# PDHPE Stage 1 learning sequence – lessons 3 and 4

**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 compare different types of throws and identify key skill components that contribute towards an effective throw. Students will reflect upon their performances and identify ways to perform the skill of throwing 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, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling
* apply movement concepts to create and perform movement sequences, for example:

– perform movements using relationships, eg 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, eg 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

[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 – Bullseye

Students are learning to:

* predict the possible outcome of their throws performed
* demonstrate a variety of throws accurately
* 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 |
| 3.1 | Discuss the following reflective questions 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-sequences/sequence-2/pe-stage-1-movement-student-workbook.-lesson-3-4.docx) |
| 3.2 | Students create a target that they can safely throw a soft object towards. If possible, create two larger rings around the centre target to create a ‘bullseye’. |  | 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). |
| 3.3 | Students select 1 soft object that is safe to throw. |  |  |
| 3.4 | Students choose a ‘starting point’ where they will throw the object from. |  |  |
| 3.5 | Discuss the following predictive question before beginning:  Which throwing style do you think will score most points? Why? (Throwing styles are underarm, overarm and your own chosen style) |  | [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-sequences/sequence-2/pe-stage-1-movement-student-workbook.-lesson-3-4.docx) |
| 3.6 | Students throw each object and attempt to hit the target as close to the centre as possible. Closer to the centre of the target scores more points. Have 5 attempts using each throwing style (underarm, overarm and your own style). Adjust the position of the ‘starting point’ each time. |  | 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).. |
| 3.7 | Revisit the predictive question before beginning throwing at a new target. The discussion question is:  Which throwing style do you think will score most points? Why? |  | [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-sequences/sequence-2/pe-stage-1-movement-student-workbook.-lesson-3-4.docx) |
| 3.8 | Record the amount of points you score on each attempt in Table 2. |  | [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-sequences/sequence-2/pe-stage-1-movement-student-workbook.-lesson-3-4.docx) |
| 3.9 | Discuss the following reflective questions with your teacher or parent/caregiver.  What type of throw was successful? Why?  What type of throw was unsuccessful? Why?  For each type of throw, what did you do with your body so your throw was accurate?  How do you think you could change your throwing style so it is more accurate?  Do you think any of the throwing styles you used were better than the overarm throw technique you used last week? Why? |  | [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-sequences/sequence-2/pe-stage-1-movement-student-workbook.-lesson-3-4.docx) |
| 3.10 | **Opportunity for monitoring student learning**  Responses in student workbook – collection of student work  Students record responses in student workbook. Teachers review the student workbook for evidence of student learning.  **What to look for**   * predicts possible outcome of throws * explains how/why predictions were made * describes (demonstrates - if video capture) a variety of throws using suitable strategies * identifies which throws were successful and unsuccessful * selects safe equipment suitable for environment * applies scoring system as outlined for the game of Bullseye. |  | [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-sequences/sequence-2/pe-stage-1-movement-student-workbook.-lesson-3-4.docx) |

## Lesson 4 – Overarm throw to bullseye

Students are learning to:

* 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 |
| 4.1 | Discuss the following.  What types of throw have you used in previous weeks?  Which type of throw did you prefer to use? Why? |  | [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-sequences/sequence-2/pe-stage-1-movement-student-workbook.-lesson-3-4.docx) |
| 4.2 | Students choose a safe playing area where you can throw a number of soft objects. Create a target that they can safely throw a soft object towards. If possible, create two larger rings around the centre target to create a ‘bullseye’. |  | 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). |
| 4.3 | Look at the pictures and steps on the Overarm throw card. Focus on these steps while throwing.  Eyes - focused on target area throughout the throw.  Side-on - stand side-on to target area.  Step forward - towards target area with opposite foot to throwing arm.  Follow-through - throwing arm follows through, down and across the body. |  | [Fundamental Movement Skills in Action p.194](https://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/fms-in-action.pdf) |
| 4.4 | Remember: eyes, side-on, step forward and follow-through. |  | [Fundamental Movement Skills in Action p.194](https://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/fms-in-action.pdf) |
| 4.5 | Play ‘Bullseye’ using the overarm throw. Have 5 attempts for each target you have created. |  | 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). |
| 4.6 | Use the same scoring system from last week and record the amount of points scored on each attempt. After 5 attempts move the target or starting line so that the throwing distance has changed. |  | [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-sequences/sequence-2/pe-stage-1-movement-student-workbook.-lesson-3-4.docx) |
| 4.7 | Discuss the following.  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 next time?  Was the overarm more effective than the throws you used last week? Why? |  | [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-sequences/sequence-2/pe-stage-1-movement-student-workbook.-lesson-3-4.docx) – Table 3 – Points scored for each attempt at each target |
| 4.8 | **Opportunity for monitoring student learning**  Responses in student workbook – collection of student work  Students record responses in student workbook. Teachers review the student workbook for evidence of student learning.  **What to look for:**   * describes (demonstrates – if video capture) overarm throw using suitable strategies for the activity * identifies successful and unsuccessful throws * selects safe equipment, suitable for their environment * applies scoring system as outlined for the game of Bullseye. |  | [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-sequences/sequence-2/pe-stage-1-movement-student-workbook.-lesson-3-4.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?