# How can I solve problems while moving?

PDHPE Stage 2

## 10 weeks Term – Year –

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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. For example, ‘risk-taking is healthy’.

Using my body to solve problems. Solutions to challenges come in many different forms.

Effort awareness, spatial awareness, relationships with people, objects and space. (Movement concepts – page 133 PDHPE K-10 syllabus)

## Essential question and unit title

This question drives both teaching and learning within the unit. Every activity should be working towards answering this question. For example, ‘How can I manage risk and still have fun?’

How can I solve problems while moving?

## Unit description

Students will test and create solutions to a variety of target games through modifying movement sequences tactical approaches. They predict the outcome of the way they propel an object at a target by considering how space, time, effort and equipment influence the accuracy.

## Contextual statement

Further development of problem-solving skills will support students maintain their involvement in physical activity. Learning how to create a relevant and meaningful movement challenge and solve the problem within the activity will provide students with the knowledge, understanding and skills to create lifelong physical activity experiences for themselves and others.

## Skills and propositions

### Skills in focus

What specific skills are being learned, developed and applied throughout this unit of work? Refer to pages 27-30 of the PDHPE K-10 syllabus.

#### Self-management skills (S)

* Self-awareness
  + reflective practice
* Decision making and problem solving
  + finding solutions to problems
  + analysis

#### Interpersonal skills (I)

* Communication
  + giving and receiving feedback
* Collaboration, inclusion and relationship-building
  + recognising and using their own abilities and strengths and those of others

#### Movement skills (M)

* Fundamental and specialised movement skills and concepts
  + object control
* Tactical and creative movement
  + selecting, applying, transferring, adapting and evaluating movement skills
  + applying movement concepts, rules, strategies and tactics
  + assessing rules, strategies and tactics and how they influence movement and performance when applied across different movement contexts.
* Health and fitness enhancing movement
  + managing risk and promoting safety
  + fair and ethical participation

### 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 develop their knowledge, understanding and skills of how to move their body to send and object towards a target. They start to understand how moving their body in different ways affects the way the object travels (direction, distance, height, speed).

#### Take a strengths based approach

Students will be encouraged to draw upon their own strengths and capabilities to further strengthen their knowledge, skills and understandings while they explore how to effectively play and adapt movement challenges.

#### Value movement

Students participate in a wide range of movement experiences to develop skills across all 3 domains and understand how these skills can transfer to different contexts.

Regular modification of movement challenges to meet student needs and interests while maintaining relevancy and engagement.

Students explore movement and compare different techniques/styles to learn what can influence the quality and effectiveness of the movement.

## Observational framework

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| What syllabus outcomes will be assessed 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, content ‘dot’ and dash’ points and the ‘big idea/key concept’. | What specific behaviours will you expect to observe and use as an indicator of student learning towards the unit learning goals. These are derived from the unit learning goals, [NSW Physical Literacy Continuum K-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-literacy) cluster markers and [cluster examples](https://schoolsequella.det.nsw.edu.au/file/a9db92e4-d89a-450a-b4dd-cace87576a2b/1/cluster-examples.pdf). Refer to Appendix 8 for more detail. |
| PD2-4 performs and refines movement skills in a variety of sequences and situations | * combine movement skills to perform a movement sequence | * select, perform and adapt locomotor, object control and stability skills to participate effectively in a fast-start activity (EoL1) (Activities 1, 4, 6, 8, 11, 13, 15, 18, 20, 22) |
| PD2-4 | * explore and practise different techniques to propel objects towards a target | * practise and adapt variations of sport-specific skills (EoL2) (Activities 2, 3, 5, 7, 9, 10, 12, 14, 16, 17, 19, 21) |
| PD2-4 | * adapt throwing/kicking/striking skills to improve accuracy and control across different contexts | * perform and describe how they adapted throwing/kicking/striking style to solve the movement challenge (EoL3) (Activities 2, 3, 5, 7, 9, 10, 12, 14, 16, 17, 19, 21) |
| PD2-4 | * explore how to combine different elements of force, space and time with objects to successfully complete a throwing challenge | * explain strategic use of available space (EoL4) (Activities 3, 5, 10, 12, 17, 19) * explains how they adjusted the effort required/used to throw/kick/strike an object (EoL5) (Activities 3, 5, 10, 12, 17, 19) |
| PD2-5 applies strategies to solve movement challenges | * practise and compare different types of throw/kick/strike | * test alternative ways to avoid the obstacle between them and the target to throw/kick/strike their object as accurately as possible (EoL6) (Activities 5, 7, 12, 14, 19, 21) * explain which throw/kick/strike was easier/harder and more comfortable (EoL7) (Activities 2, 9, 16) |
| PD2-5 | * predict the effectiveness of a range of throwing/kicking/striking techniques by testing alternatives to solve a movement challenge | * predict and explains possible outcome of throws/kicks/strikes by considering how space, time, effort and equipment influence the accuracy of their throws (EoL8) (Activities 5, 12, 19) * explain strategic selection of the type of throw/kick/strike used (EoL9) (Activities 3, 10, 17) |
| PD2-5 | * create, adapt and apply scoring systems for different movement challenges | * create, adapt and apply scoring systems that cater for the difficulty of the challenge, skills used and individual strengths (EoL10) (Activities 7, 14, 21) |
| PD2-9 demonstrates self-management skills to respond to their own and others’ actions | * propose, test and analyse alternative ways to solve problems in a movement challenge | * practise different approaches to solve problems in a target game, explain which approach was most and least successful and why (EoL11) (Activities 2, 3, 5, 7, 9, 10, 12, 14, 16, 17, 19, 21) |
| PD2-9 | * reflect upon performances to suggest changes to skill execution and/or strategy to improve in future challenges/games | * identify and explain alternative strategies that may contribute to success in a fast start activity (EoL12) (Activities 1, 4, 6, 8, 11, 13, 15, 18, 20, 22) * analyse results to identify the most successful strategy and explain why (EoL13) (Activities 2, 3, 5, 7, 9, 10, 12, 14, 16, 17, 19, 21) * propose adjustments to skill execution and/or tactical approach to improve effectiveness and success in the game/challenge (EoL14) (Activities 2, 3, 5, 7, 9, 10, 12, 14, 16, 17, 19, 21) |
| PD2-9 | * select and use equipment appropriate for their learning environment. | * participate in games and challenges in a manner that is reflective of the agreed class safety rules (EoL15) (Activities 1-22) * identify potential dangers and suggests ways to maintain a safe learning environment for all students (EoL16) (Activities 1-22) |

