# How can I develop a wide range of skills while moving? – Stage 2

PDHPE unit.

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## Big idea and key concept

The big idea is the over-arching concept that is being addressed or challenged throughout the unit.

Creating an inclusive environment for participation in physical activity with a focus on the school athletics carnival.

### Essential question

This question drives both teaching and learning within the unit. Every activity should be working towards answering this question:

How can I develop a wide range of skills while moving?

### Unit description

Students develop a wide range of skills including running, jumping and throwing using a wide range of activity styles, including an inquiry-based approach. Students make connections to how these skills may transfer to other movement activities including a school-based athletics carnival. They apply this knowledge to create their own movement challenges. Students explore feelings associated with competition, overcoming challenges to develop resilience, how to support others and the importance of positive communication. This will support them in striving for enhanced performance and to promote their enjoyment and participation in lifelong physical activity.

### Contextual statement

Physical education units of learning that are designed purely to prepare students for the school athletics carnival and identify representative opportunities may not cater for all students’ abilities and/or interests. A more inclusive approach to delivering a unit allows students to apply skills at the athletics carnival and also provide opportunities to transfer skills to a wide range of contexts. This includes self-management and interpersonal skills.

## Propositions in action

**Propositions**

Describe how specific propositions are embedded throughout the unit of work. The 5 propositions are outlined on pages 24-25 of the PDHPE K-10 syllabus.

**Focus on educative purpose**

Students will have learning opportunities to evaluate and build upon their knowledge, understanding and skills by participating in and creating movement activities.

**Take a strengths-based approach**

Throughout the unit students will evaluate and make decisions about how to best apply their strengths and capabilities while participating in physical activity.

**Critical inquiry approach**

Throughout this unit students develop skills in analysing, applying and appraising knowledge in movement contexts.

**Value movement**

Throughout this unit students will develop the movement skills and concepts needed to perform running, jumping and throwing with confidence and competence. Students will experience challenges and opportunities to develop a range of personal and social skills to enhance their physical performance.

## Skills in focus

**Self-management skills (S)**

Strengthening personal identity:

* building self-confidence
* self esteem
* self-evaluation
* perseverance

Self-awareness:

* self-monitoring
* develop greater control

Decision making and problem solving:

* finding solutions to problems
* information gathering

Emotion and stress management:

* recognising emotions
* optimistic thinking
* coping

**Interpersonal skills (I)**

Communication:

* verbal and non-verbal communication
* listening
* expressing feelings

Collaboration, inclusion and relationship-building:

* expressing respect for others’ contributions
* recognising and using their own abilities and strengths and those of others
* influencing and persuading, networking, motivation

Leadership and advocacy:

* influencing and persuading
* networking
* motivation

**Movement skills (M)**

Fundamental and specialised movement skills and concepts:

* non-locomotor skills
* locomotor skills
* sequencing skills

Tactical and creative movement.

Health and fitness enhancing movement.

## Lesson 1 – Running

Lesson 1 – Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Learning goals  Students are learning to: | Evidence of learning  Students can: |
| **PD2-4** performs and refines movement skills in a variety of sequences and situations. | Perform and refine movement skills required for running, throwing and jumping. | * Demonstrate an effective standing start (activity 2, 3). * Demonstrate running technique with precision and control in a variety of situations (activity 1, 2, 3). |
| **PD2-5** applies strategies to solve movement challenges. | Select, apply and refine strategies to solve movement challenges while running, jumping and throwing. | Select, apply and refine strategies to solve running challenges (activity 1, 2, 3). |
| **PD2-9** demonstrates self-management skills to respond to their own and others’ actions. | Apply self-management skills when engaging in movement activities. | Demonstrate ability to make decisions to problem solve in a variety of movement activities (activity 2). |
| **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. | Identify and develop interpersonal skills while engaging in movement activities. | Use verbal and non-verbal communication to interact positively and promote inclusivity in a group/team (all activities). |

### Key inquiry questions and syllabus content

**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:

* Perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game. For example, running, dodging, skipping, jumping, landing, balancing.
* Demonstrate variations of force and speed in movement. For example, slow, fast, light, strong, sudden, sustained, using the body and objects.
* Perform fundamental movement skills to demonstrate weight transference in different physical activities. For example, sidestepping or running backwards.

**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:

* Participate in physical activities which require problem-solving and persistence to achieve a goal.

**How can we include others in physical activity?**

Adopt inclusive practices when participating in physical activities, for example:

* Use interpersonal skills to complete a movement task.

### Teaching and learning activities

#### Activity 1 - Keep the basket full - Fast start

**Equipment**

* 25-30 bean bags
* basket or tub
* markers
* relay batons
* 25 students = 25metres x 25 metres level playing area.

**Resources**

* Video [Upsweep baton exchange – 1:10 min](https://www.youtube.com/watch?v=G16MHeJka38baton)
* [Intro to Athletics Resources – PDF 4.67 MB](https://www.peai.org/wp-content/uploads/2014/04/Intro-to-Athletics-Resources.pdf) – Image of ‘Upsweep baton exchange in sequence’ on page 10
* Video [Down sweep baton exchange – 1:07 min](https://www.youtube.com/watch?v=VVeM508Ds10)
* [Intro to Athletics Resources – PDF 4.67 MB](https://www.peai.org/wp-content/uploads/2014/04/Intro-to-Athletics-Resources.pdf) – Image of ‘Down sweep baton exchange in sequence’ on page 11
* Little Athletics Australia video [Coaching Part 1, Standing Start – 2:21 min](https://littleathletics.com.au/education-training/video-resources/coaching-video-resources/)

**Teacher notes**

The objective of the game is to introduce students to movements that will be further explored and developed in the lesson while increasing their heart rate and breathing rate. This can be indicated by students beginning to ‘huff’ and ‘puff’.

The standing start is preferred for a beginner to use rather than a crouch start. This is because it is an easier skill to teach and can be developed through games.

**Discussion**

Many people enjoy running for a variety of reasons, not just for high levels of competition. Discuss the following questions:

* What type of running do you enjoy? Why?
* Why else might people participate in and enjoy running?

**Activity set-up**

Explain to students the importance of looking where they are running to reduce the chances of bumping into others. Adjustments to the game may be required depending on the learning environment.

* Divide class into two games. Ensure both games are safely distanced from each other.
* 4-5 students per game are designated as ‘throwers’ and the remaining students are ‘retrievers’
* Place bean bags in a basket positioned in the middle of the playing area.
* On a signal, the throwers try to empty the basket of all of the bean bags by throwing them as quickly as possible, one at a time.
* The role of the retrievers is to quickly collect the bean bags one at a time by running and returning them to the basket so that it never becomes empty.
* If the throwers succeed in emptying the basket before the designated time (for example 2 minutes) the game is complete and they are determined to be the winners.
* If the retrievers keep the basket full during the designated time they are determined to be the winners. Two new throwers are selected and the game begins again.

**Reflection**

* What skills have you used in that activity?
* What contributed to performing them effectively?
* What effect did that activity have upon your body?

#### Activity 2 – Starting positions

**Equipment**

Level area 25m x 25 m = 25 students, relay batons, markers

**Teacher notes**

Relays such as a shuttle run or circular relays promote fast running. Incorporating novelty challenges into the relay can provide additional enjoyment.

**Activity set up**

Students are divided into groups (2-4 per group) and markers are used to designate starting and finishing positions.

* Relay structure may vary according to the context. For example, one-way to another student, two-way out and back and circular relays
* Students perform a sprint run over 10-15 metres following the teacher/student leaders’ instructions of ‘ready’, ‘set’, ‘go’.
* Provide opportunities for students to experiment with different starting positions. For example, kneeling, sitting cross-legged, lying on their back, lying face down. Try the standing start as the last option.

**Discussion**

Students reflect upon the activity and which positions allowed for the quickest sprint start.

* Which is the best starting position? What makes you say that?
* What position improved your response and reaction time? What makes you say that?
* Consider discussing factors that contribute to an effective standing start.
* Preferred leg forward with toe placed slightly behind the line.
* Both legs bent with feet pointing forwards.
* Weight on forward leg, body leaning forwards with back straight.
* Arms swing in opposition to legs.

#### Activity 3 – Running relays

**Equipment**

* level area 25m x 25 m = 25 students
* relay batons
* rubber chickens
* tennis balls
* bean bags
* markers.

**Activity set-up**

Students are split into even groups (2-4 per group) with markers placed to designate starting and finishing positions.

Focus is placed on using the standing start and actively participating in a relay race.

**Discussion**

After several attempts, discuss any variations in standing start techniques used.

* What do you enjoy about running?
* How do you feel when you run competitively?
* Do you enjoy competition? What makes you say that?

**Teacher notes**

If time and available resources allow, introduce students to the relay baton. Allow children to hold the baton and discuss changeover techniques. There are three traditional hand over techniques used in athletics: upsweep, down sweep and push pass (see resources).

Additional variation can be explored by allowing students to choose other pieces of equipment for their baton A such as rubber chickens, tennis balls, bean bags.

