# How can I solve problems while moving?

PDHPE Early Stage 1

## 10 weeks Term – Year –

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## Big idea and key concept

The ‘big idea’ is the over-arching concept that is being addressed or challenged throughout the unit. For example, “risk-taking is healthy”.

Using my body to solve problems. Solutions to challenges come in many different forms.

Effort awareness, spatial awareness, relationships with people, objects and space. (Movement concepts – page 133 PDHPE K-10 syllabus).

## Essential question and unit title

This question drives both teaching and learning within the unit. Every activity should be working towards answering this question. For example, “How can I manage risk and still have fun?”

How can I solve problems while moving?

## Unit description

Students will test and create solutions to a variety of movement challenges through modifying movement sequences and games. For example, they may explore different ways to propel an object accurately within the playing area.

## Contextual statement

Further development of problem solving skills will support students maintain their involvement in physical activity. Learning how to create a relevant and meaningful movement challenge and to solve the problem within the activity will provide students with the knowledge, understanding and skills to create lifelong physical activity experiences for themselves and others.

## Skills and propositions

### Skills in focus

What specific skills are being learned, developed and applied throughout this unit of work? Refer to pages 27-30 of the PDHPE K-10 syllabus.

#### Self-management skills (S)

* Self-awareness
  + reflective practice
* Decision making and problem solving
  + finding solutions to problems
  + analysis

#### Interpersonal skills (I)

* Communication
  + giving and receiving feedback
* Collaboration, inclusion and relationship-building
  + recognising and using their own abilities and strengths and those of others

#### Movement skills (M)

* Fundamental and specialised movement skills and concepts
  + object control
* Tactical and creative movement
  + selecting, applying, transferring, adapting and evaluating movement skills
  + applying movement concepts, rules, strategies and tactics
  + assessing rules, strategies and tactics and how they influence movement and performance when applied across different movement contexts.
* Health and fitness enhancing movement
  + managing risk and promoting safety

### Propositions

Describe how specific propositions are embedded throughout the unit of work. The 5 propositions are outlined on pages 24-25 of the PDHPE K-10 syllabus.

#### Focus on educative purpose

Students develop their knowledge, understanding and skills of how to move their body to send and object towards a target. They start to understand how moving their body in different ways affects the way the object travels (direction, distance, height, speed).

#### Take a strengths based approach

Students will be encouraged to draw upon their own strengths and capabilities to further strengthen their knowledge, skills and understandings while they explore how to effectively play and adapt movement challenges.

#### Value movement

Students participate in a wide range of movement experiences to develop skills across all 3 domains and understand how these skills can transfer to different contexts.

Regular modification of movement challenges to meet student needs and interests while maintaining relevancy and engagement.

Students explore movement and compare different techniques/styles to learn what can influence the quality and effectiveness of the movement.

## Organisation of teaching and learning activities

### Key inquiry questions and syllabus content

What syllabus content is being addressed in each teaching and learning activity?

Teaching and learning activities – A detailed description of the teaching and learning strategies that the teacher will provide for students to learn, develop and apply knowledge, understanding and skills. The following sub-headings are used.

### Activity

A description of the suggested teaching and learning activity.

### Teacher notes

Information that may support teachers with delivery of the teaching and learning activities. This may include concepts and content that may be deemed to be sensitive and/or controversial.

### Discussion

The suggested discussion opportunities should be delivered in a manner that best suits your context. These can be between peers, in small groups, as a whole class or a one-on-one teacher-student conference. Sample questions and scenarios may be adapted to meet student needs in a manner that is reflective of school and community context.

### Reflection

The suggested reflection that links to the essential question that is also the unit title. This question drives teaching and learning and all activities have been designed to enable students to answer it. This reflection provides further opportunity to reinforce student learning and may act as an ongoing demonstration of student knowledge, understanding and skills.

### Resources

A list of resources required to deliver the lesson as described. Teachers may choose to use alternative learning tools and activities that best meet student needs. Alternative examples include learning tools and activities from the department’s [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/).

## Lesson 1

**Lesson 1 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PDe-4 practises and demonstrates movement skills and sequences using different body parts | use body parts separately or in combination to perform a range of movement skills | performs the appropriate skill/s relevant to the quick-start activity with control Activity 1  performs a throw using a technique they are comfortable and familiar with to send a ball accurately towards a target  Activity 2 |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | explore and trial different techniques when throwing an object towards a target | identifies what type of throw was successful and unsuccessful and possible reasons why  Activity 2  describes how they moved their body in different ways (one-hand, two-hands, overarm, underarm, stand and throw, step and throw)  Activity 2  identifies possible changes to the size and/or placement of a target to increase/decrease difficulty of challenge Activity 2 |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | reflects on previous performances to identify factors that can contribute to future success | identifies strategies that may contribute to success in a quick-start game/challenge Activity 1 |
| PDe-9 | use equipment safely and be aware of activity boundaries | uses equipment safely by following class rules Activities 1-2  plays within activity boundaries (Activities 1-2 |

### Key inquiry questions and syllabus content

How do our bodies move?

* demonstrate a variety of movement skills and movement sequences, for example:
  + perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line M
  + perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling
* identify and describe how their body moves in relation to space, time, objects, effort and people, for example:
  + describe body positions when performing a range of different movements
* participate in games with and without equipment, for example: (ACPMP009)
  + participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries

Key inquiry question – how can we solve problems when moving?

* test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
  + attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations
  + trial a number of techniques when trying new movement activities, e.g. position, focus, direction

How do we participate with others when we are active? Students:

* collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)
  + follow instructions for personal safety, fair play and appropriate use of equipment **I M** Literacy icon Personal and social capability icon
  + identify boundaries, eg personal space and playing area **I M** Critical and creative thinking icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 1 – fast start – freeze

Select a playing area and mark boundaries. Students move around the playing area until the whistle is blown or the teacher calls ‘freeze’. Upon the whistle/‘freeze’ students stop and balance using the description given, for example, ‘one foot’.

Variations:

* change the way the students balance each time ‘freeze’ is called
* students use different locomotor movements. For example, run, jump ,hop, skip, move like a bear, kangaroo, crab).

##### Sample questions

* How did you use different parts of your body to stay balanced?
* Where did you look when trying to balance? Why?
* Can you think of moments when your balance might be better or worse compared to others?

##### Teacher notes

A fast start activity provides an opportunity to:

* engage in moderate to vigorous physical activity (huff ‘n’ puff)
* explore and practise movement skills (fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)
* reinforce an inclusive learning environment that supports positive interactions and ongoing collaboration
* become familiar with equipment and space
* use age and stage appropriate language and concepts that act as a hook to engage students
* make planning adjustments based on observations of the physical preparedness of students and the group dynamic.

#### Activity 2 – throwing for accuracy

Teacher:

* Organises students into pairs.
* Chooses a ‘starting point’ or throwing line that allows for students to safely throw a ball/object from.

Students:

* Create a target using the equipment supplied that they can safely throw a ball or soft object towards. For example, a hoop, a circle of cones, a bucket.
* Throw the ball/object towards the target. They should aim to hit the target.
* Pick up the ball/object from where it landed and throw it again until the target has been hit.
* Repeat the challenge 5 times (or until the teacher calls “Stop!”) attempting to hit the target in a fewer number of throws.
* Communicate their best result with their partner.

##### Sample questions

* How did you throw the ball/object at the target? Was it accurate?
* How do you think we could make this challenge harder/easier?
* What if you move the target closer/further away?

Students

* Repeat the activity after making necessary adjustments to the position and/or size of the target.
* Perform the challenge multiple times with different targets (position/size).
* Answer the sample questions again.

#### Reflections

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones/markers to identify boundaries for Fast start activity
* 1 ball/object to throw per pair
* Object/s to act as a target for each pair. For example, a hoop, circle of cones, a bucket.

