# PDHPE S2 learning sequence – Lessons 3 and 4

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

Students demonstrate the use of different throws and adapt them to solve the movement challenges created. They predict the outcome of their throws by considering how space, time and effort influence the accuracy of their throws. Students will test alternative ways to solve the throwing challenges and explain which approach was most successful and why.

## Syllabus outcomes and content

**PD2-4 performs and refines movement skills in a variety of sequences and situations**

**PD2-5 applies strategies to solve movement challenges**

**PD2-9 demonstrates self-management skills to respond to their own and others’ actions**

**Key Inquiry Question - How can we move our bodies to perform skills in different ways?**

* perform and refine movement skills in a variety of movement sequences and contexts, for example:
* explore and practise different techniques to propel objects towards a target, e.g. running, jumping and throwing techniques in athletics and target games
* demonstrate variations of force and speed in movement, e.g. slow, fast, light, strong, sudden, sustained, using the body and objects
* adapt movement skills to improve accuracy and control in a variety of contexts
* practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
* combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047)

**Key Inquiry Question - How can we demonstrate our understanding of movement to solve challenges?**

* pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:
* test alternative responses to movement challenges and predict the success or effectiveness of each, e.g. create space, positional awareness in games
* draw on and apply prior knowledge, feedback and skills to solve movement challenges
* identify how to modify plans within a game to achieve success
* participate in physical activities which require problem-solving and persistence to achieve a goal

**Key Inquiry Question - How can we include others in physical activity?**

* apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
* contribute to fair decision-making in physical activities by applying the rules safely and appropriately

[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 3 – Obstacle golf – testing alternatives

Students are learning to:

* predict the outcome of their throws by considering how space and effort influence the accuracy of their throws
* adapt throwing skills to improve accuracy and control across different contexts
* test alternative ways to solve the throwing challenges
* explain which approach was most successful and why
* select and use equipment appropriate for their learning environment.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Students create 3 targets they can safely throw a soft object towards. They choose a ‘starting point’ from which they will throw the object.Students place each target at different distances from the ’starting point’. |  | 3 soft objects throw.3 objects to act as a target.3 separate objects that will act as obstacles. |
| 3.2 | Students choose or create at least one object that will act as an obstacle for each target. The obstacle needs to be placed between the ’starting point’ and the target. |  | 3 soft objects throw.3 objects to act as a target.3 separate objects that will act as obstacles. |
| 3.3 | Discuss the following predictive before beginning each attempt. Record answers in Table 1.Encourage students to explain how they will use the space that is available and safe to use and how they will use their body to adjust the amount of force used when throwing the object.How will you attempt to avoid the obstacle so you can hit the target in as few throws as possible?Describe at least two different approaches you will try for each target and explain how you will use the space and adapt the amount of force applied. |  | Resource 1 – Student workbook – Table 1 |
| 3.4 | Students play the game - Throw the object towards the target. Students should aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit.Refer to Table 2 for examples of what ‘Obstacle golf – testing alternatives’ may look like. |  | Resource 1 – Student workbook – Table 2 |
| 3.5 | Record how many throws it took to hit the target. Repeat the challenge 5 times for each of the 3 targets. |  | Resource 1 – Student workbook – Table 3 |
| 3.6 | Discuss the following reflective after completing all attempts. Students record their answers.Which alternative was most successful? Why?Which alternative was least successful? Why?Explain how you could adjust this alternative to throw your object accurately and avoid the obstacle? |  | Resource 1 – Student workbook |
| 3.7 | **Opportunity for monitoring student learning**Movement challenge: ‘Obstacle golf’ – collection of student workStudents engage in the movement challenge ‘obstacle golf’ and record responses in student workbook. Where possible, students may capture their performance using video recordings.**What to look for:*** predicts possible outcome of throws
* explains how space available was used
* explains how they adjusted effort to throw (refer to 3.3 in student workbook)
* demonstrates (if video capture) and describes how throwing style was adapted to solve the movement challenge (refer to 3.4 in student workbook)
* tests alternative ways to avoid the obstacle between them and the target to throw their object as accurately as possible (refer to 3.3, 3.4 and 3.5 in student workbook)
* explains which approach was most and least successful and why (refer to 3.6 in student workbook)
* selects and uses equipment safely, suitable for their environment (refer to 3.1, 3.2 and 3.4 in student workbook).
 |  | Resource 1 – Student workbookDiscussions and/or videos of student performance and discussions where appropriate. |