## Organisation of teaching and learning activities

### Key inquiry questions and syllabus content

What syllabus content is being addressed in each teaching and learning activity?

### Teaching and learning activities

A detailed description of the teaching and learning strategies that the teacher will provide for students to learn, develop and apply knowledge, understanding and skills. The following sub-headings are used.

#### Activity

A description of the suggested teaching and learning activity.

#### Teacher notes

Information that may support teachers with delivery of the teaching and learning activities. This may include concepts and content that may be deemed to be sensitive and/or controversial.

#### Discussion

The suggested discussion opportunities should be delivered in a manner that best suits your context. These can be between peers, in small groups, as a whole class or a one-on-one teacher-student conference. Sample questions and scenarios may be adapted to meet student needs in a manner that is reflective of school and community context.

#### Reflection

The suggested reflection that links to the essential question that is also the unit title. This question drives teaching and learning and all activities have been designed to enable students to answer it. This reflection provides further opportunity to reinforce student learning and may act as an ongoing demonstration of student knowledge, understanding and skills.

#### Resources

A list of resources required to deliver the lesson as described. Teachers may choose to use alternative learning tools and activities that best meet student needs. Alternative examples include learning tools and activities from the department’s [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/).

## Lesson 1

### 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, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M Personal and social capability icon**
  + explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** Personal and social capability icon
  + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects **M** Critical and creative thinking icon
  + participate and use equipment in a variety of games and modified sports **M**
  + adapt movement skills to improve accuracy and control in a variety of contexts **M Critical and creative thinking icon**
* practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  + combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) **M Critical and creative thinking icon**

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 **S M Critical and creative thinking icon Personal and social capability icon**
  + test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M Critical and creative thinking icon**
  + draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M Critical and creative thinking icon**
  + identify how to modify plans within a game to achieve success **S M Critical and creative thinking icon**

participate in physical activities which require problem-solving and persistence to achieve a goal **S M Critical and creative thinking icon Personal and social capability icon**

How can we include others in physical activity?

Students:

* apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
  + collaborate to decide rules for a new game **I M Critical and creative thinking icon Literacy icon Personal and social capability icon**
  + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M Ethical understanding icon Personal and social capability icon**

### Teaching and learning activities

Teaching considerations

#### Activity 1 – fast start – form a group

Teacher selects a playing area and marks boundaries.

Students:

* start moving around inside the playing area when the teacher calls “Go!”
* respond to the teachers call of a number, for example, “3!” by moving quickly to form a group of 3 people by standing close together.
* begin moving in the playing area when the teacher calls “Go!” again.

Variations:

* students use different locomotor movements (for example, jump, hop, skip, gallop, animal walk)
* teacher can add a body part to the call. For example, “5 hands” or “9 elbows”. Students form groups with correct number of body parts held close together in the centre of their group.

##### ****Sample questions****

* What strategies did you use to form your group quickly and check that you had the correct number of people/body parts?

