# How can we solve problems when moving?

**PDHPE Early Stage 1 learning sequence – Lesson 5 and 6**

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

Students use the overarm throw technique when throwing an object towards a target. They describe their body position when performing different throws and identify ways to throw the ball/object more accurately. Students create rules to use a scoring system they create that is reflective of the targets they choose.

Students trial and compare different ways to kick a ball/object accurately towards a goal. They reflect upon their performance to identify ways to kick the ball/object more accurately. Students demonstrate how to use equipment safely and be aware of activity boundaries

## Syllabus outcomes and content

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

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

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

**Key inquiry question – How do our bodies move?**

* demonstrate a variety of movement skills and movement sequences, for example:
* 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

[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 – Castle knock-down

Students are learning to:

* perform the overarm throw accurately to hit a target
* identify how they moved their body differently to perform throws at different distances
* use equipment safely and be aware of activity boundaries.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 5.1 | Students create a large target that they can safely throw a soft object towards. They make a large target from several smaller objects that sit on top of each other.  For example, a large box at the bottom, with an up-side-down bucket in the middle and a medium size soft toy sitting on top. Refer to Table 1 in the student workbook to see some examples.  Choose a ‘starting point’ where you will throw the object from. |  | Soft objects that are safe to throw.  An object that is safe to use as a target.  Resource 1 - Student workbook – Table 1 Castle knock-down examples |
| 5.2 | Students discuss with their teacher/parent/caregiver how they performed the overarm throw in the previous lesson. They respond to the following question.  What did you need to remember to perform the overarm throw? Can you name the three key components? |  | Resource 1 - Student workbook |
| 5.3 | Students review the example of the overarm throw. They can view a [video example of the overarm throw 2:08](https://youtu.be/1mdyMVezRGc) or look at the ‘overarm throw early stage 1’ card. 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’. |  | Resource 2 – Overarm throw – early stage 1 |
| 5.4 | Reinforce the importance for students to remember  Eyes  Side on  Step |  |  |
| 5.5 | Students throw their ball/object and attempt to known the castle down by hitting the target. They should try to knock it down in as few throws as possible.  Once the castle has been knocked down, rebuild it to have another attempt.  Knock down the castle 5 times by throwing your object from the starting line.  Record how many throws are used in each attempt |  | Resource 1 - Student workbook – Table 2 Step or no step? – Target 1 |
| 5.6 | Students move the target or the starting line so that they have to throw a different distance. |  |  |
| 5.7 | Students repeat the challenge 5 times at 5 different starting lines. |  |  |
| 5.8 | Record how many throws are used in each attempt. |  | Resource 1 - Student workbook – Table 2 Castle knock-down |
| 5.9 | Students discuss the following reflective questions with their teacher or parent/caregiver.  What were the three components you tried to remember when performing the overarm throw?  How do you think these three components help you when performing the overarm throw?  How did you adjust your throw when you were throwing at the whole castle compared to just the base (last object)?  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? Why?  Which target was hardest for you to hit or nearly hit with your throw? Why? |  | Resource 1 - Student workbook |
| 5.10 | **Opportunity for monitoring student learning**  Student self-assessment – students reflections identifying successful performances  **What to look for:**   * eyes focused on the target * stand side-on * step towards target area with opposite foot to throwing arm * explains how body moved differently (stand and throw, step and throw) * safe use of equipment * adheres to activity boundaries. |  |  |

## Lesson 6 – Kicking – step or no step?

Students are learning to:

* explore and trial different techniques when kicking a ball/object towards a target
* describe their body position when performing different kicks
* use equipment safely and be aware of activity boundaries.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 6.1 | Students discuss with their teacher/parent/caregiver  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? |  | Resource 1 - Student workbook |
| 6.2 | Discuss with student that in a previous lesson they experimented with throws where they stood still to throw and compared these to throws that used a step forward.  This lesson you’re their challenge is to compare two different ways to kick your ball/object. The two ways are:  Stand and kick  Step forward and kick  Ask students which type of kick do they think will be most successful? Why? |  | Resource 1 - Student workbook |
| 6.3 | Students create a goal that they can safely kick a ball or soft object towards. For example, a pair of socks, two soft toys, two empty water bottles.  They should space their two objects about 2-3 metres apart. They could also use landmarks in the house or backyard.  For example, a doorway or bench seat.  Students choose a ‘starting point’ where you will kick the ball or object from. |  | Soft objects that are safe to kick.  Two objects that are safe to use as a goal. |
| 6.4 | Students kick the ball/object towards the goal. They should aim to score a goal by kicking the ball/object through the two objects placed on the ground Move to the object from where it stopped and kick it again until your object has gone through the goal. |  |  |
| 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 in a fewer number of kicks. |  |  |
| 6.6 | Students record how many kicks it took to score a goal. |  | Resource 1 - Student workbook – Table 4 – Step or no step – Goal 1 |
| 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 could help you when you kick? |  | Resource 1 - Student workbook |
| 6.8 | Students move the goal or the starting line so they have to kick the ball/object a different distance. |  |  |
| 6.9 | Students repeat the challenge 5 times for each type of kick attempting to score a goal in a fewer number of kicks. |  | Resource 1 - Student workbook – Table 5 – Step or no step – Goal 2 |
| 6.10 | Discuss what type of kick was successful? Why? |  | Resource 1 - Student workbook |
| 6.11 | **Opportunity for monitoring student learning**  Recording observations – during student discussions  Students perform an overarm throw to hit a target. They explain how their body moved differently to perform throws at different distances.  **What to look for:**   * performs two different kicking styles while attempting to score * identifies what type of kick was successful and unsuccessful * describes how their body moved differently when performing a kick without a step and with a step forward * safe use of equipment * adheres to activity boundaries. |  |  |

**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?