# PDHPE Stage 3 learning sequence – Lesson 3 and 4

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

Students recognise possible solutions to movement challenge and apply a variety of strategies. They reflect upon previous performances and suggest ways to refine performance. Students create, adapt and apply rules to provide an inclusive learning environment that caters for individual strengths. Syllabus outcomes and content

**PD3-4 adapts movement skills in a variety of physical activity contexts**

**PD3-5 proposes, applies and assesses solutions to movement challenges**

**PD3-9 applies and adapts self-management skills to respond to personal and group situations**

**Key Inquiry Question - How can we adapt and perform movement skills in different situations?**

* perform and refine movement skills to a variety of situations, for example:
* adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control
* practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
* apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
* manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
* demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass

**Key Inquiry Question - How can we use strategies and tactics to create solutions to movement challenges?**

* apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
* recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective
* assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences
* implement tactics which account for their own strengths and the strengths of others in group and team activities
* explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports

**Key Inquiry Question - How can we work with others to build positive relationships during physical activity?**

* demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
* propose changes to the rules and/or conditions to create more inclusive play and allow for a fairer contest
* correctly interpret, explain and/or apply rules in games and physical activities

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## Lesson 3 – Obstacle golf – advanced – opposite hand

Students are learning to:

* adapt throwing techniques to cater for changing game settings and rules
* propose and refine strategies to successfully complete a movement challenge
* propose and apply changes to rules to create more inclusive play.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Students create 3 targets that you can safely throw a soft object towards. They choose a ‘starting point’ where they will throw the object from. Place each target at different distances from the ’starting point’.  Where possible, create targets that are different to ones created in previous lessons. Consider the size, shape and whether the object to be thrown needs to hit it or land inside it. |  | A soft object to throw (for example, soft ball, pair of socks, soft toy, scrunched-up paper).  3 objects or landmarks to create targets for objects 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). |
| 3.2 | Students choose or create at least one object that will act as an obstacle. The obstacle needs to be placed between the ’starting point’ and the target. |  |  |
| 3.3 | Discuss the following.  How did students modify the game in previous lessons to challenge their strengths?  Have students explain the scoring system they created to challenge their strengths. |  | Resource 1 – Student workbook |
| 3.4 | Challenge students to create an inclusive learning environment by modifying rules and scoring systems for ‘Obstacle golf (advanced – opposite hand).  An inclusive environment is one where everyone can participate regardless of their physical and mental abilities.  Students pretend that their preferred/dominant hand represents Player 1 while their opposite/non-dominant hand represents Player 2.  Remind students their preferred/dominant hand is the one they prefer to write or throw with.  Some students are ambidextrous and use both hands interchangeably for writing and throwing. These students may have to use left and right to select Player 1 and 2 and vice versa.  Students’ throwing accuracy is likely to be better when using their preferred/dominant hand. They must create modified rules and a modified scoring system to ensure both ‘players’ are evenly matched.  Share these ‘examples’ of modified rules with students.  Player 1 must take 3 steps back.  Player 1 must throw the ‘tricky’ object that bounces in different directions.  Player 1 goes first so Player 2 can evaluate the approach and use this in their own strategy.  Share these ‘examples’ of modified scoring with students.  Player 2 gets a bonus throw not counted to the score  Player 2 scores a bonus throw if the object rebounds off the obstacle  Player 2 scores bonus points when throwing overarm because it is more difficult than underarm. |  | Resource 1 - Student workbook |
| 3.5 | In the student workbook, explain how their modified rules and modified scoring system makes ‘Obstacle golf’ inclusive. |  | Resource 1 – Student Workbook |
| 3.6 | Students consider the following factors and discuss their strategy for each ‘player’.  The type of throw/s.  Using or avoiding the obstacle.  Strategic use of the space available.  How adjusting body movements applies different amounts of force.  Students record their responses in the student workbook. |  | Resource 1 – Student Workbook |
| 3.7 | Play ‘Obstacle Golf using the strategies identified in 3.6.  Throw object towards target. Pick up the object from where it landed and throw again until the target has been hit. |  | Resource 1 – Student Workbook (Table 1) |
| 3.8 | Students record the total number throws required to hit the target using the grid in the student workbook. |  | Resource 1 – Student Workbook (Table 2) |
| 3.9 | Repeat the challenge 5 times for each of the 3 targets |  |  |
| 3.10 | Students reflect on their performance in ’Obstacle golf – advanced – opposite hand’.  Have students explain how they refined their strategy and throwing technique to effectively use the rules and scoring system.  Challenge students to identify changes/modifications to make the game even more inclusive. |  | Resource 1 – Student Workbook |
| 3.11 | **Opportunity for monitoring student learning**  Movement challenge: ‘Obstacle golf – advanced – opposite hand’ – collection of student work  Students 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:**   * identifies and applies changes to their throwing technique to cater for strengths and weaknesses (student workbook - 3.7, 3.9 and 3.10) * explains and applies strategies specific to the game setting, rules and individual strengths (student workbook - 3.6) * creates, modifies and applies rules for a more inclusive learning environment (student workbook - 3.4, 3.5, 3.7, 3.9 and 3.10). |  | Resource 1 – Student Workbook |