**Discussion**

Students share why they think running is important in many activities and can be applied in specific ways to various sports. How the variations may have changed their running technique.

* Name some activities or sports where running is an important skill. Explain why?
* How was running different in Activity 2 compared to Activity 3?
* How was your running technique different when you used (baton A) compared to the relay baton? Why?

Teachers may consider discussing how agility, balance and coordination influence the application and effectiveness of their running technique in various activities and sports.

**Reflection**

Students reflect upon the learning in this lesson and consider how it contributes towards answering the essential question How can I develop a wide range of skills while moving?

## Lesson 2 – Refining running skills

Lesson 2 – Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Learning goals  Students are learning to: | Evidence of learning  Students can: |
| **PD2-4** performs and refines movement skills in a variety of sequences and situations. | Perform and refine movement skills required for running, throwing and jumping. | * Demonstrate an effective standing start (activity 2). * Demonstrate running technique with precision and control in a variety of situations (activity 1, 2, 3). |
| **PD2-5** applies strategies to solve movement challenges. | Select, apply and refine strategies to solve movement challenges while running, jumping and throwing. | Select, apply and refine strategies to solve running challenges (activity 1, 2, 3). |
| **PD2-9** demonstrates self-management skills to respond to their own and others’ actions. | Apply self-management skills when engaging in movement activities. | Demonstrate ability to make decisions to problem solve in a variety of movement activities (activity 1, 2, 3). |
| **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. | Identify and develop interpersonal skills while engaging in movement activities. | * Use verbal and non-verbal communication to interact positively and promote inclusivity in a group/team (all activities). * Recognise and use their own abilities and strengths and those of others (activity 3). * Perform various roles in a group/team while collaborating with peers (activity 2, 3). * Use a variety of communication styles to motivate peers and positively influence their participation (activity 2, 3). |

### Key inquiry questions and syllabus content

**How can we move our bodies to perform skills in different ways?**

Students perform and refine movement skills in a variety of movement sequences and contexts, for example:

* Perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game. For example, running, dodging, skipping, jumping, landing, balancing.
* Demonstrate variations of force and speed in movement. For example, slow, fast, light, strong, sudden, sustained, using the body and objects.
* Perform fundamental movement skills to demonstrate weight transference in different physical activities. For example, sidestepping or running backwards.

**How can we demonstrate our understanding of movement to solve challenges?**

**Students pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:**

* participate in physical activities which require problem-solving and persistence to achieve a goal.

**How can we include others in physical activity?**

**Students adopt inclusive practices when participating in physical activities, for example:**

* **Use interpersonal skills to complete a movement task.**

### Teaching and learning activities

**Equipment**

* Markers
* 25 students = 25 m x 25 m playing area
* Clipboards
* pens/paper or mini whiteboards
* stop watches or tablets

**Resources**

* NSW Department of Education [Get Skilled Get Active – PDF 2.57 MB](https://schoolsequella.det.nsw.edu.au/file/3847e308-dbe1-4ece-b751-d042287293e6/1/Get%20Skilled%20Get%20Active%20accessible%202016.pdf) – [Sprint run](https://schoolsequella.det.nsw.edu.au/file/3847e308-dbe1-4ece-b751-d042287293e6/1/Get%20Skilled%20Get%20Active%20accessible%202016.pdf), page 9
* [Getting started pt 1 Running](https://youtu.be/VuUv7A3sddQ) - video (3:17). Little Athletics Australia.

#### Activity 1 – Chaos tag (fast start)

**Activity set-up**

* Explain to the students that everyone is ‘it’. After a signal, students run and try to tag each other.
* If a student is tagged, they move to outside the playing area and perform 10 jumping jacks and then re-enter the game.
* If two players tag at the same time they do rock-paper- scissors and whoever wins performs the jumping jacks.
* The game is concluded when a time limit is up.

#### **Activity 2 – On your marks**

**Activity set-up**

* In groups of 4, students decide the roles of runner, timekeeper, recorder and starter. The runner has 2-3 attempts of improving their time and then swap roles.
* Suggestion: start with a distance of 15-20 metres and adjust from 5m to 40m as the activity progresses.
* The starter signals “Go” and the timekeeper records the time for when the runner’s chest crosses the finish line.
* Variation- give opportunities for students to test their reaction times, and in following instructions in changing directions, pivoting, jumping and rotating.
* Provide students with opportunities to vary the application of each skill component and discuss how that effected their running technique and their resulting time. For example, run with your head and trunk stable, with eyes focused forwards and compare to running with your head bouncing side-to-side. Compare running with arms bent at 90 degrees to running with arms straight.

#### Activity 3 – Lightning bolt inquiry

**Discussion**

The former champion sprinter Usain Bolt could cover 100m in under 10 seconds, therefore in 5 seconds he could run approximately 50m.

**Teacher notes**

Refer to skill components in [Get Skill Get Active](https://schoolsequella.det.nsw.edu.au/file/3847e308-dbe1-4ece-b751-d042287293e6/1/Get%20Skilled%20Get%20Active%20accessible%202016.pdf) (page 9) Introductory components are marked in bold).

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during the recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

**Activity set-up**

* Students work in pairs, with Student 1 (runner) and Student 2 (the official.) Student 2 stands at a distance which it is estimated can be covered in 5 seconds.
* Teacher gives commands “Ready, Go” and starts the clock. Student 1 runs.
* After 5 seconds a whistle will signal to stop.
* Student 1 slows down gradually. Student. 2 marks the 5-second distance.
* Repeat 2-3 times and try to improve distance covered. Swap over roles.
* Repeat applying for 10 seconds.

Optional – students may be empowered to record each other’s performance in this task using devices such as tablets to make comparisons when modifying and refining skill components. This could be used to provide a valuable work sample record.

**Discussion**

* Can you beat and improve the distance travelled in the different set times?
* What skill components could you refine/improve to run faster? Consider the skill components we experimented with in the last activity (components 1-6 from Get Skilled Get Active).
* How far did you run in 10 seconds? Compare your times with the men’s and women’s 100m best times (men 9.79 and women 10.49).
* How does it make you feel, competing in a running race?
* What could you say or do to help a friend who is anxious about a race?
* How does it make you feel, competing in a running race?

**Reflection**

Students reflect upon the learning in this lesson and consider how it contributes towards answering the essential question, ‘How can I develop a wide range of skills while moving?’.

## Lesson 3 – Designing a running circuit challenge

Lesson 3 – Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Learning goals  Students are learning to: | Evidence of learning  Students can: |
| **PD2-4** performs and refines movement skills in a variety of sequences and situations. | Perform and refine movement skills required for running, throwing and jumping. | * Demonstrate an effective standing start (Activity 1, 2) * Demonstrate running technique with precision and control in a variety of situations (Activity 1, 2, 3). |
| **PD2-5** applies strategies to solve movement challenges. | Select, apply and refine strategies to solve movement challenges while running, jumping and throwing. | Select, apply and refine strategies to solve running challenges (Activity 1, 2). |
| **PD2-9** demonstrates self-management skills to respond to their own and others’ actions. | Apply self-management skills when engaging in movement activities. | * Demonstrate ability to make decisions to problem solve in a variety of movement activities (Activity 2). * Demonstrate ability to manage emotions while responding to stressful situations (Activity 2). |
| **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. | Identify and develop interpersonal skills while engaging in movement activities. | * Use verbal and non-verbal communication to interact positively and promote inclusivity in a group/team (All activities). * Recognise and use their own abilities and strengths and those of others (Activity 2). * Perform various roles in a group/team while collaborating with peers (Activity 2). * Use a variety of communication styles to motivate peers and positively influence their participation (Activity 2). |

### Key inquiry questions and syllabus content

**How can we move our bodies to perform skills in different ways?**

Students perform and refine movement skills in a variety of movement sequences and contexts, for example:

* Perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game for example, running and dodging.
* Demonstrate variations of force and speed in movement. For example, slow, fast, light, strong, sudden, sustained, using the body and objects.
* Perform fundamental movement skills to demonstrate weight transference in different physical activities. For example, sidestepping or running backwards.

Practise and apply movement concepts and movement skills to create and perform movement sequences, for example:

* Create and perform movement sequences that vary in shape, size, direction, level, speed and flow for example, individual/group/team physical activities.
* How can we demonstrate our understanding of movement to solve challenges?

Students pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:

* Apply movement skills and respond to feedback to solve movement challenges.
* Participate in physical activities which require problem-solving and persistence to achieve a goal.
* How can we include others in physical activity?

Students adopt inclusive practices when participating in physical activities, for example:

* Use interpersonal skills to complete a movement task.
* How can we manage change?

Students investigate how emotional responses vary in depth and strength, for example:

* Recognise their own emotional responses to different situations and how these might differ to others, for example anxious, worried, happy, excited.

