# How can we solve problems when moving?

**PDHPE Stage 1 learning sequence – lessons 5 and 6**

**Learning sequence description – How can we solve problems when moving?**

Students demonstrate a variety of movement skills to send and control objects effectively. They will perform the overarm throw and explore how to make adjustments to throw effectively towards targets at different distances. Students will compare different types of kick and identify key skill components that contribute towards an effective kick. Students will reflect upon their performances and identify ways to perform the skills of throwing and kicking more successfully.

## Syllabus outcomes and content

**PD1-4 - performs movement skills in a variety of sequences and situations**

**PD1-5 - proposes a range of alternatives to solve movement challenges through participation in a range of activities**

**PD1-9 - demonstrates self-management skills in taking responsibility for their own actions**

**Key inquiry question - What are the different ways we can move our body?**

* demonstrate movement skills and movement sequences in a variety of contexts, for example:
* use a variety of equipment to perform object control skills to send, control and receive objects, for example, bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling
* apply movement concepts to create and perform movement sequences, for example:

– perform movements using relationships, for example, under, over, through and between objects, people and equipment M

**Key inquiry question - How can we move and improve our involvement in physical activity?**

**Students:**

* **propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMP031)**
* **select and implement different movement skills and concepts to be successful in a game and/or physical activity**
* **compare different types of movements and identify which ones are easier and harder, for example, locomotor, non-locomotor and object control skills**
* **predict possible outcomes of alternative actions and decide which is likely to be the most effective**
* **reflect on performance and identify and demonstrate ways to perform a skill more successfully**

**Key inquiry question - How can we participate safely and fairly during physical activity?**

* identify rules and fair play when participating in physical activities, for example: (ACPMP032)
* communicate how and when they and others demonstrate safety and fair play
* create and participate in games with and without equipment, for example: (ACPMP027)
* invent games with rules using one or two pieces of equipment

[PDHPE K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Lesson 5 – Choose your score

Students are learning to:

* create rules to apply a scoring system with different targets
* demonstrate the overarm throw and identify key components that will contribute towards an effective throw.
* reflect upon their performance to identify ways to perform the throw more successfully
* demonstrate safe play through using equipment appropriately and selecting objects that are suitable to use.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 5.1 | Discuss the following reflective questions with students before beginning:What types of throw have you used in previous weeks?Which type of throw did you prefer to use? Why?Name the four important components to remember when performing the overarm throw |  | [Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) |
| 5.2 | Students choose a safe playing area where they can throw a number of soft objects. They create 5 targets that they can safely throw a soft object towards. Students place each of these targets at different distances from the ‘starting line’. |  | A soft object to throw (for example, soft ball, pair of socks, soft toy, scrunched-up paper).A target that is safe to hit (for example, 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). |
| 5.3 | Students give each target a different point’s value. They consider how far the target is from the ‘starting line’ and the size of the target compared to others. The target that students consider to be the hardest to hit should be worth 5 points. The easiest to hit should be worth 1 point. |  |  |
| 5.4 | Discuss with students how they decided the point’s value for their 5 targets. |  |  |
| 5.5 | Review the pictures of the example of the throw overarm. Students should focus on these important parts while throwingEyes(Eyes focused on target area throughout the throw.)Side on (Stand side-on to target area.)Step forward (Step towards target area with opposite foot to throwing arm.)Follow through (Throwing arm follows through, down and across the body.)  |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx)[Fundamental Movement Skills in Action p.194](https://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/fms-in-action.pdf) |
| 5.6 | Reinforce with students the importance to remember these key pointsEyesSide-onStep forwardFollow through |  |  |
| 5.7 | Students play ‘Choose your score’ using the overarm throw. To complete the challenge they need to hit all of the 5 targets and score 15 points. Students may choose the order in which they attempt to hit the targets. |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) |
| 5.8 | Discuss with students if they think the placement of their targets based on their point’s value is suitable. Make any adjustments that they think they need to. |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) |
| 5.9 | Student play ‘Choose your score’ for a total of 5 times. Each time they play, change the order they try to hit the targets. Record how many throws were required to score 15 points. |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) – Table 2 |
| 5.10 | Discuss the following reflective questions.Identify the four important parts of an overarm throw.How did you adjust your throw for each of the different targets?How do you think you could change your throwing so it is more accurate |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) |
| 5.11 | Students play ‘Choose your score’ again. They may choose the number of points needed and which targets they will aim for to make that score.For example, you may choose the target score to be 24 points. You decide that you will try to hit the 5 point target four times then the 4 point target.Students record their target score and how many throws you needed to achieve it. |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) – Table 3 |
| 5.12 | Discuss the following reflective questions How did you adjust your throw for each of the different targets?How do you think you could change your throwing so it is more accurate?Students record answers |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) |
| 5.13 | **Opportunity for monitoring student learning**Responses in student workbook – collection of student workStudents record responses in student workbook. Teachers review the student workbook for evidence of student learning.**What to look for*** creates and applies a scoring system for different targets
* describes (demonstrates - if video capture) a variety of throws using suitable strategies
* identifies 4 key components to the overarm throw
* selects safe equipment suitable for environment
 |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) |