## Lesson 2

**Lesson 2 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PDe-4 practises and demonstrates movement skills and sequences using different body parts | use body parts separately or in combination to perform a range of movement skills | performs the appropriate skill/s relevant to the quick-start activity with control Activity 3  performs a throw using a technique they are comfortable and familiar with to send a ball accurately towards a target Activity 4 |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | explore and trial different techniques when throwing an object towards a target | identifies what type of throw was successful and unsuccessful and possible reasons why  Activity 4  describes how they moved their body in different ways (one-hand, two-hands, overarm, underarm, stand and throw, step and throw)  Activity 4 |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | reflects on previous performances to identify factors that can contribute to future success | identifies strategies that may contribute to success in a quick-start game/challenge Activity 3 |
| PDe-9 | use equipment safely and be aware of activity boundaries | uses equipment safely by following class rules  Activities 3-4  plays within activity boundaries  Activities 3-4 |

### Key inquiry questions and syllabus content

How do our bodies move?

* demonstrate a variety of movement skills and movement sequences, for example:
  + perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line M
  + perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling
* identify and describe how their body moves in relation to space, time, objects, effort and people, for example:
  + describe body positions when performing a range of different movements
* participate in games with and without equipment, for example: (ACPMP009)
  + participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries

Key inquiry question – how can we solve problems when moving?

* test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
  + attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations
  + trial a number of techniques when trying new movement activities, e.g. position, focus, direction

How do we participate with others when we are active? Students:

* collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)
  + follow instructions for personal safety, fair play and appropriate use of equipment **I M** Literacy icon Personal and social capability icon
  + identify boundaries, eg personal space and playing area **I M** Critical and creative thinking icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 3 – fast start – freeze

Refer to instructions in lesson 1 – activity 1. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

* How did you use different parts of your body to stay balanced?
* Where did you look when trying to balance? Why? What effect did this have?

#### Activity 4 – using different throws – partner target knockdown

Teacher:

* Organises students into pairs.
* Chooses a ‘starting point’ or throwing line that allows for students to safely throw a ball/object from.
* Explains to students that they will use and compare three different types of throw in the lesson. The three types of throw are
  + overarm throw
  + one-handed underarm throw
  + two-handed underarm throw

Students:

* Create their own target using the equipment supplied that they can safely throw a ball or soft object towards. For example, a hoop, a circle of cones, a bucket.
* Throw the ball/object towards their partner’s target. They should aim to hit the target.
* Pick up the ball/object from where it landed and throw it again until the target has been hit.
* Repeat the challenge 5 times for each type of throw (or until the teacher calls “Stop!”) attempting to hit their partners target in a fewer number of throws.
* Communicate their best result with their partner.

##### Sample questions

* What type of throw was successful? What makes you say that?
* What type of throw was unsuccessful? What makes you say that?
* Describe how you moved your body with each type of throw you used.

##### Teacher notes

Encourage all students to perform the same type of throw at the same time before moving to the next type of throw. Promote discussion amongst peers and with the teacher.

Students:

* Repeat the activity by changing the position and/or the size of the target.
* Reflect upon the activity by answering the sample questions again.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 1 ball/object to throw per pair.
* Object/s to act as a target for each pair. For example, a hoop, circle of cones, a bucket.

## Lesson 3

**Lesson 3 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PDe-4 practises and demonstrates movement skills and sequences using different body parts | use body parts separately or in combination to perform a range of movement skills | performs the appropriate skill/s relevant to the quick-start activity with control Activity 5  performs a throw using a technique they are comfortable and familiar with to send a ball accurately towards a target Activity 6 |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | explore and trial different techniques when throwing an object towards a target | identifies what type of throw was successful and unsuccessful and possible reasons why  Activity 6  describes how they moved their body in different ways (one-hand, two-hands, overarm, underarm, stand and throw, step and throw)  Activity 6 |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | reflects on previous performances to identify factors that can contribute to future success | identifies strategies that may contribute to success in a quick-start game/challenge Activity 5  reflects on previous performances to identify key skill components that may contribute to success when throwing or kicking  Activity 6 |
| PDe-9 | use equipment safely and be aware of activity boundaries | uses equipment safely by following class rules  Activities 5-7  plays within activity boundaries  Activities 5-7 |

### Key inquiry questions and syllabus content

How do our bodies move?

* demonstrate a variety of movement skills and movement sequences, for example:
  + perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line M
  + perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling
* identify and describe how their body moves in relation to space, time, objects, effort and people, for example:
  + describe body positions when performing a range of different movements
* participate in games with and without equipment, for example: (ACPMP009)
  + participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries

Key inquiry question – how can we solve problems when moving?

* test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
  + attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations
  + trial a number of techniques when trying new movement activities, e.g. position, focus, direction

How do we participate with others when we are active? Students:

* collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)
  + follow instructions for personal safety, fair play and appropriate use of equipment **I M** Literacy icon Personal and social capability icon
  + identify boundaries, eg personal space and playing area **I M** Critical and creative thinking icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 5 – fast start – follow the leader

Select a playing area and mark boundaries. In pairs:

* Student 1 follows student 2 while performing the movement skill selected by the teacher or student. For example, hopping, running, dodging, dribbling.   
  This continues until the stop signal is given (for example, after 30-60 seconds).
* Students swap roles.
* Repeat 2-3 times.

##### Sample questions

* What strategy did you use to make sure you avoided bumping into other students?
* Did you prefer to be the ‘leader’ or the ‘follower’? What makes you say that?

#### Activity 6 – step or no step?

##### Sample questions

* What contributed to a successful throw in the activities you completed in previous weeks? (Using three different types of throw – overarm, 1-handed underarm and 2-handed underarm).

Teacher:

* Explains to students that they will use and compare two different types of throw in the lesson. The two types of throw are
  + Stand and throw
  + Step and throw
* Organises students into pairs,
* Chooses a ‘starting point’ or throwing line that allows for students to safely throw a ball/object from.

Students:

* Create a target using the equipment supplied that they can safely throw a ball or soft object towards. For example, a hoop, a circle of cones, a bucket.
* Throw the ball/object towards the target. They should aim to hit the target.
* Pick up the ball/object from where it landed and throw it again until the target has been hit.
* Repeat the challenge 5 times for each type of throw (or until the teacher calls “Stop!”) attempting to hit the target in a fewer number of throws.
* Communicate their best result with their partner.

##### Sample questions

* What type of throw was successful? What makes you say that?
* What type of throw was unsuccessful? What makes you say that?
* Which type of throw was most comfortable for you to perform? What makes you say that?
* Describe why you might choose to step and throw.
* Why would a step help you when you throw?

Students:

* Move the target or the starting line so they have to throw the ball/object a different distance.
* Repeat the challenge 5 times for each type of throw attempting to hit the target in a fewer number of throws.

##### Sample questions

* What type of throw was successful? What makes you say that?
* What type of throw was unsuccessful? What makes you say that?

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones/markers to identify boundaries for Fast start activity
* 1 ball/object to throw per pair
* Object/s to act as a target for each pair. For example, a hoop, circle of cones, a bucket.