### Teaching and learning activities

**Equipment**

* 10-15 markers
* 25 students = 25m x 25m playing area approximately
* pens
* paper
* clipboard or mini whiteboard
* stopwatches/phone
* range of equipment for developing running circuits such as skipping ropes
* mini hurdles
* hoops

#### Activity 1 – Rats and rabbits (fast start)

**Activity set up**

Students are divided into 2 teams and line up (indicated by markers) facing each other (approximately 1 metre apart) in the centre of the playing area. This is the starting position for each round in the game.

* One team is called the ‘rats’ and the other the ‘rabbits’.
* The teacher calls out for example, ‘rats’ and students from this team turn 180 degrees around and run as quickly as they can to the line (indicated by markers)10-15 metres away. During this time, students on the ‘rabbits’ team run and try to tag players from the rats.
* If successful, the student becomes a member of the other team (rabbits) and lines up in their half of the playing area at the starting position.
* The game continues for a set time or until one team reaches the minimum number that will still allow the activity to remain safe.

**Variations**

* Adding the different starting positions suggested in Lesson 1.
* Students compete against a selected opponent. Points are scored for tagging their partner.

#### Activity 2 – Running endurance circuit challenge

**Activity set up**

* In groups of 4-6, students design a running endurance circuit. Each group will need a stopwatch/timer, clip board/ paper/pencil or mini whiteboard, and markers to create their course.
* Suggest a timeframe (for example, 60 to 90 seconds) to run and complete the course (adjust according to student needs).
* Each group decide on a team name.
* Students consider ways to vary their running technique for the circuit. For example, running sideways, backwards, at different height levels, using different parts of their feet.
* One student in each team acts as timekeeper for round one, and the remainder of the team run the circuit on a designated signal.
* Runners in each team must start together and the stopwatch/timer can only be stopped once the last runner in the team has completed the circuit. The timekeeper records their team’s time.
* Teams completed their own circuit then rotate to the next team’s running circuit for round 2. Each team tries to improve on the fastest time already recorded at each circuit. Ensure a new timekeeper is used when arriving at the next running circuit challenge.

**Teacher notes**

When students are supported, competition can develop their ability to overcome challenge and adversity, develop resilience and manage stress and emotions. These are skills that can positively transfer to other environments and/or tasks. For example, exams, public speaking, performance in front of our peers at carnivals.

**Discussion**

Sample questions to ask students throughout their participation in the challenges:

* How can you support and motivate your peers throughout the challenges?
* How can you ensure you communicate effectively within your group while designing and performing your challenges?
* What do you know or what can you do that will help you solve any problems you may face individually/as a group?

**Reflection**

* How would you feel if you extended the time? You could repeat the endurance circuit two or three times.
* Did the activity you designed challenge you the way you expected?
* What would you change? Why?
* Which of the courses were the most challenging and why?
* What other sports can you name which require running in ways that are similar to what you have performed today? For example, fun runs, cross country, orienteering.

Students reflect upon the learning in this lesson and consider how it contributes towards answering the essential question, ‘How can I develop a wide range of skills while moving?’

## Lesson 4 – Jumping

**Lesson 4 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Learning goals  Students are learning to: | Evidence of learning  Students can: |
| **PD2-4** performs and refines movement skills in a variety of sequences and situations. | Perform and refine movement skills required for running, throwing and jumping. | Demonstrate jumping technique with precision and control in a variety of situations (Activity 1, 2, 3, 4). |
| **PD2-5** applies strategies to solve movement challenges. | Select, apply and refine strategies to solve movement challenges while running, jumping and throwing. | Select, apply and refine strategies to solve jumping challenges (Activity 2, 3, 4). |
| **PD2-9** demonstrates self-management skills to respond to their own and others’ actions. | Apply self-management skills when engaging in movement activities. | Demonstrate ability to make decisions to problem solve in a variety of movement activities (Activity 3, 4). |
| **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. | Identify and develop interpersonal skills while engaging in movement activities. | * Use verbal and non-verbal communication to interact positively and promote inclusivity in a group/team (all activities). * Recognise and use their own abilities and strengths and those of others (Activity 3, 4). * Perform various roles in a group/team while collaborating with peers (Activity 2, 3, 4). * Use a variety of communication styles to motivate peers and positively influence their participation (Activity 3, 4). |

### Key inquiry questions and syllabus content

**How can we move our bodies to perform skills in different ways?**

Students perform and refine movement skills in a variety of movement sequences and contexts, for example:

* Perform routines that connect movements, for example using rolling actions, weight transferring, flight, landing and balancing to explore their centre of gravity and stability.
* Explore and practise different techniques to propel objects towards a target. For example, running, jumping and throwing techniques in athletics and target games.
* Demonstrate variations of force and speed in movement. For example, slow, fast, light, strong, sudden, sustained, using the body and objects.
* Perform fundamental movement skills to demonstrate weight transference in different physical activities. For example, sidestepping or running backwards.

**How can we demonstrate our understanding of movement to solve challenges?**

Students pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:

* Participate in physical activities which require problem-solving and persistence to achieve a goal.
* How can we include others in physical activity?

Students adopt inclusive practices when participating in physical activities, for example:

* Use interpersonal skills to complete a movement task.

### Teaching and learning activities

**Equipment**

* skipping ropes for each student and of a variety of skipping ropes of varying lengths
* stopwatch
* paper or mini whiteboard
* pens
* markers (activity 1 and 2)

**Resources**

* Little Athletics Australia video [Getting Started Horizontal Jumps (Long Jump and Triple Jump) – 3:28 min](https://www.youtube.com/watch?v=oFJfEg3ux7c)
* Video [Long Jump Skill Breakdown – 2:50 min](https://www.youtube.com/watch?v=X7Yx5WbSUww)
* [Intro to Athletics Resources – PDF 4.67 MB](https://www.peai.org/wp-content/uploads/2014/04/Intro-to-Athletics-Resources.pdf) – Image of ‘Long jump movement sequence’ on page 22

#### Activity 1 – Jumping with skipping ropes (fast start)

**Activity set-up**

Each student experiments with a single rope. For example, jumping forwards, backwards, jumping with two feet together, skip/jump.

Propose a personal challenge for the following three weeks that students skip for one minute and count the number of times they jump during the timeframe. The teacher provides guidance to students by using stopwatch and signal to start and stop. Students record their individual scores.

Each lesson students attempt to improve on their personal best scores (encourage the students to practise their skills during break times and at home where possible).

Students reflect on their performance:

* Which technique allows you to record the highest number of skips per minute?

#### Activity 2 – Skipping relays

**Activity set up**

* Divide the group into even teams of 2-3 students and provide each student with a skipping rope.
* Each team lines up at the starting line designated by markers.
* On a signal, the first student in each group jumps rope towards a designated marker (suggestion of 15-20 metres away) and then turns and jumps rope back to the front of their team. The next student at the front of the line repeats this sequence until all students have completed the task.

**Variation**

To add a competitive element, award points for places achieved.

**Reflection**

Students compare their jumping technique when stationary to when moving. How did you need to adjust/vary your jumping technique?

#### Activity 3 – Standing long jump

**Equipment**

* soft grass or landing space
* gym mats (optional) or a sand pit

**Teacher notes**

Refer to skill components in [Get Skilled Get Active](https://schoolsequella.det.nsw.edu.au/file/3847e308-dbe1-4ece-b751-d042287293e6/1/Get%20Skilled%20Get%20Active%20accessible%202016.pdf) (page 11) resource for the Vertical Jump. (Introductory components are marked in bold).

1. **Eyes focused forward or upward throughout the jump.**
2. **Crouches with knees bent and arms behind the body.**
3. Forceful forward and upward swing of the arms.
4. Legs straighten in the air.
5. Lands on balls of the feet and bends knees to absorb landing.
6. Controlled landing with no more than one step in any direction.

Optional – students may be empowered to record each other’s performance in this task using devices such as tablets to make comparisons when modifying and refining skill components. This could be used to provide a valuable work sample record.

By adapting the skill components of the vertical jump, teachers can apply these to the standing long jump. Adaptations include lean body forwards on the crouch; swing with arms up and forwards as body extends on take-off. Teachers may choose to substitute technical cues with more student-friendly language by creating their own teaching cues to suit student needs.

Safety consideration – encourage students to remain on their feet if they over-balance. If necessary, they should try to reduce the landing impact by placing their hands on the ground.

**Activity set-up**

* Students work in pairs to explore ways to improve their jumping skills. They perform the roles of ‘coach’ and ‘athlete’ by alternating after three jumps.
* The role of the coach is to assess their peer’s performance using the introductory components identified in bold.
* When confident in identifying the skill components that are performed the coach may suggest one that can be refined. For example, students focus on two foot take off and two-foot landing.

**Discussion**

Highlight the importance of walking forwards following the jump during long jump competitions. Explain to the students that measurements are taken from the nearest point to the take- off board, and that stepping backwards or placing hands behind will reduce the distance recorded.

* Progress to one foot take off.
* Students take 2 steps, take off on one leg and land on two. Ensure students experiment with take-off using both their left and right legs to decide which they prefer.
* Coaches should mark where the jumper lands and attempt to explain why they thought a jump was longer or shorter, referencing the skill components.
* Students consider- Which jump allowed you to gain a greater distance? Two feet or one foot take off? Why do you think this is?