**(Adapted from** [Sport Australia](https://www.sportaus.gov.au/p4l) **2019 ©, Playing for Life resources**)

##### Teacher notes

A ‘Fast start’ activity provides an opportunity to:

* engage in moderate to vigorous physical activity (huff ‘n’ puff)
* explore and practise movement skills (fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)
* reinforce an inclusive learning environment that supports positive interactions and ongoing collaboration
* become familiar with equipment and space
* use age and stage appropriate language and concepts that act as a hook to engage students
* make planning adjustments based on observations of the physical preparedness of students and the group dynamic.

#### Activity 2 – throwing golf

Teacher:

* explains that students will compare 5 different throwing styles while playing ‘Throwing golf’. The 5 different throwing styles are:
  + underarm throw (1 hand)
  + overarm throw (1 hand)
  + underarm throw (2 hands)
  + overarm throw (2 hands)
  + your own throwing style
  + organises students into pairs
* chooses a ‘starting point’ or throwing line that allows for students to safely throw a ball/object from
* refer to ‘throlf’ ‘[Playing for life](https://www.sportaus.gov.au/p4l?queries_learning_bands_query_posted=1&queries_activity_focus_query_posted=1&queries_game_category_query_posted=1&queries_game_category_query=target&queries_physical_query_posted=1&queries_psychological_query_posted=1&queries_social_query_posted=1&queries_cognitive_query_posted=1&search_page_697283_submit_button=Search+)’ card for suggestions of activity design
* reminds students that they should aim to hit the target in as fewer throws as possible
* Asks sample discussion question

##### Sample questions

* Which throwing style do you think will be most effective? What makes you say that?
* Which target will be the easiest to hit? What makes you say that?

Students:

* select or create 3 targets they can safely throw a soft object towards.
* plays ‘Throwing golf’ using all 5 different throwing styles
* repeats the game with all 5 throwing styles using each of the 3 targets.

##### ****Sample questions****

* How did you adjust the amount of effort required for each throw?
* Which type of throw was most successful? What makes you say that?
* Which type of throw was most comfortable for you to perform? What makes you say that?
* Was one type of throw successful for one target and not another? What makes you say that?

#### Activity 3 – Obstacle throwing golf

Teacher”

* discusses what an obstacle is with students
* explains that students can select and use the throwing style they consider to be most suitable for each of the targets
* refers to appendix 1 for examples of ‘obstacle throwing golf’

Students:

* create new targets or modify targets from the previous activity
* create or choose an object that will act as an obstacle for each of the 3 targets.
* consider which throwing style will be most suitable for each target and how they will avoid the obstacle
* play ‘Obstacle throwing golf’ re-visiting each target several times to reflect upon performances and develop/modify strategies for success in the game.

##### Sample questions

* Which throwing styles will you use in these challenges? Explain when each throwing style would be most suitable?
* How can you adjust your throwing style to change the amount of effort you use to throw the object? Why will this be important?
* How can you adjust your throwing style to throw your object accurately and avoid the obstacle? Why will this be important? Explain how you plan to throw your object, for example, over, under, through the obstacle.
* What adjustments did you make to your throwing style and your strategy to avoid the obstacle after completing the game the first time? Were the adjustments successful? What makes you say that?

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

##### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 3 balls/objects to throw per student.
* 3 objects or landmarks to create a target for the object to hit for each pair

Items that can be used as obstacles (for example a small bucket, chair, soft toys)

## Lesson 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, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M Personal and social capability icon**
  + explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** Personal and social capability icon
  + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects **M** Critical and creative thinking icon
  + participate and use equipment in a variety of games and modified sports **M**
  + adapt movement skills to improve accuracy and control in a variety of contexts **M Critical and creative thinking icon**
* practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  + combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) **M Critical and creative thinking icon**

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 **S M Critical and creative thinking icon Personal and social capability icon**
  + test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M Critical and creative thinking icon**
  + draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M Critical and creative thinking icon**
  + identify how to modify plans within a game to achieve success **S M Critical and creative thinking icon**

participate in physical activities which require problem-solving and persistence to achieve a goal **S M Critical and creative thinking icon Personal and social capability icon**

How can we include others in physical activity?

Students:

* apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
  + collaborate to decide rules for a new game **I M Critical and creative thinking icon Literacy icon Personal and social capability icon**
  + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M Ethical understanding icon Personal and social capability icon**

### Teaching and learning activities

Teaching considerations

#### Activity 4 – fast start – form a group

**Fast start – Form a group**

Refer to instructions in lesson 1 – activity 1. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

* What forms of communication did you use to form your group quickly and check that you had the correct number of people/body parts?
* Which type of communication was most effective? What makes you say that?