## Lesson 6 – Kicking – goals and goals – step or no step

Students are learning to:

* compare different types of kicks and identify which ones are easier and harder
* reflect upon their performance to identify ways to perform the kick more successfully
* demonstrate safe play through using equipment appropriately and selecting objects that are suitable to use

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 6.1 | Remind students that in previous lessons they have performed and compared different types of throws. Discuss the following reflective questions before beginning: What types of throw have you used in previous weeks?Can you identify any parts of the throw that may also help you when you kick?What types of throw have you used in previous weeks?Sample answers that would be suitable include – eyes focused on the target, step towards the target when throwing/kicking. |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) |
| 6.2 | Students choose a safe playing area where they can kick a ball or soft object. They create a large goal that they can safely kick a ball/object towards. They also create a smaller goal in the centre of the large goal. This will provide them with an opportunity to refine your kicking accuracy.Refer to Table 3 for examples. |  | A soft object to throw (for example, soft ball, pair of socks, soft toy, scrunched-up paper).A target that is safe to hit (for example, 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). |
| 6.3 | Explain to students that their challenge is to compare two different ways to kick a ball/object. The two ways are:* Stand and kick
* Step forward and kick
 |  | [Fundamental Movement Skills in action p.194](https://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/fms-in-action.pdf) |
| 6.4 | Students kick the ball/object towards the goal. They should aim to score a goal by kicking the ball/object through the small goal. |  | [Fundamental Movement Skills in action p.194](https://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/fms-in-action.pdf) |
| 6.5 | Students repeat the challenge 5 times for each type of kick attempting to score a goal by kicking the ball/object through the goal. |  | A soft object to throw (for example, soft ball, pair of socks, soft toy, scrunched-up paper).A target that is safe to hit (for example, 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). |
| 6.6 | Students record whether they scored through the small goal, large goal or missed the goal (no goal) by circling their result in Table 4. |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) |
| 6.7 | Discuss the following reflective questions.What type of kick was most successful? Why?Which type of kick was most comfortable for you to perform? Why?Why do you think taking a step forward help you when you kick?How do you think you can adjust your kick to be more accurate? |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) – Table 3 – Points scored for each attempt at each target |
| 6.8 | Students move the goals or the starting line so they have to kick the ball/object a different distance. |  |  |
| 6.9 | Repeat the challenge 5 times for each type of kick attempting to score a goal. |  |  |
| 6.10 | Discuss the following reflective questions What type of kick was successful? Why?How did you adjust your kick for the goal at a different distance when performing the stand and kick?How did you adjust your kick for the goal at a different distance when performing the step and kick? |  |  |
| 6.11 | **Opportunity for monitoring student learning**Responses in student workbook – collection of student workStudents record responses in student workbook. Teachers review the student workbook for evidence of student learning.**What to look for:*** describes (demonstrates - if video capture) a variety of throws using suitable strategies
* identifies successful and unsuccessful kicks
* selects safe equipment, suitable for their environment
 |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-s1-movement-student-workbook-lesson-5-6.docx) |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?