How can we solve problems when moving?

**PDHPE Stage 1 learning sequence**

## Resource considerations

## This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a key learning area. Each task has a duration of 30 minutes and could be used in conjunction with your framework, designed using the K-6 template (at the end of this document). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school could plan students’ learning from home and ways to communicate with students can be found through the department’s ‘Learning at home’ web pages. Assessment strategies are included to ensure evidence of learning is monitored and collected.

## Overview – Lessons 1 and 2

**Outcomes**

**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

**Learning sequence overview** – Students will compare different types of throws and identify which ones are easier and harder. They will predict possible outcomes while using different types of throws and pieces of equipment (lessons 1-2)

**Key concepts** – spatial awareness, relationships with objects, effort awareness

**Key language** – send, throw, target, force, distance

**Essential question –** How can we solve problems when moving?

**Syllabus key inquiry questions –** What are the different ways we can move our body? How can we move and improve our involvement in physical activity?

Aim of PE lessons

* Compare different types of throws and identify which ones are easier and harder
* Predict possible outcomes while using different types of throws and pieces of equipment

Teacher notes

* Equipment available to students may vary greatly. Ensure safety when selecting an object to throw. Objects to throw may include a tennis ball, a soft ball, a pair of socks, scrunched up paper, a soft toy.
* Identify a ‘starting point’. This is where the student will throw the object from.

Lesson 1-Snakes alive

Digital and non-digital

Students:

1. **Create a playing area that they can safely throw 5 soft objects to land on the ground. They select a ‘starting point’ where they will throw the object from.**
2. **Play ‘Snakes alive’ as outlined in ‘student workbook Stage 1’. Students repeat the challenge 3 times for each throwing style (underarm, overarm and their own throwing style).**
3. **Discuss reflective questions listed in ‘student workbook Stage 1’**

Lesson 2 -Snakes alive challenge

Digital and non-digital

Students:

1. **Create a playing area that they can safely throw 5 soft objects to land on the ground. They select a ‘starting point’ where they will throw the object from.**
2. **Play ‘Snakes alive’ only using the overarm throw as outlined in ‘student workbook Stage 1’.**
3. It’s important for students to focus on the 4 steps when throwing their object. To support students highlight the keywords (in capitals) in each step.

* EYES (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.)

Students can use the pictures to reflect on their own technique. An option could also be that students video their throwing to play back and self-critique their technique, making suitable adjustments if necessary.

Refer to [Fundamental Movement Skills in Action](https://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/fms-in-action.pdf) p.194

1. Students play ‘Snakes alive’ using a variety of throws depending on distance (one handed underarm, two handed underarm or overarm)
2. Students discuss the following reflective questions with their teacher or parent/caregiver.

* Which object was easier to throw? Why?
* Which object was harder to throw? Why?

Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the Identity, culture, heritage and language of your Aboriginal students through your teaching practices?

Assessment

Students discuss all predictive and reflective questions in the student workbook with their teacher or parent/caregiver. Students could use video technology to capture a short example of themselves completing the challenges and answering the questions in the student workbook.

Students may use video technology to:

* capture a short example of themselves completing the challenges
* answer the questions provided in the student workbook.

Activity resources

* Student workbook
* Parent/caregiver advice – students set-up their throwing games/challenges by identifying a playing area for them to throw in. They create a ‘starting point’ for them to throw from.
* Refer to ‘[Snakes alive](https://www.sportaus.gov.au/__data/assets/pdf_file/0009/703989/Snakes-alive.pdf)’ game card for suggestions of what this activity could look like. (Sport Australia, 2019. Playing for life)