(Adapted from Sport Australia 2019 ©, [Playing for Life resources](https://www.sportaus.gov.au/p4l))

#### Activity 5 – throwing obstacle golf – the mini course

Teacher:

* explains that students will test alternative ways to avoid an obstacle to hit a target
* organises students into pairs
* chooses a ‘starting point’ or throwing line that allows for students to safely throw a ball/object from
* refer to Appendix 1 for suggestions of activity design
* reminds students that they should aim to hit the target in as fewer throws as possible
* asks sample discussion question

Students:

* select or create 3 targets they can safely throw a soft object towards
* create or choose an object that will act as an obstacle for each of the 3 targets
* consider which throwing style will be most suitable for each target and how they will avoid the obstacle.

##### Sample questions

* How will you attempt to avoid the obstacle so you can hit the target in as few throws as possible?
* Describe at least two different approaches you will try for each target and explain how you will use the space and adapt the amount of force applied. Examples include:
  + throw the object high and hard so it can drop down over the obstacle and only roll a short distance from the target
  + throw the object low and apply spin so the throwing object moves around the obstacle
  + deliberately throw the object softly to land it before the obstacle so I can take my second throw closer to the target and avoid the obstacle more easily.

Students play ‘Throwing obstacle golf – the mini course’ by testing at least 2 different alternative approaches to all 3 targets.

##### Teacher notes

Results may be recorded to assist students in comparing and analysing the results. Refer to Appendix 2. Discuss their results through reflection questions.

##### Sample questions

* Which alternative was most successful? What makes you say that?
* Which alternative was least successful? What makes you say that?
* Select 2 alternatives that you tested. Explain how you could adjust these alternatives to throw the ball more accurately and avoid the obstacle?

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

##### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 3 balls/objects to throw per student.
* 3 objects or landmarks to create a target for the object to hit for each pair
* Items that can be used as obstacles (for example a small bucket, chair, soft toys)

## Lesson 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, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M Personal and social capability icon**
  + explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** Personal and social capability icon
  + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects **M** Critical and creative thinking icon
  + participate and use equipment in a variety of games and modified sports **M**
  + adapt movement skills to improve accuracy and control in a variety of contexts **M Critical and creative thinking icon**
* practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  + combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) **M Critical and creative thinking icon**

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 **S M Critical and creative thinking icon Personal and social capability icon**
  + test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M Critical and creative thinking icon**
  + draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M Critical and creative thinking icon**
  + identify how to modify plans within a game to achieve success **S M Critical and creative thinking icon**

participate in physical activities which require problem-solving and persistence to achieve a goal **S M Critical and creative thinking icon Personal and social capability icon**

How can we include others in physical activity?

Students:

* apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
  + collaborate to decide rules for a new game **I M Critical and creative thinking icon Literacy icon Personal and social capability icon**
  + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M Ethical understanding icon Personal and social capability icon**

### Teaching and learning activities

Teaching considerations

#### Activity 6 – fast start – capture

Teacher:

* selects a playing area and marks boundaries
* nominates four students to be ‘catchers’ who each wear a different coloured braid. The ‘catchers’ chase those who are ‘free’.

Students:

* start moving around inside the playing area when the teacher calls “Go!”
* when tagged, put on a braid of the same colour worn by the person who has tagged them
* assist their team by tagging as many ‘free’ students as possible

The aim is to have the most team members after the last student is tagged.

Once everyone has been caught the teacher can nominate new ‘taggers’ to play another game.

Variations:

* Students use different locomotor movements (for example, jump, hop, skip, gallop, animal walk)
* Increase or decrease the number of taggers
* Increase or decrease the size of the playing area.

##### Sample questions

* What type of movements did you use to avoid capture?
* How did you adjust your running speed in the game? How did this help you be successful?

(Adapted from NSW Department of Education, 2015. [Fundamental movement skills in action](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-education/resources))

#### Activity 7 – throwing croquet – 3 ball best ball (appendix 3)

This lesson will allow students to demonstrate a range of throwing styles and to select the style that they think is most suitable to the game situation. They will build upon the previous lesson by using 3 different alternatives for each attempt during the game of ‘Throwing croquet’.

In pairs, students:

* create an obstacle course of 5 goals to throw their ball through. A goal is created using two cones of the same colour.
* create 5 different obstacles to place around the course. They do not necessarily need to be directly in front of the goal but can be negotiated by the students to be placed where it will increase the difficulty of the course.
* collect 3 balls each. They will throw all 3 balls for every attempt.
* take turns to throw each of their 3 balls. Each ball should be thrown using a different approach to avoid any obstacles and go through the goals. For example, first ball is thrown over the obstacle and aims to roll straight through the goal. The second throw has spin applied to go around the obstacle and through the goal. The third throw is thrown wide of the obstacle aiming to land in line with the goal so the next throw has a more direct approach.
* move to each of the three balls where they stopped to assess and decide which one is in the best position to take their next throw from. The next throw for all 3 balls is then taken from the position of the ball they determine to be the best of all 3 approaches. The first student who throws their ball/s through all goals in the correct order wins. The ball must travel through each of the goals in the order and direction identified by students.
* select and use the type of throw they think is most suitable for the game situation and one that they are comfortable to use.
* adjust their obstacle course after the first game to increase or decrease the difficulty.
* play against another pair once they have played their own game 3-5 times. Pairs should play on both obstacle courses.