## Lesson 4

**Lesson 4 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PDe-4 practises and demonstrates movement skills and sequences using different body parts | use body parts separately or in combination to perform a range of movement skills | performs the appropriate skill/s relevant to the quick-start activity with control Activity 7 |
| PDe-4 | perform the overarm throw to send a ball towards a target | performs the three key parts of an overarm throw  Activity 8   1. eyes focused on the target when throwing 2. stand side-on when preparing to throw 3. step towards target area with opposite foot to throwing arm |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | explore and trial different techniques when throwing an object towards a target | describes how they moved their body in different ways (one-hand, two-hands, overarm, underarm, stand and throw, step and throw)  Activity 8  identifies possible changes to the size and/or placement of a target to increase/decrease difficulty of challenge Activity 8 |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | reflects on previous performances to identify factors that can contribute to future success | identifies strategies that may contribute to success in a quick-start game/challenge Activity 7  reflects on previous performances to identify key skill components that may contribute to success when throwing or kicking  Activity 8 |
| PDe-9 | use equipment safely and be aware of activity boundaries | uses equipment safely by following class rules  Activities 7-8  plays within activity boundaries  Activities 7-8 |

### Key inquiry questions and syllabus content

How do our bodies move?

* demonstrate a variety of movement skills and movement sequences, for example:
  + perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line M
  + perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling
* identify and describe how their body moves in relation to space, time, objects, effort and people, for example:
  + describe body positions when performing a range of different movements
* participate in games with and without equipment, for example: (ACPMP009)
  + participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries

Key inquiry question – how can we solve problems when moving?

* test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
  + attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations

How do we participate with others when we are active? Students:

* collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)
  + follow instructions for personal safety, fair play and appropriate use of equipment **I M** Literacy icon Personal and social capability icon
  + identify boundaries, eg personal space and playing area **I M** Critical and creative thinking icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 7 – fast start – follow the leader

Refer to instructions in lesson 3 – activity 5. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

* What strategy did you use to make sure you avoided bumping into other students? What did you change from the previous lesson?
* Did you prefer to be the ‘leader’ or the ‘follower’? What makes you say that?

#### Activity 8 – the overarm throw

##### Sample questions

* What makes a throw successful? (For example, it hits the target, my partner can catch it, it goes through the goal)
* What contributed to a successful throw in the activities you completed in previous weeks? (Using two different types of throw – stand and throw, step and throw)
* What type of throw was more successful? Stand and throw? Or step and throw?

##### Teacher notes

* Before the lesson, [view the example of the overarm throw by accessing video example](https://www.youtube.com/watch?v=1mdyMVezRGc) or Appendix 1 ‘overarm throw early stage 1’ card.
* This may be an effective stimulus to share with students at the beginning of the lesson as well.
* Focus students on the three introductory components of
  + ‘eyes focused on the target’
  + ‘stand side-on’
  + ‘step towards target area with opposite foot to throwing arm’.
* Reinforce this by using the cues of
  + Eyes
  + Side-on
  + Step

##### Throwing stations – relays

Teacher:

* Explains to students that they will use the overarm throw at the throwing stations in the lesson.
* Demonstrates (in person, via video or task card) the three cues of ‘Eyes’, ‘Side-on’ and ‘Step’.
* Organises students into small groups (2-4).
* Familiarises students with each of the three stations.
* Refers to appendix 2 to view suggestions for activity setup.
* Explains that students perform the chosen locomotor skill to return to their partner. For example, Student 1 throws the ball, they then jump out to the ball, pick it up and jump back to Student 2 who repeats. This will speed up the activity and increase the amount of moderate-vigorous physical activity. Vary the locomotor movement used.

Students:

* Throw the ball/object towards the target. They should aim to hit the target..
* Pick up the ball/object from where it landed and throw it again until the target has been hit.
* Use the chosen locomotor skill to pick up the ball and return. For example, jump, run, hop, skip, gallop.
* Take turns in their small group and repeat the challenge as many times as possible until the teacher calls “Stop!

###### Station A – goals

A ‘throwing line’ is marked with a cone. Two cones create a goal to throw towards 5-10 metres away. Students perform the overarm throw aiming to score a goal.

###### Station B – hoop

A ‘throwing line’ is marked with a cone. A medium-large soft light ball is placed inside a hoop on the ground. Students attempt to hit the medium-large ball out of the hoop by throwing their object and hitting it.

###### Station C – cone castle

A castle of cones is created using cones/markers. Place 3 cones in a line next to each other, balance 2 cones on top of these, balance 1 cone on top of the 2. When students knock down the castle, encourage them to re-build it as quick as possible (under 10 seconds may be a suitable time).

##### Teacher notes

Make adjustments to the size of and/or distance of the goals/targets according to student competency. The goal/target should be placed so it provides a suitable level of challenge. This may be different for each student or group of students.

##### Sample questions

* What were the three cues you focused on when performing the overarm throw?
* How do you think these three cues help you when performing the overarm throw?
* Did you adjust the way your body moved when throwing the object a different distance? Why/Why not?
* Which target was easiest for you to hit or nearly hit with your throw? What makes you say that?
* Which target was hardest for you to hit or nearly hit with your throw? What makes you say that?

##### Teacher notes

Schedule the rotation of stations so students spend 4-5 minutes at each station, you discuss the sample questions as a class then repeat all stations again to provide the opportunity to improve.

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

##### Resources

* Cones/markers to identify boundaries for Fast start activity
* 1 ball/object to throw per student
* Object/s to act as a goal/target for each station (hoops, 6 cones per cone castle, 2 cones per goal).

## Lesson 5

**Lesson 5 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PDe-4 practises and demonstrates movement skills and sequences using different body parts | use body parts separately or in combination to perform a range of movement skills | performs the appropriate skill/s relevant to the quick-start activity with control Activity, 9 |
| PDe-4 | perform the overarm throw to send a ball towards a target | performs the three key parts of an overarm throw Activity 10   1. eyes focused on the target when throwing 2. stand side-on when preparing to throw 3. step towards target area with opposite foot to throwing arm |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | explore and trial different techniques when throwing an object towards a target | describes how they moved their body in different ways (one-hand, two-hands, overarm, underarm, stand and throw, step and throw)  Activity 10  identifies possible changes to the size and/or placement of a target to increase/decrease difficulty of challenge Activity 10 |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | reflects on previous performances to identify factors that can contribute to future success | identifies strategies that may contribute to success in a quick-start game/challenge Activity 9  reflects on previous performances to identify key skill components that may contribute to success when throwing or kicking  Activity 10 |
| PDe-9 | use equipment safely and be aware of activity boundaries | uses equipment safely by following class rules  Activities 9-10  plays within activity boundaries  Activities 9-10 |

### Key inquiry questions and syllabus content

How do our bodies move?

* demonstrate a variety of movement skills and movement sequences, for example:
  + perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line M
  + perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling
* identify and describe how their body moves in relation to space, time, objects, effort and people, for example:
  + describe body positions when performing a range of different movements
* participate in games with and without equipment, for example: (ACPMP009)
  + participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries

Key inquiry question – how can we solve problems when moving?

* test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
  + attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations

How do we participate with others when we are active? Students:

* collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)
  + follow instructions for personal safety, fair play and appropriate use of equipment **I M** Literacy icon Personal and social capability icon
  + identify boundaries, eg personal space and playing area **I M** Critical and creative thinking icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 9 – fast start – traffic lights

Select a playing area and mark boundaries. Students move to their own space within the playing area. Upon the teacher instruction “Go!” they move around in the space. They respond to the following instructions:

* red – freeze on the spot
* yellow – skip around the playing area
* green – run around the playing area.

Variation:

* red – jog on the spot
* yellow – slow jog around the playing area
* green – run around the playing area

Variation:

* red – balance on the spot with different number of body parts in contact with the ground (number called out by the teacher)
* yellow – animal movement around the playing area (for example, bear, elephant, tiger)
* green – jump around the playing area.

##### Sample questions

* Where did you look when running to make sure you didn’t bump into any other students?
* How did you use different body parts to stop quickly?

##### Teacher notes

Reflect upon the previous lesson by discussing the overarm throw. Reinforce the 3 important cues to remember. Consider [viewing the overarm throw video](https://www.youtube.com/watch?v=1mdyMVezRGc) and/or task cards (appendix 1) again.