#### Activity 4 – Running long jump

**Equipment**

* Pen/paper or mini whiteboard, skipping ropes, mini hurdles, hoops, chalk and age-appropriate equipment suitable for a jumping station

**Activity Set-up**

Students are arranged in groups of 5-6.

* Set up 6 stations (3 station activities are repeated). The activity at each of the 3 stations is to practise and refine three different types of jumps
* Stations 1 and 4 – Perform jumps with an approach. For example, walk, run, skip up to perform jump). Students compare which approach is most effective and why?
* Stations 2 and 5 – Perform jumps using different body shapes. For example, straight (arms extended above head), tucked, star.
* Stations 3 and 6 – Jump across and over a variety of safe barriers or obstacles.
* Students take turns in the role of athlete, coach and recorder to measure how far they jump at each station.
* Encourage students to consider how they may adjust their technique to improve their jumping distances.

**Discussion**

* Discuss within their group what changes they could make to their technique to jump further?
* What changes did you make to your techniques to improve the distance? How do you know if it was successful?

**Reflection**

Students reflect upon the learning in this lesson and consider how it contributes towards answering the essential question How can I develop a wide range of skills while moving?

## Lesson 5 – Jumping in a variety of settings

Lesson 5 – Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Learning goals  Students are learning to: | Evidence of learning  Students can: |
| **PD2-4** performs and refines movement skills in a variety of sequences and situations. | Perform and refine movement skills required for running, throwing and jumping. | Demonstrate jumping technique with precision and control in a variety of situations (activity 1). |
| **PD2-5** applies strategies to solve movement challenges. | Select, apply and refine strategies to solve movement challenges while running, jumping and throwing. | Select, apply and refine strategies to solve jumping challenges (activity 1, 2, 3, 4). |
| **PD2-9** demonstrates self-management skills to respond to their own and others’ actions. | Apply self-management skills when engaging in movement activities. | Demonstrate ability to make decisions to problem solve in a variety of movement activities (activity 1, 3, 4). |
| **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. | Identify and develop interpersonal skills while engaging in movement activities. | * Use verbal and non-verbal communication to interact positively and promote inclusivity in a group/team (all activities). * Recognise and use their own abilities and strengths and those of others (activity 2, 3, 4). * Perform various roles in a group/team while collaborating with peers (activity 3, 4). * Use a variety of communication styles to motivate peers and positively influence their participation (activity 3, 4). |

### Key inquiry questions and syllabus content

**How can we move our bodies to perform skills in different ways?**

Students perform and refine movement skills in a variety of movement sequences and contexts, for example:

* Combine locomotor and non-locomotor movement to create and perform movement sequences that vary in size, shape, direction, level, speed and flow. For example, individual, group, team physical activities.
* Explore and practise different techniques to propel objects towards a target. For example, running, jumping and throwing techniques in athletics and target games.
* Demonstrate variations of force and speed in movement. For example, slow, fast, light, strong, sudden, sustained, using the body and objects.
* Perform fundamental movement skills to demonstrate weight transference in different physical activities. For example, sidestepping or running backwards.

**How can we demonstrate our understanding of movement to solve challenges?**

Students pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:

* Participate in physical activities which require problem-solving and persistence to achieve a goal.

**How can we include others in physical activity?**

Students adopt inclusive practices when participating in physical activities, for example:

* Use interpersonal skills to complete a movement task.

### Teaching and learning activities

#### Activity 1 – On and off the river bank (fast start)

**Equipment**

* 2 long skipping ropes
* level playing area

**Resources**

* Little Athletics Australia video [Getting Started Horizontal Jumps (Long Jump and Triple Jump) – 3:28 min](https://www.youtube.com/watch?v=oFJfEg3ux7c)
* Video [3 Simple Long Jump Skills for Beginners – 3:20 min](https://www.youtube.com/watch?v=doqpcSEwwAs)
* Little Athletics Australia [Long jump – PDF 3.75 MB](https://littleathletics.com.au/wp-content/uploads/2018/11/Long-Jump-1.pdf) – Image of ‘Long jump skills’ on pages 8 and 9
* [Intro to Athletics Resources – PDF 4.67 MB](https://www.peai.org/wp-content/uploads/2014/04/Intro-to-Athletics-Resources.pdf) – Image of ‘Long jump movement in sequence’ on page 24

**Activity set-up**

* Whole class line up one step beside a long rope (or a line in the concrete).
* Each student keeps their feet together. Explain that they are ‘on the bank’.
* When teacher calls out ‘off the bank’ each student jumps with both feet together over the rope/line to be ‘off the bank’.
* To increase the challenge, the teacher can progressively make the calls faster, teacher jumps in the opposite direction to what they call out in an attempt to challenge students’ thinking.

**Variation**

Introduce ‘cross the river’. Students land with one foot on each side of the rope.

Introduce additional movements to perform while jumping. For example, off-the-bank students clap while they jump, on-the-bank students face left or right.

#### Activity 2 – Skipping for the minute (fast start)

**Equipment**

* 1 skipping rope per student
* timer/stopwatch/phone

**Activity set up**

* Using their own skipping rope, students count the number of jumps they can complete in a minute.
* Consider whether they increased their number of jumps from their last lesson? If so, why do you think this is?

#### Activity 3 – Jump the river

**Equipment**

* 2 long ropes
* 5 markers or chalk
* level playing area

**Activity set up**

* The aim of the game is to jump for maximum distance.
* In pairs, students lay 2 ropes on the ground, side by side approximately 20cm apart (the river).
* Students take turns to jump with feet together over both ropes to avoid stepping in the river.
* Once both students have successfully jumped the ropes (river), the distance across the river is gradually extended.
* To support all students and cater for different levels, the ropes can be laid in a funnel shape with one end of the ‘river’ (2 ropes) quite narrow and the other end wider. Ensure the more advanced jumpers are at the wider end.

#### Activity 4 – Developing the long jump run up and take off

**Equipment**

* long jump pit or gym mats
* bean bags
* markers

**Teacher notes**

A run-up for the long jump should allow students to accelerate quickly and reach maximum running speed just before they take-off. A run-up should not require students to maintain top speed for more than a few strides. A run up of approximately 11 to 13 steps is appropriate for students at this stage.

A check mark can be made using any object that can be easily seen but will not interfere with the run up. Bean bags or small markers can be placed at the side of the runway as check markers. The check mark then allows students to begin their run up from their preferred distance

The following list identifies key skill components of a long jump technique. It is recommended that students concentrate on 1-2 components at a time while performing the skill.

Long jump skill components:

* accelerate down the runway towards take off
* maintain speed at take off
* land on one foot with bended knees
* drive the take-off leg fast and high
* drive the arms at take off
* make a long shape in the air
* land with feet close together, bending through hips and knees

An accurate long jump run up is achieved when a student uses a take-off position as close as possible to the foul line without stepping over it.

Discuss the importance of jumping for both height and distance at the take off. This will ensure avoidance of common errors such as a low jump straight into the pit or running into the pit after take-off.

**Activity set-up**

* Divide students into groups of 3-4.
* Provide students with 2-3 opportunities to measure and mark their run up on a grassed area. (Recommended 11-13 strides approximately for this age group.) Use markers or bean bags to mark the beginning of the run-up.
* Each group place markers at different distances to identify point values. Students score points for their team by landing in line with the point markers. For example, closest marker = 1 point, and furthest away = 5 points. Fouls do not score any points.
* Encourage students to use a long, thin shape in the air and extend their legs out in front of the body.

**Variation**

Set up a mini hurdle in front of the take-off board/line to encourage students to gain sufficient height.

**Reflection**

Students reflect upon the learning in this lesson and consider how it contributes towards answering the essential question How can I develop a wide range of skills while moving?

## Lesson 6 – Designing a running and jumping circuit challenge

Lesson 6 – Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Learning goals  Students are learning to: | Evidence of learning  Students can: |
| **PD2-4** performs and refines movement skills in a variety of sequences and situations. | Perform and refine movement skills required for running, throwing and jumping. | * Demonstrate an effective standing start (Activity 2). * Demonstrate running technique with precision and control in a variety of situations (Activity 1, 2). * Demonstrate jumping technique with precision and control in a variety of situations (Lesson 6 – Activity 1, 2). |
| **PD2-5** applies strategies to solve movement challenges. | Select, apply and refine strategies to solve movement challenges while running, jumping and throwing. | * Select, apply and refine strategies to solve running challenges (Activity 2). * Select, apply and refine strategies to solve jumping challenges (Activity 1, 2). |
| **PD2-9** demonstrates self-management skills to respond to their own and others’ actions. | Apply self-management skills when engaging in movement activities. | * Demonstrate ability to make decisions to problem solve in a variety of movement activities (Activity 2). * Demonstrate ability to manage emotions while responding to stressful situations (Activity 2). |
| **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. | Identify and develop interpersonal skills while engaging in movement activities. | * Use verbal and non-verbal communication to interact positively and promote inclusivity in a group/team (all activities). * Recognise and use their own abilities and strengths and those of others (Activity 2). * Perform various roles in a group/team while collaborating with peers (Activity 2). * Use a variety of communication styles to motivate peers and positively influence their participation (Activity 2). |

### Key inquiry questions and syllabus content

**How can we move our bodies to perform skills in different ways?**

Students perform and refine movement skills in a variety of movement sequences and contexts, for example:

* Perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game for example, running, dodging, jumping and landing.
* Explore and practise different techniques to propel objects towards a target. For example, running, jumping and throwing techniques in athletics and target games.
* Demonstrate variations of force and speed in movement. For example, slow, fast, light, strong, sudden, sustained, using the body and objects.
* Perform fundamental movement skills to demonstrate weight transference in different physical activities. For example, sidestepping or running backwards.