##### Teacher notes

It may be appropriate for all pairs to create an obstacle like one modelled by the teacher. Once students understand the game, they can make adjustments to suit their own ability and interests.

##### Sample questions

* How did you decide what type of throw you would use for each of your three approaches?
* How did you adjust your throwing technique to change the amount of force applied to your throw?
* How did you adjust your throwing technique to change the direction of your throw?

Select 2 throws you performed and explain how your throw avoided the obstacle (for example, over, under, around, through, next to)

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

##### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 3 balls/objects to throw per student.
* 10 cones to create 5 goals per pair.
* 5 objects that can be used as obstacles (for example a small bucket, chair, cricket stumps, soft toys).

## Lesson 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 activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M Personal and social capability icon**
  + explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** Personal and social capability icon
  + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects **M** Critical and creative thinking icon
  + participate and use equipment in a variety of games and modified sports **M**
  + adapt movement skills to improve accuracy and control in a variety of contexts **M Critical and creative thinking icon**
* practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  + combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) **M Critical and creative thinking icon**

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 **S M Critical and creative thinking icon Personal and social capability icon**
  + test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M Critical and creative thinking icon**
  + draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M Critical and creative thinking icon**
  + identify how to modify plans within a game to achieve success **S M Critical and creative thinking icon**

participate in physical activities which require problem-solving and persistence to achieve a goal **S M Critical and creative thinking icon Personal and social capability icon**

How can we include others in physical activity?

Students:

* apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
  + collaborate to decide rules for a new game **I M Critical and creative thinking icon Literacy icon Personal and social capability icon**
  + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M Ethical understanding icon Personal and social capability icon**

### Teaching and learning activities

Teaching considerations

#### Activity 8 – fast start – capture

Refer to instructions in lesson 3 – activity 6. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

* What strategies did you use to communicate with other students when chasing the ‘free’ students?
* What strategies did you use to communicate with other students when avoiding the catchers?

(Adapted from NSW Department of Education, 2015. [Fundamental movement skills in action](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-education/resources))

#### Activity 9 – kicking golf

Explain that in an earlier lesson, students experimented and compared 5 different ways to throw a ball to figure out which was most successful (Activity 2).

This lesson their challenge is to compare three different ways to kick a ball. The three ways are:

* Kicking a stationary ball
* Kicking a rolling ball (partner gently rolls ball toward them)
* Punt kick (kick from your hands)

Teacher:

* explains that students will compare 3 different kicking styles while playing ‘Kicking golf’
* organises students into pairs
* chooses a ‘starting point’ or kicking line that allows for students to safely kick a ball/object from
* refer to ‘throlf’ ‘Playing for life’ card for suggestions of activity design
* reminds students that they should aim to hit the target/score a goal in as fewer kicks as possible
* Asks sample discussion question

##### Sample questions

* Which kicking style do you think will be most effective? What makes you say that?
* Which target will be the easiest to hit? What makes you say that?
* What strategies did you use for throwing golf could be transferred to kicking golf?

Students:

* select or create 3 targets or small goals they can safely kick a ball towards
* plays ‘Kicking golf’ using all 3 different kicking styles
* repeats the game with all 3 kicking styles using each of the 3 targets/goals.

##### Sample questions

* How did you adjust the amount of effort required for each kick?
* Which type of kick was most successful? What makes you say that?
* Which type of kick was most comfortable for you to perform? What makes you say that?
* Was one type of kick successful for one target and not another? What makes you say that?

#### Activity 10 – kicking obstacle golf

Teacher:

* explains that this activity will build upon the previous kicking activity and allow students to explore how they can transfer and adapt strategies used in this game when they used the skill of throwing (Activity 3).
* explains that students can select and use the kicking style they consider to be most suitable for each of the targets/goals
* refers to appendix 1 for examples of ‘obstacle throwing golf’ for examples and suggests kicking alternatives

Students:

* create new targets/small goals or modify targets/goals from the previous activity
* create or choose an object that will act as an obstacle for each of the 3 targets.
* consider which kicking style will be most suitable for each target/goal and how they will avoid the obstacle.
* play ‘Obstacle kicking golf’ re-visiting each target/goal several times to reflect upon performances and develop/modify strategies for success in the game.