##### Sample questions

* What did you try to remember when performing the overarm throw?
* Can you name the three key cues?

#### Activity 10 – Throwing stations

##### Teacher note

This lesson re-visits the stations from the previous lesson with some adjustments to facilitate refinement of the overarm throw and stronger student engagement by increasing student agency in the construction and placement of goals/targets.

Suggestions of modifications for each station are provided in the descriptions below.

Teacher:

* Explains to students that they will use the overarm throw at the throwing stations in the lesson.
* Asks for a student demonstration (if appropriate).
* Reinforce the three cues or ‘Eyes’, ‘Side-on’ and ‘Step’.
* Organises students into small groups (2-4).
* Familiarises students with each of the three stations.
* Explains that students perform the chosen locomotor skill to return to their partner. For example, Student 1 throws the ball, they then jump out to the ball, pick it up and jump back to Student 2 who repeats. This will speed up the activity and increase the amount of moderate-vigorous physical activity. Vary the locomotor movement used.

Students:

* Throw the ball/object towards the target. They should aim to hit the target.
* Pick up the ball/object from where it landed and throw it again until the target has been hit.
* Use the chosen locomotor skill to pick up the ball and return. For example, jump, run, hop, skip, gallop.
* Take turns in their small group and repeat the challenge as many times as possible until the teacher calls “Stop!

###### Station A – Goals

A ‘throwing line’ is marked with a cone. Two cones create a goal to throw towards 5-10 metres away. Students perform the overarm throw aiming to score a goal. Students may adjust the size of the goal and/or measure the distance to the goal using normal walking steps.

###### Station B – Hoop

A ‘throwing line’ is marked with a cone. A medium-large soft light ball is placed inside a hoop on the ground. Partners stand on opposite sides of the hoop. Students attempt to hit the medium-large ball out of the hoop towards their partner by throwing their object and hitting it. A point is scored if they hit the medium-large ball out of the hoop towards their partner.

###### Station C – Cone castle

A castle of cones is created using cones/markers. Place 3 cones in a line next to each other, balance 2 cones on top of these, balance 1 cone on top of the 2. When students knock down the castle, encourage them to re-build it as quick as possible (under 10 seconds may be a suitable time).

Different pieces of equipment may be used to create the castle. Students can decide upon the point value of hitting the castle depending on the size and distance of the castle from the throwing line.

##### Teacher notes

Make further adjustments to the distance of the goals/targets according to student competency. The goal/target should be placed so it provides a suitable level of challenge. This may be different for each student or group of students.

##### Sample questions

* What were the three cues you tried to remember when performing the overarm throw?
* How do you think these three cues help you when performing the overarm throw?
* How did you adjust your throw when you were throwing at the whole castle compared to the goal or hoop bullseye?
* Did you adjust the way your body moved when throwing the object a different distance? Why/Why not?
* Which target was easiest for you to hit or nearly hit with your throw? What makes you say that?
* Which target was hardest for you to hit or nearly hit with your throw? What makes you say that?

##### Teacher notes

Schedule the rotation of stations so students spend 4-5 minutes at each station, you discuss the sample questions as a class then repeat all stations again to provide the opportunity to improve.

#### Reflection

##### Thumbs up/side/down

Students respond to the teacher statements describing how well they feel they have learned the skills. Thumbs up – I can do this every time. Thumbs side – I can do this most of the time. Thumbs down – I can do this sometimes

##### Teacher statements/prompts

* I can do a step and throw
* I can do a stand and throw
* I can name the three parts of an overarm throw
* I can describe how my body moves when I do an overarm throw

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones/markers to identify boundaries for Fast start activity
* 1 ball/object to throw per student
* Object/s to act as a goal/target for each station (hoops, 6 cones per cone castle, 2 cones per goal).

## Lesson 6

**Lesson 6 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PDe-4 practises and demonstrates movement skills and sequences using different body parts | use body parts separately or in combination to perform a range of movement skills | performs the appropriate skill/s relevant to the quick-start activity with control Activity 11  performs a throw/kick using a technique they are comfortable and familiar with to send a ball accurately towards a target Activity 12 |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | explore and trial different techniques when kicking a ball/object towards a target | identifies what type of kick was successful and unsuccessful and possible reasons why  Activity 12  performs two different kicking styles while attempting to score a goal/hit a target Activity 12  describes how they moved their body in different ways (stand and kick, step and kick, small step, large step)  Activity 12 |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | reflects on previous performances to identify factors that can contribute to future success | identifies strategies that may contribute to success in a quick-start game/challenge Activity 11  reflects on previous performances to identify key skill components that may contribute to success when throwing or kicking  Activity 12 |
| PDe-9 | use equipment safely and be aware of activity boundaries | uses equipment safely by following class rules  Activities 11-12  plays within activity boundaries  Activities 11-12 |

### Key inquiry questions and syllabus content

How do our bodies move?

* demonstrate a variety of movement skills and movement sequences, for example:
  + perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line M
  + perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling
* identify and describe how their body moves in relation to space, time, objects, effort and people, for example:
  + describe body positions when performing a range of different movements
* participate in games with and without equipment, for example: (ACPMP009)
  + participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries

Key inquiry question – how can we solve problems when moving?

* test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
  + attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations
  + trial a number of techniques when trying new movement activities, e.g. position, focus, direction

How do we participate with others when we are active? Students:

* collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)
  + follow instructions for personal safety, fair play and appropriate use of equipment **I M** Literacy icon Personal and social capability icon
  + identify boundaries, eg personal space and playing area **I M** Critical and creative thinking icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 11 – fast start – traffic lights

Refer to instructions in Lesson 5 - Activity 9. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

* Where did you look when running to make sure you didn’t bump into any other students?
* How did you use different body parts to stop quickly?

##### Teacher notes

Reflect upon the previous lesson by discussing the overarm throw and what contributed to a successful throw. Use this to introduce the skill of kicking.

Explain that in a previous lesson students experimented with throws where they stood still to throw and compared these to throws that used a step forward. This lesson their challenge is to compare two different ways to kick a ball. The two ways are:

* Stand and kick.
* Step forward and kick.

##### Sample questions

* What contributed to a successful throw in the activities you completed in previous lessons?
* Do you think any of these things could help you when kicking?
* Which type of kick do you think will be most successful? What makes you say that?

#### Activity 12 – step or no step?

Teacher:

* Explains to students that they will use two different ways of kicking in the lesson.
* Demonstrates a ‘stand and throw’ and a ‘step and throw’ that were used in a previous lesson
* Asks students to think about what a kicking version of these would look like
* Organises students into pairs
* Distributes 1 ball and 2 cones per pair (1 additional cone to mark the ‘kicking line’ if necessary)
* Demonstrates how to place the two cones down to create a goal.

Students:

* Place cones down on the ground to create a goal 5-10 metres from their ‘kicking line’.
* Kick the ball towards the goal aiming to score a goal.
* Take turns with their partner and repeat the challenge as many times as possible until the teacher calls “Stop!”

##### Sample questions

* What type of kick was most successful? What makes you say that?
* Which type of kick was most comfortable for you to perform? What makes you say that?
* Why do you think taking a step forward could help you when you kick?

##### Teacher notes

Make further adjustments to the distance of the goals/targets according to student competency. The goal/target should be placed so it provides a suitable level of challenge. This may be different for each student or group of students.

Students:

* Make adjustments to the size of the goal and/or distance of the goal from the ‘kicking line’.
* Repeat the challenge.
* Answer the reflective questions again.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 1 ball to kick per pair.
* 2 cones to act as a goal for each pair.

