat the challenge several times attempting to hit the target in a fewer number of throws.

### Lesson 2

### Activity 1- Using different throws

Digital and non-digital

Students:

* + 1. Suggest different ways of throwing the ball. Repeat the throwing challenge using
			- an overarm throw
			- an underarm throw (with one-hand)
			- an underarm throw (with two-hands)
		2. Complete Table 2 ‘Using different throws’ in the student workbook.
		3. Respond to the following questions and discuss with their teacher or parent/caregiver.
			- What type of throw was successful? Why?
			- What type of throw was unsuccessful? Why?
			- Describe how you moved your body with each type of throw you used.
		4. Attempt to hit the target using the following ways of throwing:
			- an overarm throw
			- a one-handed underarm throw
			- a two-handed underarm throw
		5. Respond to the following questions in their PDHPE student workbook and discuss with their teacher or parent/caregiver.
			- What type of throw was successful? Why?
			- What type of throw was unsuccessful? Why?
			- Describe how you moved your body with each type of throw you used.

### Activity 2 - Adjusting your throw

Digital and non-digital

Students:

* + 1. Move their ‘starting point’ to a new location. Try to ensure the distance to the target has changed. For example, student may move the ‘starting point’ back 3 steps and slightly to the left.
		2. Repeat throwing challenge from 5 new 'starting points’. Use all 3 different ways to throw. Students respond to the following questions in their student workbook and discuss with their teacher or parent/caregiver.
			- What type of throw was successful? Why?
			- What type of throw was unsuccessful? Why?
			- Describe how you moved your body with each type of throw you used.

Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the Identity, culture, heritage and language of your Aboriginal students through your teaching practices?

Assessment

Students reflect upon the activities and answer reflection questions in the student workbook with their teacher or parent/carer. Students could use video technology to capture a short example of themselves completing the challenges and answering the questions in the student workbook.

Students may use video technology to:

* capture a short example of themselves completing the challenges
* answer the questions provided in the student workbook.

Activity resources

* PE student workbook
* Parent/caregiver advice – students set-up a throwing challenge by placing/identifying a target for them to hit. They create a ‘starting point’ for them to throw from. The target should be placed at a distance that will make hitting it in one throw reasonably difficult.
* Refer to ['Hit the target'](https://www.sportaus.gov.au/__data/assets/pdf_file/0011/703937/Hit-the-target.pdf) game card for suggestions of what this activity could look like. (Sport Australia, 2019. Playing for life)