Students practise and apply movement concepts and movement skills to create and perform movement sequences, for example:

* Combine locomotor and non-locomotor movement to create and perform movement sequences
* Create and perform movement sequences that vary in shape, size, direction, level, speed and flow for example, individual/group/team physical activities.

**How can we demonstrate our understanding of movement to solve challenges?**

Students pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:

* Apply movement skills and respond to feedback to solve movement challenges.
* Participate in physical activities which require problem-solving and persistence to achieve a goal.

**How can we include others in physical activity?**

Students adopt inclusive practices when participating in physical activities, for example:

* Use interpersonal skills to complete a movement task.

**How can we manage change?**

Students investigate how emotional responses vary in depth and strength, for example:

* Recognise their own emotional responses to different situations and how these might differ to others, for example anxious, worried, happy, excited.

### Teaching and learning activities

#### Activity 1 – Builders and bulldozers (fast start)

**Equipment**

* 30 domes or equivalent (or 1 per student if working with a larger group)
* level playing area

**Activity set-up**

* Divide the class into 2 groups and provide one dome per student.
* One team places their domes spread throughout the space upside down (bulldozers)
* The other team places their domes spread throughout the space right way up (builders)
* On a teacher signal, players quickly move about the area trying to flip their opponents’ domes one at a time. For example, from builder (right way up) to bulldozer (upside down).

#### Activity 2 – Jumping and running endurance circuit challenge

**Activity set-up**

* In groups of 4-6, students design a running and jumping endurance circuit. Each group will need a stop-watch/timer, clip board, paper and pencil and markers to create their course.
* Suggest a timeframe (for example, 60 to 90 seconds) to run and jump to complete the course (adjust according to student needs).
* Each group decide on a team name
* The team work together to develop a running and jumping circuit challenge using the available space and equipment.
* Students consider ways to vary their running and jumping technique for the circuit. For example, sideways, backwards, at different levels, using different parts of their feet.
* One student in each team acts as timekeeper for round one, and the remainder of the team jump the circuit on a designated signal.
* Runners and jumpers in each team start together and the stopwatch/timer can only be stopped once the last runner in the team has completed the circuit. The timekeeper records their team’s time.

Teams complete their own circuit then rotate to the next team’s running and jumping circuit for round 2. Each team tries to improve on the fastest time already recorded at each circuit. Ensure a new timekeeper is used when arriving at the next circuit challenge.

**Teacher notes**

When students are supported, competition can develop their ability to overcome challenge and adversity, develop resilience and manage stress and emotions. These are skills that can positively transfer to other environments and/or tasks. For example, exams, public speaking, performance in front of our peers at carnivals.

**Discussion**

Sample questions to ask students throughout their participation in the challenges:

* How can you support and motivate your peers throughout the challenges?
* How can you ensure you communicate effectively within your group while designing and performing your challenges?
* What do you know or what can you do that will help you solve any problems you may face individually/as a group?

**Reflection**

* How would you feel if you extended the time?
* Did the activity your team designed challenge you the way you expected?
* What would you change?
* Which of the courses were the most challenging and why?
* What other sports can you name which require jumping in ways that are similar to what you have performed today?
* Students reflect upon the learning in this lesson and consider how it contributes towards answering the essential question How can I develop a wide range of skills while moving?

## Lesson 7 – Throwing

Lesson 7 – Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Learning goals  Students are learning to: | Evidence of learning  Students can: |
| **PD2-4** performs and refines movement skills in a variety of sequences and situations. | Perform and refine movement skills required for running, throwing and jumping. | Demonstrate throwing technique with precision and control in a variety of situations (Activity 1, 2, 3, 4). |
| **PD2-5** applies strategies to solve movement challenges. | Select, apply and refine strategies to solve movement challenges while running, jumping and throwing. | Select, apply and refine strategies to solve throwing challenges (Activity 1, 2, 3, 4). |
| **PD2-9** demonstrates self-management skills to respond to their own and others’ actions. | Apply self-management skills when engaging in movement activities. | Demonstrate ability to make decisions to problem solve in a variety of movement activities (Activity 1, 2, 3, 4). |
| **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. | Identify and develop interpersonal skills while engaging in movement activities. | * Use verbal and non-verbal communication to interact positively and promote inclusivity in a group/team (All activities). * Recognise and use their own abilities and strengths and those of others (Activity 1, 2, 3, 4). * Perform various roles in a group/team while collaborating with peers (Activity 3, 4). * Use a variety of communication styles to motivate peers and positively influence their participation (Activity 4). |

### Key inquiry questions and syllabus content

**How can we move our bodies to perform skills in different ways?**

Students perform and refine movement skills in a variety of movement sequences and contexts, for example:

* combine locomotor and non-locomotor movement to create and perform movement sequences that vary in size, shape, direction, level, speed and flow. For example, individual, group, team physical activities.
* explore and practise different techniques to propel objects towards a target. For example, running, jumping and throwing techniques in athletics and target games.
* demonstrate variations of force and speed in movement. For example, slow, fast, light, strong, sudden, sustained, using the body and objects.
* perform fundamental movement skills to demonstrate weight transference in different physical activities. For example, sidestepping or running backwards.

**How can we demonstrate our understanding of movement to solve challenges?**

Students pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:

* Pose questions to others as a strategy for solving movement challenges.
* Participate in physical activities which require problem-solving and persistence to achieve a goal.

**How can we include others in physical activity?**

Students adopt inclusive practices when participating in physical activities, for example:

* Use interpersonal skills to complete a movement task.

### Teaching and learning activities

#### Activity 1 – Protect the castle (fast start)

**Equipment**

* markers
* soft balls of various sizes (for example, a wiffle ball, sponge ball)
* cricket stumps/ten pins or similar for targets

**Teacher notes**

Targets may be objects that are safe to knock over and unbreakable. Teachers may consider including some student designed targets. For example, a ball balancing on a marker, plastic cricket stumps with cones and a soft toy on top.

**Activity set-up**

* Use the markers to make out a large circle and place the targets inside the centre of the circle.
* Select 5-7 students to stand in the middle of the circle.
* The reminder of the class must stand around and outside the circle.
* On a signal; students on the outside try to throw soft balls to knock down the targets inside the circle. Balls can only be thrown from outside the circle.
* Students on the inside try to catch and block the balls as they are thrown at the targets.
* When all of the targets are knocked down or after 3-4 minutes players are switched over.
* Students consider what types of throws were the most effective? Why?

#### Activity 2 – Hit the target

**Equipment**

* variety of balls
* bean bags
* markers
* rubber chickens
* light plastic whiffle balls
* foam javelins (optional)

**Teacher notes**

Teachers review the skill components of the overarm throw from [Get Skilled Get Active](https://schoolsequella.det.nsw.edu.au/file/3847e308-dbe1-4ece-b751-d042287293e6/1/Get%20Skilled%20Get%20Active%20accessible%202016.pdf) (page 21). Introductory components are marked in bold.

1. Eyes focused on target area throughout the throw.
2. Stands side-on to target area.
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Ensure students look to see the area is clear before throwing. No throws are allowed when students are in the throwing zone. Students wait until all throws have been taken before they enter the throwing zone to collect their objects.

**Activity set-up**

In groups of 3-4, students place a target at an agreed distance. They throw various objects at the target. Students compare their ability to throw for maximum distance using four approaches:

* no approach (standing throw)
* step forward with same foot and arm, for example, right foot forward, right arm throw
* step forward with opposite foot and arm, for example, left foot forward, right arm throw
* fast approach or run up

**Discussion**

How does the approach effect how far we can throw? What makes you say that?

**Activity progression**

To increase the complexity of this activity, students analyse and compare:

* one handed and two-handed throws using a with and without approach
* throwing using different equipment such as a tennis ball, light plastic wiffle ball, bean bag or a rubber chicken
* changing the distance and angle to the target.

**Reflection**

* What type of throw was most effective when the target was a short, medium or long distance away? What makes you say that?
* How did you adjust your body position to then be able to adjust the direction of your throw? Sample student answers may include, I lowered my body to throw the ball at a close target, I leaned back a little to throw the ball high.
* What adjustment did you make when the target was to your right/left to ensure the throw was accurate? Sample student answer may include, I rotated my body so I was side-on to the target before I threw the ball.