## Lesson 7

**Lesson 7 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PDe-4 practises and demonstrates movement skills and sequences using different body parts | use body parts separately or in combination to perform a range of movement skills | performs the appropriate skill/s relevant to the quick-start activity with control Activity 13 |
| PDe-4 | perform a kick to send a ball towards a goal/target | performs the three key parts of a kick Activity 14   1. eyes focused on the ball when kicking 2. forward and sideward swing of opposite hand to kicking leg 3. contact ball with top of the foot (a ‘shoelace’ kick) |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | explore and trial different techniques when kicking a ball/object towards a target | describes how they moved their body in different ways (stand and kick, step and kick, small step, large step)  Activity 14 |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | reflects on previous performances to identify factors that can contribute to future success | identifies strategies that may contribute to success in a quick-start game/challenge Activity 13  reflects on previous performances to identify key skill components that may contribute to success when throwing or kicking  Activity 14 |
| PDe-9 | use equipment safely and be aware of activity boundaries | uses equipment safely by following class rules  Activities 13-14  plays within activity boundaries  Activities 13-14 |

### Key inquiry questions and syllabus content

How do our bodies move?

* demonstrate a variety of movement skills and movement sequences, for example:
  + perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line M
  + perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling
* identify and describe how their body moves in relation to space, time, objects, effort and people, for example:
  + describe body positions when performing a range of different movements
* participate in games with and without equipment, for example: (ACPMP009)
  + participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries

Key inquiry question – how can we solve problems when moving?

* test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
  + attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations
  + trial a number of techniques when trying new movement activities, e.g. position, focus, direction

How do we participate with others when we are active? Students:

* collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)
  + follow instructions for personal safety, fair play and appropriate use of equipment **I M** Literacy icon Personal and social capability icon
  + identify boundaries, eg personal space and playing area **I M** Critical and creative thinking icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 13 – fast start – koalas collecting leaves

Select a playing area and mark boundaries. In pairs:

* Students find their own space.
* Student 1 stands next to student 2.
* Student 1 (the tree) holds out both hands to their side around shoulder level (arms out like branches on a tree).
* Teacher calls out “Go!”
* Student 2 (the koala) moves safely around the playing space (jogging) to ‘high-five’ as many of the other ‘student 1s’. Each high-five represents a eucalyptus leaf.
* Student 1 collects as many leaves as possible in the designated game time (1-2 minutes).
* Teachers blows whistle or calls out “Stop!”
* Student 1 returns to their partner. They swap roles.
* Repeat 2-3 times.

Variations:

* Koalas use a different locomotor movement (for example, jump, hop, skip, gallop).
* Trees stand on one leg.
* Koalas and trees perform a vertical jump after every leaf is collected before continuing.

##### Sample questions

* How did you move quickly and change directions to collect leaves and avoid other students?
* When you were a tree, how did you stay balanced on one leg?

#### Activity 14 – kicking stations

##### Teacher note

Before the lesson, [view the example of the kick by accessing video example](https://www.youtube.com/watch?v=M9RtdIcOdxE) or the ‘kick early stage 1’ card (appendix 3).

This may be an effective stimulus to share with students at the beginning of the lesson as well.

Focus students on the three introductory components of:

* ‘Eyes focused on the ball’.
* ‘Forward and sideward swing of opposite hand to kicking leg’.
* ‘Contact ball with top of the foot (a ‘shoelace’ kick).

Reinforce this by using the cues of:

* eyes
* hand
* shoelaces.

##### Kicking stations

Teacher:

* Explains to students that they will use the kick at the stations in the lesson.
* [Refers to video example](https://www.youtube.com/watch?v=M9RtdIcOdxE) or the ‘Kick early stage 1’ card (appendix 3).
* Demonstrates (in person, via video or task card) the three cues or ‘Eyes’, ‘Hand’ and ‘Shoelaces’.
* Organises students into small groups (2-4).
* Familiarises students with each of the three stations.
* Explains that students perform the chosen locomotor skill to return to their partner. For example, Student 1 kicks the ball, they then jump out to the ball, pick it up and jump back to Student 2 who repeats. This will speed up the activity and increase the amount of moderate-vigorous physical activity. Vary the locomotor movement used.
* Refers to appendix 4 to view suggestions for activity setup.

Students:

* Kick the ball towards the goal/target. They should aim to score a goal.
* Use the chosen locomotor skill to pick up the ball and return. For example, jump, run, hop, skip, and gallop.
* Take turns in their small group and repeat the challenge as many times as possible until the teacher calls “Stop!”

###### Station A – goals

A ‘kicking line’ is marked with a cone. Two cones create a goal to kick towards 10-20 metres away. Students perform the kick aiming to score a goal. Each time a goal is scored the students can make the goal slightly smaller or move it further away. (One change at a time).

###### Station B – hoop/bucket

A ‘kicking line’ is marked with a cone. A large hoop is placed on the ground (standing up if suitable equipment is available) or a bucket that is turned on its side. Each time the target is hit students move the hoop/bucket 1 step further away. Student’s attempt to move the hoop/bucket as far away as possible.

###### Station C – cone castle

A castle of cones is created using cones/markers. Place 3 cones in a line next to each other, balance 2 cones on top of these, balance 1 cone on top of the 2. When students knock down the castle, encourage them to re-build it as quick as possible (under 10 seconds may be a suitable time).

##### Teacher notes

Make adjustments to the distance of the goals/targets according to student competency. The goal/target should be placed so it provides a suitable level of challenge. This may be different for each student or group of students.

##### Sample questions

* What were the three cues we focused on when performing the kick? (Eyes, hand, shoelaces)
* How do you think these three cues help you when performing the kick? (Eyes – to focus on the ball, Hand – to keep us balanced, Shoelaces – gives us a large area of our foot to kick the ball making it easier to kick accurately)
* Did you adjust the way your body moved when kicking the ball a different distance? Why/Why not?
* Which goal/target was easiest for you to hit or score a goal with your kick? What makes you say that?
* Which goal/target was hardest for you to hit or score a goal with your kick? What makes you say that?

##### Teacher notes

Schedule the rotation of stations so students spend 4-5 minutes at each station, discuss the sample questions as a class then repeat all stations again to provide the opportunity to improve.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 1 ball to kick per pair.
* Object/s to act as a goal/target for each station (hoops, 6 cones per cone castle, 2 cones per goal).

## Lesson 8

**Lesson 8 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PDe-4 practises and demonstrates movement skills and sequences using different body parts | use body parts separately or in combination to perform a range of movement skills | performs the appropriate skill/s relevant to the quick-start activity with control Activity 15 |
| PDe-4 | perform a kick to send a ball towards a goal/target | performs the three key parts of a kick Activity 16   1. eyes focused on the ball when kicking 2. forward and sideward swing of opposite hand to kicking leg 3. contact ball with top of the foot (a ‘shoelace’ kick) |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | explore and trial different techniques when kicking a ball/object towards a target | describes how they moved their body in different ways (stand and kick, step and kick, small step, large step)  Activity 16  identifies possible changes to the size and/or placement of a target to increase/decrease difficulty of challenge Activity 16 |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | reflects on previous performances to identify factors that can contribute to future success | identifies strategies that may contribute to success in a quick-start game/challenge Activity 15  reflects on previous performances to identify key skill components that may contribute to success when throwing or kicking  Activity 16 |
| PDe-9 | use equipment safely and be aware of activity boundaries | uses equipment safely by following class rules  Activities 15-16  plays within activity boundaries  Activities 15-16 |

### Key inquiry questions and syllabus content

How do our bodies move?

* demonstrate a variety of movement skills and movement sequences, for example:
  + perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line M
  + perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling
* identify and describe how their body moves in relation to space, time, objects, effort and people, for example:
  + describe body positions when performing a range of different movements
* participate in games with and without equipment, for example: (ACPMP009)
  + participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries

Key inquiry question – how can we solve problems when moving?