## Lesson 4 – Obstacle golf – finding a solution

Students are learning to:

* adapt throwing techniques to cater for changing game settings and rules
* propose and refine strategies to successfully complete a movement challenge
* recognise and apply a number of possible solutions to a throwing challenge. Justify which one is the most effective
* propose and apply changes to rules to create more inclusive play.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | Students create 3 targets they can safely throw a soft object towards. They choose a ‘starting point’ from which they will throw the object. Place each target at different distances from the ’starting point’.  Where possible, create targets that are different to ones created in previous lessons. Consider the size, shape and whether the object to be thrown needs to hit it or land inside it. |  | Objects that are safe to use as three separate targets. |
| 4.2 | Students choose or create at least one object that will act as an obstacle. The obstacle needs to be placed between the ‘starting point’ and the target. |  | Three objects to act as obstacles. |
| 4.3 | Students choose or create at least one object that they can safely throw towards the target. |  | One object that is safe to throw at the targets. |
| 4.4 | Students reflect on the following (regarding lesson 3) and discuss with their teacher or parent/carer.  How did you modify the rules to challenge your strengths?  How did your scoring system challenge your strengths? |  | Resource 1 – Student Workbook |
| 4.5 | Challenge students to identify and trial a number of possible solutions to solving the challenge of hitting the target using as few throws as possible.  Students must adapt and apply rules to maintain an inclusive learning environment.  Suggested process as follows.  Trial 3 different solutions for each player in the game and justify which one was most effective.  The two players are their preferred hand and their opposite hand, just as they did when you they played ‘Obstacle golf – advanced – opposite hand’ in the previous lesson.  Have students imagine their preferred hand represents themselves while their opposite hand represents one of their peers.  Your preferred hand is the one you use to throw most of the time while your opposite hand will be the hand you don’t usually use.  Consider how your throwing may be more accurate when using your preferred hand and any differences to when you use your opposite hand. |  |  |
| 4.6 | Students explain the rules they will apply to make the game of ’Obstacle golf – advanced – opposite hand’ inclusive and evenly matched. |  | Resource 1 – Student Workbook |
| 4.7 | Students discuss with their teacher or parent/carer 3 different solutions that they will try for each target. They explain how they plan to modify the solution for each hand. Students will consider the following factors.  The type of throw/s.  Using or avoiding the obstacle.  Strategic use of the space available.  Adjusting body movements to apply different amounts of force.  Record which solution they think will be most effective for each hand. |  | Resource 1 – Student Workbook |
| 4.8 | Students play the game of ’Obstacle golf – finding a solution’. |  | Resource 1 – Student Workbook (Table 3) |
| 4.9 | Students record how many throws it took to hit the target for each solution in Table 4 |  | Resource 1 – Student Workbook (Table 4) |
| 4.10 | Students reflect upon their performance in the game of ’Obstacle golf – finding a solution’ and discuss the following with their teacher or parent/caregiver.  Which solution was most effective for each target? Justify your answer.  Explain how you could refine your strategy and throwing technique for the least successful solution for each target. Record your response. |  | Resource 1 – Student Workbook |
| 4.11 | Students apply their refined strategy to the game of ’Obstacle golf – finding a solution’ and their identified targets. They attempt to improve upon the result that they achieved with their first attempt. |  |  |
| 4.12 | Students discuss with their teacher or parent/caregiver how the refined strategy was more or less successful and why. |  |  |
| 4.13 | **Opportunity for monitoring student learning**  Movement challenge: ‘Obstacle golf –finding a solution’ – collection of student work  Students 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:**   * identifies and applies changes to their throwing technique to cater for strengths and weaknesses (refer to 4.7, 4.8 and 4.10 in student workbook) * explains and applies strategies that are specific to the game setting, rules and individual strengths (refer to 4.7, 4.8, 4.10, 4.11 and 4.12 in student workbook) * identifies, explains and trials different solutions for each target (refer to 4.7, 4.8, 4.10, 4.11 and 4.12 in student workbook) * creates, modifies and applies rules that provide a more inclusive learning environment (refer to 4.6 in student workbook). |  | Resource 1 – Student Workbook |

**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?