#### Activity 3 – Angle of attack

**Equipment**

* markers
* bean bags
* tennis balls
* light plastic whiffle balls
* foam javelin (optional)
* hoops (activity 4)

**Activity set-up**

* In pairs, students experiment with throwing an object where they initiate the movement with their throwing arm beginning from three different positions including:
  + vertical – arm is straight and pointing up
  + bent close to 90 degrees at the elbow which is just above shoulder height and the arm is behind the body
  + horizontal – arm is straight and pointing back behind the body (lob).
* Each thrower has 3 attempts of using each technique at the same time as trying to throw the ball accurately to their partner at a distance identified by markers.
* A scoring system may be introduced according to how the catcher needs to move. For example:
  + no movement required to catch the object (10 points)
  + 1 step required to catch the object (7 points)
  + 2 plus steps required to catch the object (3 points)
* Experiment using other equipment and how the property of the object affects the throw. For example, tennis ball, bean bag, light plastic wiffle ball, foam javelin.

**Discussion**

* Which technique allowed you to throw the object the furthest of with the most power? What makes you say that?
* Which technique allowed you to throw most accurately? What makes you say that?
* What adjustments did you make to the rest of your body with each technique so you could throw more accurately?

#### Activity 4 – Accuracy and distance

**Activity set-up**

* Hoops are set out in the playing area at varying distances for example, 5m, 10m and 15m from the throwing line.
* Each team uses the same equipment for example, bean bags, tennis balls, plastic wiffle balls.
* In groups of 2-3, students attempt to throw the objects to land in the hoops.
* Students may use underarm or overarm throws.

**Discussion**

* Why are some students able to throw their object further than others?
* Which throw is the most suitable for achieving the maximum distance and why?

**Activity progression**

Assign point values to the hoops depending on the distance away. For example,5 points for 5 metres, 10 points for 10 metres, 15 points for 15 metres and so on.

Each team is allocated a set number of throws. For example, 3 students therefore 3 throws each. Students decide which hoop they will attempt to throw their object into.

**Reflection**

* Which hoop did you choose to score points? Why?
* How did you identify your/others strengths and how did that influence your decision-making in choosing a hoop to throw at?
* Discuss as a team whether the types of throws varied for each hoop? Why?
* How could you/did you support your peers when deciding on a hoop to throw at?
* Students reflect upon the learning in this lesson and consider how it contributes towards answering the essential question How can I develop a wide range of skills while moving?

## Lesson 8 – Adapting throwing skills

Lesson 8 – Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Learning goals  Students are learning to: | Evidence of learning  Students can: |
| **PD2-4** performs and refines movement skills in a variety of sequences and situations. | Perform and refine movement skills required for running, throwing and jumping. | Demonstrate throwing technique with precision and control in a variety of situations (activity 1, 2). |
| **PD2-5** applies strategies to solve movement challenges. | Select, apply and refine strategies to solve movement challenges while running, jumping and throwing. | Select, apply and refine strategies to solve throwing challenges (activity 1, 2). |
| **PD2-9** demonstrates self-management skills to respond to their own and others’ actions. | Apply self-management skills when engaging in movement activities. | Demonstrate ability to make decisions to problem solve in a variety of movement activities (activity 1, 2). |
| **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. | Identify and develop interpersonal skills while engaging in movement activities. | * Use verbal and non-verbal communication to interact positively and promote inclusivity in a group/team (all activities). * Recognise and use their own abilities and strengths and those of others (activity 1, 2). * Perform various roles in a group/team while collaborating with peers (activity 1, 2). * Use a variety of communication styles to motivate peers and positively influence their participation (activity 1, 2). |

### Key inquiry questions and syllabus content

**How can we move our bodies to perform skills in different ways?**

Students perform and refine movement skills in a variety of movement sequences and contexts, for example:

* Combine locomotor and non-locomotor movement to create and perform movement sequences that vary in size, shape, direction, level, speed and flow. For example, individual, group, team physical activities.
* Explore and practise different techniques to propel objects towards a target. For example, running, jumping and throwing techniques in athletics and target games.
* Demonstrate variations of force and speed in movement. For example, slow, fast, light, strong, sudden, sustained, using the body and objects.
* Perform fundamental movement skills to demonstrate weight transference in different physical activities. For example, sidestepping or running backwards.

**How can we demonstrate our understanding of movement to solve challenges?**

Students pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:

* Participate in physical activities which require problem-solving and persistence to achieve a goal.

**How can we include others in physical activity?**

Students adopt inclusive practices when participating in physical activities, for example:

* Use interpersonal skills to complete a movement task.

### Teaching and learning activities

**Equipment**

* smooth hard surface such as a netball court
* markers
* 1 ball per student (balls can be of varying sizes and weights)
* monster ball
* large play balls (basketball size or larger)

**Resources**

* Little Athletics Australia [Shot-put – PDF 3.95 MB](https://littleathletics.com.au/wp-content/uploads/2018/11/Shot-Put.pdf) – Page 8
* [Getting started pt 6 Throws](https://youtu.be/JMWg290-FfY) – video (3:13) Little Athletics Australia
* [Intro to Athletics Resources – PDF 4.67 MB](https://www.peai.org/wp-content/uploads/2014/04/Intro-to-Athletics-Resources.pdf) – Image of ‘Shot put movement sequence’ on page 36

#### Activity 1 – Monster ball (fast start)

**Teacher notes**

Students are not allowed to block or touch the monster ball during play. Students need to stand behind the team line to throw and can use balls thrown from the other team. After a period of time, for example 2 minutes, the teacher signals a pause to the game allowing any balls to be retrieved from the centre if necessary.

**Activity set-up**

* A rectangular playing area is set-up using markers or bounded by the lines of a basketball or netball court.
* Students are divided into two teams (A & B) and each team is spread along the boundary lines facing one another.
* Distribute one ball per student.
* 4-5 large balls (monster balls) are placed in the centre between the two teams.
* On a signal, the game commences with the students throwing balls at the monster balls, forcing the balls to move towards and over their opponent’s team line.
* A team receives 1 point if they are successful in forcing a monster ball over their opponents’ line.
* Game recommences to the starting position and another monster ball is added.

**Discussion**

* What type of throw do you think was most effective? Why?
* Where did you place yourself in relation to the monster ball to make sure it went towards the opposition’s line?

#### Activity 2 – Shot put techniques

**Equipment**

* markers
* hoops
* bean bags
* netballs

**Teacher notes**

* Ideally, students should be arranged in groups of 2-3 per piece of equipment. Consideration may be given to introducing another station to maximise student participation.
* All throwing occurs in one direction and away from people. It is suggested that following the explanation of shot put techniques the class is divided into three groups to avoid waiting times and access to shot put equipment.
* Station 1 explores and practises shot put techniques using bean bags.
* Station 2 explores and practises shot put techniques to throw a larger size ball such as a netball.
* Station 3 participates in Minefield (Teacher supervision is required at this activity).

**The basics of shot put technique (Little Athletics Australia):**

* The shot put is a throwing event that requires a pushing or "putting" action. The most suitable technique for novices involves the standing put.
* The shot is held at the base of the fingers (not touching the palm) with three fingers behind, and the thumb and small finger to each side of the shot.
* Prior to delivery, the shot must be placed touching or close to the neck, under the jaw, in front of the ear. (Next to the "wind pipe").
* The elbow of the throwing arm is raised to shoulder height.to the rear.
* The non-throwing arm points in the direction of the throw.
* The feet, hips, chest and shoulders swing to the front on delivery as the weight shifts from back to front foot.
* From a standing delivery position, the throwing arm extends in a powerful "punching" action, pushing the shot away from the neck.
* The thrower's vision follows the shot.
* Remind students to avoid placing their front foot hard up against the stop board/line, as this limits their ability to pivot and is termed a foul if they step on or over the line.

**Activity set-up**

Stations 1 and 2:

* Students explore and practise their shot put technique by performing the putting action using a bean bag/netball with a partner.
* Students attempt to push the shot (bean bag/netball) for maximum distance and accuracy to score points.
* The scoring system may involve hoops positioned at various distances. For example, at level 1 (closer) = 5 points, level 2 (middle)=10 points, level 3 (furthest away) = 15 points.
* The students make comparisons between the throwing objects and consider adjustments they needed to make to their technique to gain maximum distance.

Reflection after each rotation:

* How do you think transferring your weight forward affects your throw?
* What happens when you don’t apply any rotation to your body?
* What adjustments did you need to make to your technique to manage the different texture, size and weight of the throwing object.