* test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
  + attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations

How do we participate with others when we are active? Students:

* collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)
  + follow instructions for personal safety, fair play and appropriate use of equipment **I M** Literacy icon Personal and social capability icon
  + identify boundaries, eg personal space and playing area **I M** Critical and creative thinking icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 15 – fast start – koalas collecting leaves

Refer to instructions in lesson 7 – activity 13. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

* How did you move quickly and change directions to collect leaves and avoid other students?
* When you were a tree, how did you stay balanced on one leg?

#### Activity 16 – kicking stations

This lesson re-visits the stations from the previous lesson with some adjustments to facilitate refinement of the kick and stronger student engagement by increasing student agency in the construction and placement of goals/targets.

Suggestions of modifications for each station are provided in the descriptions below.

Teacher:

* Explains to students that they will use the kick at the kicking stations in the lesson.
* [Refers to video example](https://www.youtube.com/watch?v=M9RtdIcOdxE) or the ‘kick early stage 1’ card (appendix 3).
* Asks for a student demonstration (if appropriate).
* Organises students into small groups (2-4).
* Familiarises students with each of the three stations.
* Explains that students perform the chosen locomotor skill to return to their partner. For example, Student 1 kicks the ball, they then jump out to the ball, pick it up and jump back to Student 2 who repeats. This will speed up the activity and increase the amount of moderate-vigorous physical activity. Vary the locomotor movement used.
* Refers to appendix 4 to view suggestions for activity setup.

Students:

* Kick the ball towards the goal/target. They should aim to score a goal.
* Use the chosen locomotor skill to pick up the ball and return. For example, jump, run, hop, skip, and gallop.
* Take turns in their small group and repeat the challenge as many times as possible until the teacher calls “Stop!”

##### Kicking stations

###### Station A – goals

A ‘kicking line’ is marked with a cone. Two cones create a goal to kick towards 10-20 metres away. Students perform the kick aiming to score a goal. Each time a goal is scored the students can make the goal slightly smaller or move it further away. (One change at a time).

###### Station B – hoop/bucket

A ‘kicking line’ is marked with a cone. A large hoop is placed on the ground (standing up if suitable equipment is available) or a bucket that is turned on its side. Each time the target is hit students move the hoop/bucket 1 step further away. Student’s attempt to move the hoop/bucket as far away as possible.

###### Station C – cone castle

A castle of cones is created using cones/markers. Place 3 cones in a line next to each other, balance 2 cones on top of these, balance 1 cone on top of the 2. When students knock down the castle, encourage them to re-build it as quick as possible (under 10 seconds may be a suitable time). Increase or decrease the number of cones in the castle to increase/decrease challenge.

##### Teacher notes

Make adjustments to the distance of the goals/targets according to student competency. The goal/target should be placed so it provides a suitable level of challenge. This may be different for each student or group of students.

##### Sample questions

* What were the cues you focused on when performing the kick?
* How do you think these three cues help you when performing the kick?
* Did you adjust the way your body moved when kicking the ball a different distance? Why/Why not?
* Which goal/target was easiest for you to hit or score a goal with your kick? What makes you say that?
* Which goal/target was hardest for you to hit or score a goal with your kick? What makes you say that?

##### Teacher notes

Schedule the rotation of stations so students spend 4-5 minutes at each station, discuss the sample questions as a class then repeat all stations again to provide the opportunity to improve.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 1 ball to kick per pair.
* Object/s to act as a goal/target for each station (hoops, 6 cones per cone castle, 2 cones per goal).

## Lesson 9

**Lesson 9 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PDe-4 practises and demonstrates movement skills and sequences using different body parts | use body parts separately or in combination to perform a range of movement skills | performs the appropriate skill/s relevant to the quick-start activity with control Activity 17 |
| PDe-4 | perform a kick to send a ball towards a goal/target | performs the three key parts of a kick Activity 18   1. eyes focused on the ball when kicking 2. forward and sideward swing of opposite hand to kicking leg 3. contact ball with top of the foot (a ‘shoelace’ kick) |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | explore and trial different techniques when kicking a ball/object towards a target | describes how they moved their body in different ways (stand and kick, step and kick, small step, large step)  Activity 18  identifies possible changes to the size and/or placement of a target to increase/decrease difficulty of challenge Activity 18 |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | reflects on previous performances to identify factors that can contribute to future success | identifies strategies that may contribute to success in a quick-start game/challenge Activity 17  reflects on previous performances to identify key skill components that may contribute to success when throwing or kicking  Activity 18 |
| PDe-9 | use equipment safely and be aware of activity boundaries | uses equipment safely by following class rules  Activities 17-18  plays within activity boundaries  Activities 17-18 |

### Key inquiry questions and syllabus content

How do our bodies move?

* demonstrate a variety of movement skills and movement sequences, for example:
  + perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line M
  + perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling
* identify and describe how their body moves in relation to space, time, objects, effort and people, for example:
  + describe body positions when performing a range of different movements
* participate in games with and without equipment, for example: (ACPMP009)
  + participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries

Key inquiry question – how can we solve problems when moving?

* test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
  + attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations

How do we participate with others when we are active? Students:

* collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)
  + follow instructions for personal safety, fair play and appropriate use of equipment **I M** Literacy icon Personal and social capability icon
  + identify boundaries, eg personal space and playing area **I M** Critical and creative thinking icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Activity 17 – Fast start – frost and thaw

* Select a playing area and mark boundaries.
* Teacher nominates:
  + one student to be ‘frost’. Frost is the chaser.
  + one student to be ‘thaw’.
* Frost tries to tag as many of the other students as possible. Once tagged, they must freeze on the spot.
* Thaw can melt these players by touching them. They can then start moving again.

Variations:

* Once tagged students freeze on the spot following the chosen balance (for example, on one-leg, on 4 body parts, like an animal).
* Students use different locomotor movements (for example, jump, hop, skip, gallop)
* Increase the number of students in the role of ‘frost’ and ‘thaw’.

##### Sample questions

* How did you avoid being tagged by frost?
* Which role did you prefer to play? Frost? Thaw? Or a free person? What makes you say that?

#### Activity 18 – kicking stations

##### Teacher notes

Revisit the key skill components of the kick.

Focus students on the three introductory components of:

* ‘Eyes focused on the ball’.
* ‘Forward and sideward swing of opposite hand to kicking leg’.
* ‘Contact ball with top of the foot (a ‘shoelace’ kick).

Reinforce this by using the cues of:

* eyes
* hand
* shoelaces

##### Kicking stations

Teacher:

* Explains to students that they will use the kick at the stations in the lesson.
* Refers to [video example or the ‘kick early stage 1’](https://www.youtube.com/watch?v=M9RtdIcOdxE) card (appendix 3).
* Demonstrates (in person, via video or task card) the three cues or ‘Eyes’, ‘Hand’ and ‘Shoelaces’.
* Organises students into small groups (2-4).
* Familiarises students with each of the three stations.
* Explains that students perform the chosen locomotor skill to return to their partner. For example, Student 1 kicks the ball, they then jump out to the ball, pick it up and jump back to Student 2 who repeats. This will speed up the activity and increase the amount of moderate-vigorous physical activity. Vary the locomotor movement used.
* Refers to appendix 4 to view suggestions for activity setup.

Students:

* Kick the ball towards the goal/target. They should aim to score a goal.
* Use the chosen locomotor skill to pick up the ball and return. For example, jump, run, hop, skip, and gallop.
* Take turns in their small group and repeat the challenge as many times as possible until the teacher calls “Stop!”

##### Sample questions

* What contributed to a successful kick in previous lessons?
* How did you move your body differently to kick the ball a short or long distance?