##### Sample questions

* Which kicking styles will you use in these challenges? Explain when each kicking style would be most suitable?
* How can you adjust your kicking style to change the amount of effort you use to kick the ball? Why will this be important?
* How can you adjust your kicking style to kick your ball accurately and avoid the obstacle? Why will this be important? Explain how you plan to kick your ball, for example, over, under, through the obstacle.
* What adjustments did you make to your kicking style and your strategy to avoid the obstacle after completing the game the first time? Were the adjustments successful? What makes you say that?

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

##### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 1 ball to kick per student.
* 3 objects or landmarks to create a target to hit or small goal for the ball to pass through for each pair.
* Items that can be used as obstacles (for example a small bucket, chair, cricket stumps, soft toys).

## Lesson 5

### 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, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M Personal and social capability icon**
  + explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** Personal and social capability icon
  + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects **M** Critical and creative thinking icon
  + participate and use equipment in a variety of games and modified sports **M**
  + adapt movement skills to improve accuracy and control in a variety of contexts **M Critical and creative thinking icon**
* practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  + combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) **M Critical and creative thinking icon**

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 **S M Critical and creative thinking icon Personal and social capability icon**
  + test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M Critical and creative thinking icon**
  + draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M Critical and creative thinking icon**
  + identify how to modify plans within a game to achieve success **S M Critical and creative thinking icon**

participate in physical activities which require problem-solving and persistence to achieve a goal **S M Critical and creative thinking icon Personal and social capability icon**

How can we include others in physical activity?

Students:

* apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
  + collaborate to decide rules for a new game **I M Critical and creative thinking icon Literacy icon Personal and social capability icon**
  + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M Ethical understanding icon Personal and social capability icon**

### Teaching and learning activities

Teaching considerations

#### Activity 11 – fast start – chase the gold

Teacher:

* selects a playing area and marks boundaries
* hands 6-8 pieces of gold (for example, bean bag, tennis ball, small cone/marker) to different students who are spread out within the playing area
* nominates 3-4 students to be ‘chasers’

Students:

* start moving around inside the playing area when the teacher calls “Go!”
* aim to keep the gold away from the ‘chasers’ but moving away and/or passing to another student
* when tagged, hand the gold to another student

‘Chasers’ score a point for tagging a student with a piece of gold.

Every 1-2 minutes the teacher nominates different ‘chasers’ and ensures the gold starts with different students.

Variations:

* Students use different locomotor movements (for example, jump, hop, skip, gallop, animal walk)
* Increase or decrease the number of chasers
* Increase or decrease the pieces of gold
* Increase or decrease the size of the playing area.

##### Sample questions

* What strategies did you use to communicate with other students when chasing the gold?
* What strategies did you use to communicate with other students when avoiding the chasers?

(Adapted from NSW Department of Education, 2015. [Fundamental movement skills in action](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-education/resources))

#### Activity 12 – kicking obstacles golf – the mini course

Teacher:

* explains that students will test alternative ways to avoid an obstacle to hit a target/score a goal
* encourages student reflection upon this process when they used the skill of throwing in this activity (Activity 5)
* organises students into pairs
* chooses a ‘starting point’ or kicking line that allows for students to safely kick a ball/object from
* refer to Appendix 1 for examples of activity design for throwing and suggest changes to accommodate the skill of kicking
* reminds students that they should aim to hit the target/score a goal in as fewer kicks as possible
* asks sample discussion question.

Students:

* select or create 3 targets/small goals they can safely kick a ball towards
* choose an object that will act as an obstacle for each of the 3 targets/goals
* consider which kicking style will be most suitable for each target/goal and how they will avoid the obstacle.

##### Sample questions

* How will you avoid the obstacle and hit the target/score a goal in as few kicks as possible?
* Describe at least two different approaches you will try for each target/goal and explain how you will use the space and adapt the amount of force applied. Examples include:
  + kick the object high and hard so it can drop down over the obstacle and only roll a short distance from the target/goal
  + kick the object low and apply spin so the ball moves around the obstacle
  + deliberately kick the object softly to land it before the obstacle so I can take my second kick closer to the target/goal and avoid the obstacle more easily.

Students play ‘Kicking obstacle golf – the mini course’ by testing at least 2 different alternative approaches to all 3 targets.

##### Teacher notes

Results may be recorded to assist students in comparing and analysing the results. Refer to Appendix 4. Discuss their results through reflection questions.

##### Sample questions

* Which alternative was most successful? What makes you say that?
* Which alternative was least successful? What makes you say that?
* Select 2 alternatives that you tested. Explain how you could adjust these alternatives to kick the ball more accurately and avoid the obstacle?