Station 3 – Minefield (close teacher supervision required):

**Equipment**

* markers
* hoops
* softball bases
* cardboard boxes
* rubber chickens
* shot puts

**Activity set-up**

* Depending on the number of shot puts available, set up 3-5 markers/3-5 shot puts/3-5 students along a designated throwing line. Ensure markers are adequately spaced.
* The remaining small number of students wait in a designated safe spectator area behind the throwing line to observe teaching points before being instructed to the throwing line.
* Scatter number hoops (mines) into the throwing area. Beyond the minefield, place softball bases/boxes/rubber chickens (targets).
* Students attempt to push the shots for maximum distance and accuracy to score points. The focus is placed on using the technique required for athletics competition.

Suggested scoring system as follows:

* land in mine = 1 point
* over mine = 2 points
* hit target = 3 points

**Discussion**

* What parts of your body can we use to generate power to send the put a long way?
* How can we use these effectively?
* Why do you think we start with our weight over the back leg?
* Can we throw further from a front on or side on position?
* What safety rules are necessary in this activity and why?
* How can you support and motivate your peers throughout the challenges of this activity?
* How can you ensure you communicate effectively within your group while designing and performing the challenges?

**Reflection**

Students reflect upon the learning in this lesson and consider how it contributes towards answering the essential question How can I develop a wide range of skills while moving?

## Lesson 9 – Design a throwing activity circuit challenge

Lesson 9 – Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Learning goals  Students are learning to: | Evidence of learning  Students can: |
| **PD2-4** performs and refines movement skills in a variety of sequences and situations. | Perform and refine movement skills required for running, throwing and jumping. | * Demonstrate an effective standing start (Activity 2). * Demonstrate running technique with precision and control in a variety of situations (Activity 2). * Demonstrate jumping technique with precision and control in a variety of situations (Activity 2). * Demonstrate throwing technique with precision and control in a variety of situations (Activity 1, 2). |
| **PD2-5** applies strategies to solve movement challenges. | Select, apply and refine strategies to solve movement challenges while running, jumping and throwing. | * Select, apply and refine strategies to solve running challenges (Activity 2). * Select, apply and refine strategies to solve jumping challenges (Activity 2). * Select, apply and refine strategies to solve throwing challenges (Activity 1, 2). |
| **PD2-9** demonstrates self-management skills to respond to their own and others’ actions. | Apply self-management skills when engaging in movement activities. | * Demonstrate ability to make decisions to problem solve in a variety of movement activities (Activity 1, 2). * Demonstrate ability to manage emotions while responding to stressful situations (Activity 2). |
| **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. | Identify and develop interpersonal skills while engaging in movement activities. | * Use verbal and non-verbal communication to interact positively and promote inclusivity in a group/team (All activities). * Recognise and use their own abilities and strengths and those of others (Activity 1, 2). * Perform various roles in a group/team while collaborating with peers (Activity 1, 2). * Use a variety of communication styles to motivate peers and positively influence their participation (Activity 1, 2) |

### Key inquiry questions and syllabus content

**How can we move our bodies to perform skills in different ways?**

Students perform and refine movement skills in a variety of movement sequences and contexts, for example:

* Combine locomotor and non-locomotor movement to create and perform movement sequences that vary in size, shape, direction, level, speed and flow. For example, individual, group, team physical activities.
* Explore and practise different techniques to propel objects towards a target. For example, running, jumping and throwing techniques in athletics and target games.
* Demonstrate variations of force and speed in movement. For example, slow, fast, light, strong, sudden, sustained, using the body and objects.
* Perform fundamental movement skills to demonstrate weight transference in different physical activities. For example, sidestepping or running backwards.

**How can we demonstrate our understanding of movement to solve challenges?**

Students pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:

* Apply movement skills and respond to feedback to solve movement challenges.

**How can we include others in physical activity?**

Students adopt inclusive practices when participating in physical activities, for example:

* Use interpersonal skills to complete a movement task.

**How can we manage change?**

Students investigate how emotional responses vary in depth and strength, for example:

* Recognise their own emotional responses to different situations and how these might differ to others, for example anxious, worried, happy, excited.

### Teaching and learning activities

**Equipment**

* markers
* balls of varying sizes
* stop watch/timer/tablet
* clipboard
* paper/pens or mini whiteboard
* equipment for circuits such as skipping ropes
* mini hurdles
* agility poles
* softball bases
* hoops

#### Activity 1 – Five pass (fast start)

**Activity set-up**

* Students are divided into teams of 4-5 to form games with two teams playing each other at the same time.
* Set up a playing area approximately 10m x 15m with markers. An ideal playing space may be 1 game per third of a netball court.
* The team with the ball aims to make 5 successive passes within their players without the ball being intercepted or being dropped.
* If the team manages to complete 5 passes they put the ball on the ground and are awarded a point.
* Students are encouraged to move freely around the area. When in possession of the ball, students have a 3-second time limit and a maximum of one step before passing the ball.

**Variation**

Introduce a ball of a different size to play the game.

**Discussion**

* What types of throws or passes did you use?
* What type of pass or throw did you find the most effective? What makes you say that?
* Did you need to refine your throwing technique when a different sized ball was introduced? Why?

#### Activity 2 – Throwing endurance circuit challenge

**Activity set-up**

* In groups of 4-6, students design an endurance circuit which includes running, jumping and throwing activities. Each group will need a stop-watch/timer, clip board, paper and pencil and markers to create their course.
* Suggest a timeframe (for example, 60 to 90 seconds) to run, jump and throw to complete the course (adjust according to student needs).
* Each group decide on a team name.
* Students consider ways to vary their throwing technique for the circuit. For example, underarm, backwards, overarm, using different objects of varying shapes/weight/sizes.
* One student in each team acts as timekeeper for round one, and the remainder of the team jump the circuit on a designated signal.
* Each team start together and the stopwatch/timer can only be stopped once the last runner in the team has completed the circuit. The timekeeper records their team’s time.

Teams complete their own circuit then rotate to the next team’s throwing circuit for round 2. Each team tries to improve on the fastest time already recorded at each circuit. Ensure a new timekeeper is used when arriving at the next circuit challenge.

**Reflection**

Students reflect upon the learning in this lesson and consider how it contributes towards answering the essential question How can I develop a wide range of skills while moving?

## Evaluation

Teacher analysis of the teaching and learning in the entire unit of work. Sample questions to support self or collaborative reflection are listed below.

Evaluation table

|  |  |
| --- | --- |
| Evaluation | Teacher notes |
| Did all students demonstrate an understanding of the key concepts? | *Write notes here.* |
| What concepts within the unit will I need to revisit to ensure understanding? | *Write notes here.* |
| When will I/ can I revisit these concepts? | *Write notes here.* |
| Did I meet the learning needs of all students?  Did all students have an opportunity to demonstrate their knowledge, understanding and skills? | *Write notes here.* |
| Did the adjustments provide adequate and appropriate access to all activities by all students? | *Write notes here.* |
| Were the resources used accessible for all students? | *Write notes here.* |
| Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time? | *Write notes here.* |
| Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement? | *Write notes here.* |
| Which activities and tasks were most engaging and effective? | *Write notes here.* |