###### Station A – goals in goals

* A ‘kicking line’ is marked with a cone. A large goal is created with two coloured cones (for example, red cones) with a small goal created inside the large goal (for example, green cones). This goal set-up is to resemble goals in the game of AFL. A point’s value can be given for each goal. The smaller goal should be worth more points (for example, 3 points) than the large goal (for example, 1 point). Goals are placed 10-20 metres from the kicking line. Students perform the kick, aiming to score a goal.
* Each time a goal is scored the students can make the goal slightly smaller or move it further away. (One change at a time).

###### Station B – trains through the tunnel

* A ‘kicking line’ is marked with a cone. Student 1 stands with feet apart facing away from Student 2.
* Student 2 tries to kick the ball through their partner’s feet (like a train going through the tunnel).
* Students swap roles. This swap can happen after every kick or a set number (for example, 3 kicks and swap).
* Every time a goal is scored the tunnel (partner standing with feet apart) moves one step further away.

###### Station C – trains at the station

A ‘kicking line’ is marked with a cone. 3 hoops are placed on the ground next to each other, 5-20 metres away. These can be placed in a straight line or in a triangle shape. Students aim to kick the ball so it stops inside one of the hoops (the train arrives at the station). Each time a goal is scored/train arrives at the station, students can move one hoop to challenge their partner’s accuracy and/or ability to kick the ball a different distance.

##### Sample questions

* Did you adjust the way your body moved when kicking the ball a different distance? Why/Why not?
* Which goal/target was easiest for you to hit or score a goal with your kick? What makes you say that?
* Which goal/target was hardest for you to hit or score a goal with your kick? What makes you say that?

##### Teacher notes

Schedule the rotation of stations so students spend 4-5 minutes at each station, discuss the sample questions as a class then repeat all stations again to provide the opportunity to improve.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 1 ball to kick per pair.
* Object/s to act as a goal/target for each station (3 hoops per train station, 4 cones per goal).

## Lesson 10

**Lesson 10 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| PDe-4 practises and demonstrates movement skills and sequences using different body parts | use body parts separately or in combination to perform a range of movement skills | performs the appropriate skill/s relevant to the quick-start activity with control Activity 17 |
| PDe-4 | perform a kick to send a ball towards a goal/target | performs the three key parts of a kick Activity 18   1. eyes focused on the ball when kicking 2. forward and sideward swing of opposite hand to kicking leg 3. contact ball with top of the foot (a ‘shoelace’ kick) |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | explore and trial different techniques when kicking a ball/object towards a target | describes how they moved their body in different ways (stand and kick, step and kick, small step, large step)  Activity 18  identifies possible changes to the size and/or placement of a target to increase/decrease difficulty of challenge Activity 18 |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | reflects on previous performances to identify factors that can contribute to future success | identifies strategies that may contribute to success in a quick-start game/challenge Activity 17  reflects on previous performances to identify key skill components that may contribute to success when throwing or kicking  Activity 18 |
| PDe-9 | use equipment safely and be aware of activity boundaries | uses equipment safely by following class rules  Activities 17-18  plays within activity boundaries  Activities 17-18 |

### Key inquiry questions and syllabus content

How do our bodies move?

* demonstrate a variety of movement skills and movement sequences, for example:
  + perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line M
  + perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling
* identify and describe how their body moves in relation to space, time, objects, effort and people, for example:
  + describe body positions when performing a range of different movements
* participate in games with and without equipment, for example: (ACPMP009)
  + participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries

Key inquiry question – how can we solve problems when moving?

* test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
  + attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations

How do we participate with others when we are active? Students:

* collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)
  + follow instructions for personal safety, fair play and appropriate use of equipment **I M** Literacy icon Personal and social capability icon
  + identify boundaries, eg personal space and playing area **I M** Critical and creative thinking icon Literacy icon Personal and social capability icon

### Teaching and learning activities

Teaching considerations

#### Fast start – frost and thaw (playing for life)

Refer to instructions in Lesson 9 - Activity 17. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

* How did you avoid being tagged by frost?
* Which role did you prefer to play? Frost? Thaw? Or a free person? What makes you say that?

##### Kicking activities

This lesson re-visits the activities from the previous lesson that were delivered as stations. In this lesson, activities are delivered in sequential order to enable teacher observation of the whole class completing challenges in the final lesson of the unit of learning.

Some adjustments are recommended (where necessary) to facilitate refinement of the kick and stronger student engagement by increasing student agency in the construction and placement of goals/targets.

Suggestions of modifications for each station are provided in the descriptions below.

##### Sample questions

* What are the three words we used when kicking? (Eyes, hand, shoelaces)
* Why do you think it would be better to kick the ball with your laces than your toes? (The part of your foot where the shoelaces are provides a bigger area to kick the ball. This means you’re more likely to kick the ball accurately. It will also reduce the chances of injuring your foot/toes)

###### Activity A – goals in goals

* A ‘kicking line’ is marked with a cone. A large goal is created with two coloured cones (for example, red cones) with a small goal created inside the large goal (for example, green cones). This goal set-up is to resemble goals in the game of AFL. A point’s value can be given for each goal. The smaller goal should be worth more points (for example, 3 points) than the large goal (for example, 1 point). Goals are placed 10-20 metres from the kicking line. Students perform the kick aiming to score a goal.
* The teacher can ask students to set-up their own goals, making decisions about the size and position of the goal. A third goal can be added by placing one cone in the centre of the small goal.
* Each time a goal is scored the students can make the goal slightly smaller or move it further away. (One change at a time).

###### Activity B – trains through the tunnel

* A ‘kicking line’ is marked with a cone. Student 1 stands with feet apart facing away from Student 2.
* Student 2 tries to kick the ball through their partner’s feet (like a train going through the tunnel).
* Students swap roles. This swap can happen after every kick or a set number (for example, 3 kicks and swap).
* The teacher may provide students with a time limit and challenge them to score as many goals as possible. For example, how many goals can you score in one minute?

###### Activity C – trains at the station

* A ‘kicking line’ is marked with a cone. 3 hoops are placed on the ground next to each other 5-20 metres away. These can be placed in a straight line or in a triangle shape. Students aim to kick the ball so it stops inside one of the hoops (the train arrives at the station).
* The teacher can ask students to set-up their own goals, making decisions about the size and position of the goal. The number of hoops may also be increased or decreased.
* Each time a goal is scored/train arrives at the station, students can move one hoop to challenge their partner’s accuracy and/or ability to kick the ball a different distance.

##### Sample questions

* Which activity was the easiest/hardest? What makes you say that?
* How did you change the way you used your body to kick the ball a short/long distance?

##### Teacher notes

Schedule the rotation of activities so students spend 5-7 minutes on each activity, discuss the sample questions as a class then repeat all activities again to provide the opportunity to improve.

#### Reflection

##### Thumbs up/side/down

Students respond to the teacher statements describing how well they feel they have learned the skills. Thumbs up – I can do this every time. Thumbs side – I can do this most of the time. Thumbs down – I can do this sometimes

##### Teacher statements/prompts

* I can do a step and kick
* I can do a stand and kick
* I can name the three parts of a kick
* I can describe how my body moves when I do a kick

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I solve problems while moving?” Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

#### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 1 ball to kick per pair.
* Object/s to act as a goal/target for each station (3 hoops per train station, 4 cones per goal).