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

##### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 1 ball to kick per student (this may be a round or egg-shaped ball).
* 3 objects or landmarks to create a target to hit or small goal for the ball to pass through for each pair.
* Items that can be used as obstacles (for example a small bucket, chair, cricket stumps, soft toys).

## Lesson 6

### 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, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M Personal and social capability icon**
  + explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** Personal and social capability icon
  + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects **M** Critical and creative thinking icon
  + participate and use equipment in a variety of games and modified sports **M**
  + adapt movement skills to improve accuracy and control in a variety of contexts **M Critical and creative thinking icon**
* practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  + combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) **M Critical and creative thinking icon**

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 **S M Critical and creative thinking icon Personal and social capability icon**
  + test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M Critical and creative thinking icon**
  + draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M Critical and creative thinking icon**
  + identify how to modify plans within a game to achieve success **S M Critical and creative thinking icon**

participate in physical activities which require problem-solving and persistence to achieve a goal **S M Critical and creative thinking icon Personal and social capability icon**

How can we include others in physical activity?

Students:

* apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
  + collaborate to decide rules for a new game **I M Critical and creative thinking icon Literacy icon Personal and social capability icon**
  + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M Ethical understanding icon Personal and social capability icon**

### Teaching and learning activities

Teaching considerations

#### Activity 13 – fast start – chase the gold

**Fast start – Chase the gold**

Refer to instructions in lesson 5 – activity 11. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

* How did you adjust your strategy from the previous lesson to be successful when chasing the gold?
* What strategies did you use to communicate with other students when avoiding the chasers? How did you adjust it from the previous lesson? Was it successful? What makes you say that?

(Adapted from NSW Department of Education, 2015[. Fundamental movement skills in action](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-education/resources))

#### Activity 14 – kicking croquet – 3 ball best ball (appendix 3)

This lesson re-visits the game of croquet that was played in Lesson 3 by applying the skill of kicking. It will allow students to demonstrate a range of kicking styles and to select the style that they think is most suitable to the game situation. They will build upon the previous lesson by using 3 different alternatives for each attempt during the game of ‘Kicking croquet’.

In a small group of 2-3, students:

* create an obstacle course of 5 goals to kick their ball through. A goal is created using two cones of the same colour.
* create 5 different obstacles to place around the course. They do not necessarily need to be directly in front of the goal but can be negotiated by the students to be placed where it will increase the difficulty of the course.
* collect 3 balls per pair. One student will kick all 3 balls for every attempt.
* take turns to kick the 3 balls. Each ball should be kicked using a different approach to avoid any obstacles and go through the goals. For example, first ball is kicked over the obstacle and aims to roll straight through the goal. The second kick has spin applied to go around the obstacle and through the goal. The third kick is kicked wide of the obstacle aiming to land in line with the goal so the next kick has a more direct approach.
* move to each of the three balls where they stopped to assess and decide which one is in the best position to take their next kick from. The next kick for all 3 balls is then taken from the position of the ball they determine to be the best of all 3 approaches. The first student who kicks their ball/s through all goals in the correct order wins. The ball must travel through each of the goals in the order and direction identified by students.
* take turns to use all 3 balls and mark the spot where they will take their next kick.
* select and use the type of kick they think is most suitable for the game situation and one that they are comfortable to use.
* adjust their obstacle course after the first game to increase or decrease the difficulty.
* play against another group once they have played their own game 3-5 times. Groups should play on both obstacle courses.

##### Teacher notes

Explain that this activity will build upon the previous kicking activity and allow students to explore how they can transfer and adapt strategies used in this game when they used the skill of throwing (Activity 7).

It may be appropriate for all pairs to create an obstacle like one modelled by the teacher. Once students understand the game, they can make adjustments to suit their own ability and interests.

##### Sample questions

* How did you decide what type of kick you would use for each of your three approaches?
* How did you adjust your kicking technique to change the amount of force applied to your kick?
* How did you adjust your kicking technique to change the direction of your kick?
* Select 2 kicks you performed and explain how your kick avoided the obstacle (for example, over, under, around, through, next to)

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

##### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 3 balls/objects to throw per group of 2-3 students.
* 10 cones to create 5 goals per group of 2-3 students.
* 5 objects that can be used as obstacles (for example a small bucket, chair, cricket stumps, soft toys).

## Lesson 7

### 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, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M Personal and social capability icon**
  + explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** Personal and social capability icon
  + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects **M** Critical and creative thinking icon
  + participate and use equipment in a variety of games and modified sports **M**
  + adapt movement skills to improve accuracy and control in a variety of contexts **M Critical and creative thinking icon**
* practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  + combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) **M Critical and creative thinking icon**

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 **S M Critical and creative thinking icon Personal and social capability icon**
  + test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M Critical and creative thinking icon**
  + draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M Critical and creative thinking icon**
  + identify how to modify plans within a game to achieve success **S M Critical and creative thinking icon**

participate in physical activities which require problem-solving and persistence to achieve a goal **S M Critical and creative thinking icon Personal and social capability icon**

How can we include others in physical activity?