## Appendix 1 – Assessment framework

Appendix 1 – Assessment framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Learning goals – students are learning to | Evidence of learning – students can |
| What syllabus outcomes will be assessed against throughout this unit of work? Refer to pages 14-19 of the PDHPE K-10 syllabus. | What are students expected to know, understand and do as a result of the learning within this unit of work? These are derived from the identified syllabus outcomes. | What specific behaviours will you expect to observe and use as an indicator of student learning towards the unit learning goals and syllabus outcomes? |
| **PD2-4** performs and refines movement skills in a variety of sequences and situations. | Perform and refine movement skills required for running, throwing and jumping. | * Demonstrate an effective standing start   Lesson 1 Activity 2, 3  Lesson 2 – Activity 2, 3  Lesson 3 – Activity 1, 2  Lesson 6 – Activity 2  Lesson 9 – Activity 2   * Demonstrate running technique with precision and control in a variety of situations   Lesson 1 Activity 1, 2, 3  Lesson 2 – Activity 1, 2, 3  Lesson 3 – Activity 1, 2, 3  Lesson 6 – Activity 1, 2  Lesson 9 – Activity 2   * Demonstrate jumping technique with precision and control in a variety of situations   Lesson 4 - Activity 1, 2, 3, 4  Lesson 5 – Activity 1  Lesson 6 – Activity 1, 2  Lesson 9- Activity 2   * Demonstrate throwing technique with precision and control in a variety of situations   Lesson 7 – Activity 1, 2, 3, 4  Lesson 8 – Activity 1, 2  Lesson 9 – Activity 1, 2 |
| **PD2-5** applies strategies to solve movement challenges. | Select, apply and refine strategies to solve movement challenges while running, jumping and throwing. | * Select, apply and refine strategies to solve running challenges   Lesson 1 – Activity 1, 2, 3  Lesson 2 – Activity 1, 2, 3  Lesson 3 – Activity 1, 2  Lesson 6 – Activity 2  Lesson 9 – Activity 2   * Select, apply and refine strategies to solve jumping challenges   Lesson 4 – Activity 2, 3, 4  Lesson 5 – Activity 1, 2, 3, 4  Lesson 6 – Activity 1, 2  Lesson 9 – Activity 2   * Select, apply and refine strategies to solve throwing challenges   Lesson 7 – Activity 1, 2, 3, 4  Lesson 8 – Activity 1, 2  Lesson 9 – Activity 1, 2) |
| **PD2-9** demonstrates self-management skills to respond to their own and others’ actions. | Apply self-management skills when engaging in movement activities. | * Demonstrate ability to make decisions to problem solve in a variety of movement activities   Lesson 1 – Activity 2  Lesson 2 – Activity 1, 2, 3  Lesson 3 – Activity 2  Lesson 4 – Activity 3, 4  Lesson 5 – Activity 1, 3, 4  Lesson 6 – Activity 2  Lesson 7 – Activity 1, 2, 3, 4  Lesson 8 – Activity 1, 2  Lesson 9 – Activity 1, 2   * Demonstrate ability to manage emotions while responding to stressful situations   Lesson 3 – Activity 2  Lesson 6 – Activity 2  Lesson 9 – Activity 2 |
| **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. | Identify and develop interpersonal skills while engaging in movement activities. | * Use verbal and non-verbal communication to interact positively and promote inclusivity in a group/team (All activities) * Recognise and use their own abilities and strengths and those of others   Lesson 2 – Activity 3  Lesson 3 – Activity 2  Lesson 4 – Activity 3, 4  Lesson 5 – Activity 2, 3, 4  Lesson 6 – Activity 2  Lesson 7 – Activity 1, 2, 3, 4  Lesson 8 – Activity 1, 2  Lesson 9 – Activity 1, 2   * Perform various roles in a group/team while collaborating with peers   Lesson 2 – Activity 2, 3  Lesson 3 – Activity 2  Lesson 4 – Activity 2, 3, 4  Lesson 5 – Activity 3, 4  Lesson 6 – Activity 2  Lesson 7 – Activity 3, 4  Lesson 8 – Activity 1, 2  Lesson 9 – Activity 1, 2   * Use a variety of communication styles to motivate peers and positively influence their participation   Lesson 2 - Activity 2, 3  Lesson 3 – Activity 2  Lesson 4 – Activity 3, 4  Lesson 5 – Activity 3, 4  Lesson 6 – Activity 2  Lesson 7 – Activity 4  Lesson 8 – Activity 1, 2  Lesson 9 – Activity 1, 2 |

## Appendix 2 – Skill components of the sprint run

**Sprint run**

The sprint run is a locomotor skill characterised by a brief period where both feet are simultaneously off the ground (called the flight phase). The ability to perform a sprint run is fundamental to many games, sports and everyday activities.

Examples include: sprinting in athletics, a fast break in soccer or hockey, running to bases in softball and tee-ball or even just running for a bus, which can be performed better with a proficient running technique. A proficient running technique can improve speed and endurance, which in turn may also enhance health-related fitness by improving cardiorespiratory endurance.

The skill components include (introductory components marked in bold):

1. lands on ball of the foot
2. non-support knee bends at least 90 degrees during the recovery phase
3. **high knee lift (thigh almost parallel to the ground)**
4. **head and trunk stable, eyes focused forward**
5. elbows bent at 90 degrees
6. **arms drive forward and back in opposition to the legs**



‘Sprint run skills components’, by PDHPE, Curriculum Early Years and Primary Learners, © State of New South Wales ([NSW Department of Education](http://education.nsw.gov.au/)), 2021

**Important considerations**

‘Children are ready to demonstrate proficiently the introductory components of the sprint run by the end of Kindergarten and the fine-tuning components by the end of Year 3. Most children display proficient running patterns by the time they enter Kindergarten. Developing runners may hold their elbows high for protection, in case they fall. This limits their ability to drive their arms forward and backward in opposition to the legs. These children should not be observed as proficiently demonstrating component 6.

It is important for children to practise running as fast as possible when learning the sprint run so that all components can be evident. If young children are having difficulty coordinating running, it may be beneficial to focus on improving their balance (static then dynamic) and leg strength first.’

– Get Skilled Get Active, page 9 – NSW Department of Education (Revised content 2016).

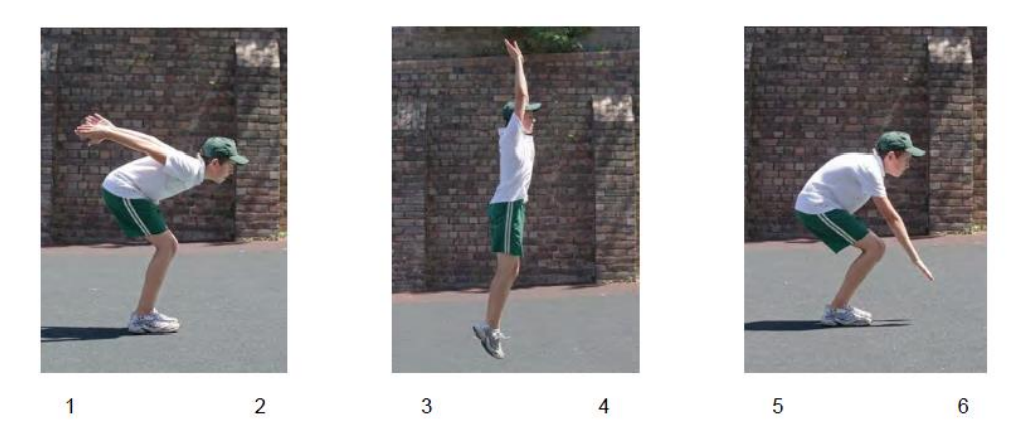
## Appendix 3 – Skill components of the vertical jump

**Vertical Jump**

The vertical jump is a locomotor skill that involves being able to jump as high as possible. It is the basis for jumps used in gymnastics, some forms of dance and a range of sports, such as basketball, volleyball and Australian Rules Football. It is similar to the standing broad jump in terms of its phases, components and preparation and landing. Because the vertical jump is related to a wider range of sports, games and physical activities, it is considered to be a more fundamental movement skill than the standing broad jump.

The skill components include (introductory components marked in bold):

1. **eyes focused forward or upward throughout the jump**
2. **crouches with knees bent and arms behind the body**
3. forceful forward and upward swing of the arms
4. legs straighten in the air
5. lands on balls of the feet and bends knees to absorb landing
6. controlled landing with no more than one step in any direction



‘Vertical jump skills components’, by PDHPE, Curriculum Early Years and Primary Learners, © State of New South Wales ([NSW Department of Education](http://education.nsw.gov.au/)), 2021

**Important considerations**

‘Children are ready to demonstrate proficiently the introductory components of the vertical jump by the end of Year 3. Components 3 and 4 are usually the last to develop and may take a longer period of time to develop for some students. A good crouch (component 2) is a prerequisite to components 3 and 4. It is important when students are learning the skill to practise jumping as high as possible, in order to have enough momentum to move through the take-off, flight and landing phases. In order for a student to demonstrate component 6 proficiently, components 3 and 4 must also be present. Younger students may not have a problem controlling their landing (component 6) because of the small amount of force they produce. However, once growth and development begin, more force can be produced during the jump and students will subsequently have more force to control on landing.’

– Get Skilled Get Active, page 11 – NSW Department of Education (Revised content 2016).

## Appendix 4 – Skill components of the overarm throw

**Overarm throw**

The overarm throw is a manipulative skill frequently used in many sports, such as cricket, softball and baseball. The action is also used in athletics with the javelin, with the overhead serve and smash in tennis, volleyball and badminton and passes in netball and basketball.

The skill components include (introductory components marked in bold):

1. **eyes focused on target area throughout the throw**
2. **stands side-on to target area**
3. throwing arm moves in a downward and backward arc
4. **steps towards target area with foot opposite throwing arm**
5. hips then shoulders rotate forward
6. **throwing arm follows through, down and across the body**



‘Overarm throw skills components’, by PDHPE, Curriculum Early Years and Primary Learners, © State of New South Wales ([NSW Department of Education](http://education.nsw.gov.au/)), 2021

**Important considerations**

‘Children are ready to demonstrate proficiently the introductory components of the overarm throw by the end of Year 1 and the fine-tuning components by the end of Year 4. Objects need to be thrown with force, so that components 3, 5 and 6 will develop. For this reason, it is not recommended to teach throwing and catching together, especially if students are working with partners. Immature techniques can be seen in students who have not had the opportunity to throw frequently and hard when learning the skill. To minimise the danger of objects thrown with force, use bean bags, scrunched up paper, soft foam balls or scarves. The objects used for throwing need to be of a size which allows them to be comfortably grasped in the individual’s fingers (not the palm of the hand). If the object is too large it will force the student to resort to an immature throwing technique. If students are having problems balancing when throwing, instruct them to raise their non throwing arm and point it to the target area. When focusing on specific components of the throw, ensure that the whole movement is practised. Any pause or breaks in the sequence will cause speed to be lost. Even the follow-through greatly determines the speed of the throw.’

– Get Skilled Get Active, page 21 – NSW Department of Education (Revised content 2016).