## Lesson 4 – Obstacle golf – testing alternative with your opposite hand

Students are learning to:

* predict the outcome of their throws by considering how space, time and effort influence the accuracy of their throws explore
* adapt throwing skills to improve accuracy and control across different contexts
* test alternative ways to solve the throwing challenges
* explain which approach was most successful and why
* Select and use equipment appropriate for their learning environment

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | Students create 3 targets that they can safely throw a soft object towards. Where possible, students should create new targets from the previous lesson. They choose a ‘starting point’ where they will throw the object from. Students should place each target at different distances from the ’starting point’. |  | 3 soft objects throw.3 objects to act as a target.3 separate objects that will act as obstacles. |
| 4.2 | Students choose or create at least one object that will act as an obstacle for each target. The obstacle needs to be placed between the ’starting point’ and the target.Students will complete all challenges by throwing their object with their opposite hand. This is the hand that you usually don’t use to throw or prefer to use. |  | 3 soft objects throw.3 objects to act as a target.3 separate objects that will act as obstacles. |
| 4.3 | Discuss the following predictive before beginning each attempt. Record answers in Table 1.Encourage students to explain how they will use the space that is available and safe to use and how they will use their body to adjust the amount of force used when throwing the object.How will you attempt to avoid the obstacle so you can hit the target in as few throws as possible? How will this be different when using your opposite hand compared to your preferred hand?Describe at least two different approaches you will try for each target and explain how you will use the space and adapt the amount of force applied. |  | Resource 1 – Student workbook – Table 4 |
| 4.4 | Students play the game - Throw the object towards the target with the opposite hand. Students should aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit.Refer to Table 5 for examples of what ‘Obstacle golf – testing alternatives’ may look like. |  | Resource 1 – Student workbook – Table 5 |
| 4.5 | Record how many throws it took to hit the target. Repeat the challenge 5 times for each of the 3 targets |  | Resource 1 – Student workbook – Table 6 |
| 4.6 | Discuss the following reflective after completing all attempts. Students record their answers.Which alternative was most successful? Why?Which alternative was least successful? Why?Explain how you could adjust this alternative to throw your object accurately and avoid the obstacle?What was the biggest challenge when using your opposite hand? Why? Explain how you tried to overcome any difficulties related to using your opposite hand. |  | Resource 1 – Student workbook |
| 4.7 | **Opportunity for monitoring student learning**Movement challenge: ‘Obstacle golf’ (opposite hand) – collection of student workStudents engage in the movement challenge ‘obstacle golf’ using their opposite (or non-dominant) hand. Record responses in student workbook. Where possible, students may capture their performance using video recordings.**What to look for:*** predicts possible outcomes of throws
* explains strategic use of available space
* explains how they adjusted the effort required/used to throw (refer to 4.3 in student workbook)
* describes (demonstrates – if captured on video) how throwing style was adapted to solve the movement challenge (refer to 4.4 in student workbook)
* tests alternative ways to avoid the obstacle between them and the target to throw their object as accurately as possible (refer to 4.3, 4.4 and 4.5 in student workbook)
* explains which approach was most and least successful and why (refer to 4.6 in student workbook)
* selects and uses equipment safely, suitable for their environment (refer to 4.1, 4.2 and 4.4 in student workbook).
 |  | Resource 1 – Student workbookDiscussions and/or videos of student performance and discussions where appropriate. |

**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?