## Observational framework for assessment

|  |  |  |
| --- | --- | --- |
| Outcomes | Student learning goals – students are learning to | Evidence of learning – students can |
| The syllabus outcomes that will be assessed against throughout this unit of work. Refer to pages 14-19 of the PDHPE K-10 syllabus. | What students are expected to know, understand and do as a result of the learning within this unit of work. These are derived from the identified syllabus outcomes, content ‘dot’ and dash’ points and the ‘big idea/key concept’. | The specific behaviours you will expect to observe and use as an indicator of student learning towards the Student learning goals and syllabus outcomes.  These are derived from the Student learning goals, [NSW Physical Literacy Continuum K-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-literacy) cluster markers and [cluster examples](https://schoolsequella.det.nsw.edu.au/file/a9db92e4-d89a-450a-b4dd-cace87576a2b/1/cluster-examples.pdf). Refer to Appendix 5 for more detail. |
| PDe-4 practises and demonstrates movement skills and sequences using different body parts | use body parts separately or in combination to perform a range of movement skills | performs the appropriate skill/s relevant to the quick-start activity with control (Activities 1, 3, 5, 7, 9, 11, 13, 15, 17, 19)  performs a throw/kick using a technique they are comfortable and familiar with to send a ball accurately towards a target (Activities 2, 4, 6, 12) |
| PDe-4 | perform the overarm throw to send a ball towards a target | performs the three key parts of an overarm throw (Activities 8, 10)   1. eyes focused on the target when throwing 2. stand side-on when preparing to throw 3. step towards target area with opposite foot to throwing arm |
| PDe-4 | perform a kick to send a ball towards a goal/target | performs the three key parts of a kick (Activities 14, 16, 18, 20)   1. eyes focused on the ball when kicking 2. forward and sideward swing of opposite hand to kicking leg 3. contact ball with top of the foot (a ‘shoelace’ kick) |
| PDe-5  explores possible solutions to movement challenges through participation in a range of activities | explore and trial different techniques when throwing an object towards a target | identifies what type of throw was successful and unsuccessful and possible reasons why (Activities 2, 4, 6)  describes how they moved their body in different ways (one-hand, two-hands, overarm, underarm, stand and throw, step and throw) (Activities 2, 4, 6, 8, 10)  identifies possible changes to the size and/or placement of a target to increase/decrease difficulty of challenge (Activities 2, 8, 10) |
| PDe-5 | explore and trial different techniques when kicking a ball/object towards a target | identifies what type of kick was successful and unsuccessful and possible reasons why (Activities 12)  performs two different kicking styles while attempting to score a goal/hit a target (Activities 12)  describes how they moved their body in different ways (stand and kick, step and kick, small step, large step) (Activities 12, 14, 16, 18, 20)  identifies possible changes to the size and/or placement of a target to increase/decrease difficulty of challenge (Activities 16, 20) |
| PDe-9  practises self-management skills in familiar and unfamiliar scenarios | reflects on previous performances to identify factors that can contribute to future success | identifies strategies that may contribute to success in a quick-start game/challenge (Activities 1, 3, 5, 7, 9, 11, 13, 15, 17, 19)  reflects on previous performances to identify key skill components that may contribute to success when throwing or kicking (Activities 6, 8, 10, 12, 14, 16, 18, 20) |
| PDe-9 | use equipment safely and be aware of activity boundaries | uses equipment safely by following class rules (Activities 1-20)  plays within activity boundaries (Activities 1-20) |

## Appendix 1 – overarm throw – Early Stage 1



To perform the overarm throw focus on the three key components of:

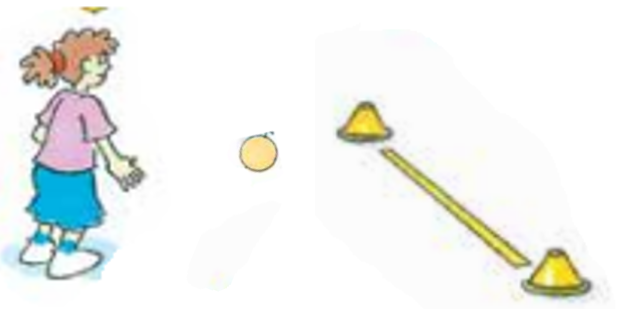
* ‘Eyes focused on the target’
* ‘Stand side on’
* ‘Step towards target area with opposite foot to throwing arm’

Remember:

* Eyes
* Side on
* Step

## Appendix 2 – step or no step throwing examples

Images adapted from Sport Australia 2019 © Playing for life

## Appendix 3 – kick – Early Stage 1



To perform the kick focus on the three key components of:

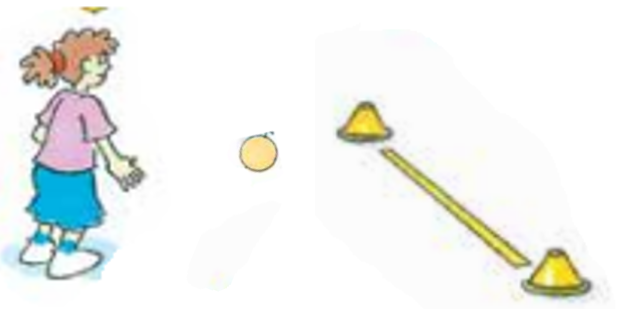
* ‘Eyes focused on the ball’
* ‘Forward and sideward swing of opposite hand to kicking leg’
* ‘Contact ball with top of the foot (a ‘shoelace’ kick)

Remember:

* Eyes
* Hand
* Shoelaces

## Appendix 4 – kicking station examples

Images adapted from Sport Australia 2019 © Playing for life

## Appendix 5

The following [NSW Physical Literacy Continuum K-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-literacy) cluster markers guided the development of the ‘Evidence of Learning’ (EoL) as observable behaviours to address the Student learning goals and identified syllabus outcomes.

### Movement competencies

* Propels an object with force towards a target area.
* Demonstrates ready position for skills, for example, standing side on to target area when ready for two hand strike.
* Demonstrates introductory components of object control skills, for example, hands move to meet the object when catching.
* Moves rhythmically from one point to another, for example, skipping.
* Demonstrates introductory components of locomotor movement skills, for example, high knee lift when running.

### Tactical movement

* Participates within the rules of physical activities.
* Identifies rules and tactics within a physical activity.

### Motivation and behavioural skills

* Participates in a range of new and unfamiliar physical activities with encouragement and assistance.
* Demonstrates willingness to try new physical activities.

### Personal and social attributes

* Recalls rules related to procedures and safety in physical activities.
* Follows instructions about safe practices with prompting, for example, controls equipment.

## Resources

What resources will the teacher require to deliver this unit of work as planned in the teaching and learning activities?

* Lessons 1-10 – fast start activities require cones to mark boundaries for the playing area. Most fast start activities can be played within a 20 metre by 20 metre area. Cones may not be required if current landmarks support these games. For example, line markings on a basketball or netball court.
* Lessons 1-5 require each pair to have an object to throw. This may be a soft ball (for example, tennis ball), bean bags or another soft object.
* Lessons 6-10 require each pair to have a ball to kick.

## Vocabulary/glossary

What key terms will deepen student knowledge and understanding of key concepts and skills addressed throughout the unit of work?

* Target, goal, send, throw, kick, accuracy, strategy, adjust, distance.

## Evaluation

Teacher analysis of the teaching and learning in the entire unit of work. Sample questions to address include are below.

|  |  |
| --- | --- |
| Evaluation | Teacher notes |
| How well did the class demonstrate understanding of key concepts? | *Write notes here.* |
| What concepts/topics will I need to revisit to support student understanding? | *Write notes here.* |
| When will these concepts be revisited? | *Write notes here.* |
| How well were student learning needs met? | *Write notes here.* |
| Did all students have opportunities to demonstrate their knowledge, understanding and skills? | *Write notes here.* |
| Did adjustments provide adequate and appropriate access to all activities by all students? | *Write notes here.* |
| Were the resources used accessible for all students? | *Write notes here.* |
| Which activities in the learning sequence will I need to adapt to ensure better achievement of learning goals? | *Write notes here.* |
| Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement? | *Write notes here.* |
| Which activities and tasks were most engaging and effective? | *Write notes here.* |
| Did the adjustments provide adequate and appropriate access to all activities by all students? | *Write notes here.* |