Students:

* apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
  + collaborate to decide rules for a new game **I M Critical and creative thinking icon Literacy icon Personal and social capability icon**
  + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M Ethical understanding icon Personal and social capability icon**

### Teaching and learning activities

Teaching considerations

#### Activity 15 – fast start – partner roll and jump

Teacher:

* selects a playing area and marks boundaries
* organises students into pairs

Students:

* stand opposite each other (2-3 metres apart) with one ball to share.
* stand with feet a little wider than shoulder-width
* roll the ball towards their partner aiming to get the ball through their feet
* perform a vertical jump immediately after each throw
* score a point if their partner can stop/trap the ball between their feet
* aim to score as many points as possible as a pair in the time chosen by the teacher

Variations:

* increase/decrease the distance between students
* students throw the ball to each other and catch it with their hands
* use a wide variety of balls, for example, different shapes, sizes and weight
* perform a different movement after each roll/throw.

##### Sample questions

* What are some the changes that happened to your body after doing our Fast start activity?
* How could you adapt this activity to challenge your throwing/catching?

#### Activity 16 – striking golf

Explain that in an earlier lesson, students experimented and compared 5 different ways to throw a ball (activity 2) and 3 different ways to kick all to determine which was most successful (activity 9).

This lesson their challenge is to compare three different ways to strike a ball. The three ways are:

* 1-hand strike – waist height – tennis (hold the ball in one hand, drop the ball down onto the racquet/bat)
* 2-hand strike – waist height horizontal – T-ball/baseball (strike the ball off a waist batting high tee or an underarm throw)
* 2-hand strike – ankle/foot height vertical – cricket/golf (strike the ball off a tee or an underarm throw)

A waist-high batting tee may be a sport-specific T-ball tee, off the top of a cricket stump. An ankle/foot high batting tee may be a sport-specific cricket or golf tee, a cone/marker or soft object.

Teacher:

* explains that students will compare 3 different striking styles while playing ‘Striking golf’
* organises students into small groups of 2-3
* chooses a ‘starting point’ or hitting line that allows for students to safely striking a ball/object from
* refer to ‘throlf’ ‘Playing for life’ card for suggestions of activity design
* reminds students that they should aim to hit the target/score a goal in as fewer kicks as possible
* asks sample discussion question.

##### Sample questions

* Which striking style do you think will be most effective? What makes you say that?
* Which target will be the easiest to hit? What makes you say that?
* What strategies did you use for throwing golf and kicking golf could be transferred to striking golf?

Students:

* select or create 3 targets or small goals they can safely strike a ball towards.
* plays ‘Striking golf’ using all 3 different striking styles
* repeats the game with all 3 striking styles using each of the 3 targets/goals.

##### Sample questions

What specific body movement is the same or very similar across all three skills of throwing, kicking and striking?

* How did you adjust the amount of effort required for each strike?
* Which type of strike was most successful? What makes you say that?
* Which type of strike was most comfortable for you to perform? What makes you say that?
* Was one type of strike successful for one target and not another? What makes you say that?

#### Activity 17 – striking obstacle golf

Teacher:

* explains that this activity will build upon the previous striking activity and allow students to explore how they can transfer and adapt strategies used in this game when they used the skills of throwing (Activity 3) and kicking (Activity 10).
* explains that students can select and use the striking style they consider to be most suitable for each of the targets/goals
* refers to appendix 1 for examples of ‘obstacle throwing golf’ for examples and suggests striking alternatives

Students:

* create new targets/small goals or modify targets/goals from the previous activity
* create or choose an object that will act as an obstacle for each of the 3 targets.
* consider which striking style will be most suitable for each target/goal and how they will avoid the obstacle.
* play ‘Obstacle striking golf’ re-visiting each target/goal several times to reflect upon performances and develop/modify strategies for success in the game.

##### Sample questions

* Which striking styles will you use in these challenges? Explain when each striking style would be most suitable?
* How can you adjust your striking style to change the amount of effort you use to strike/hit the ball? Why will this be important?
* How can you adjust your striking style to strike/hit your ball accurately and avoid the obstacle? Why will this be important? Explain how you plan to strike/hit your ball, for example, over, under, through the obstacle.
* What adjustments did you make to your striking style and your strategy to avoid the obstacle after completing the game the first time? Were the adjustments successful? What makes you say that?

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

##### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 1 ball to strike/hit per student.
* 2-3 different striking implements/pieces of equipment per group.
* 3 objects or landmarks to create a target to hit or small goal for the ball to pass through for each small group.
* Items that can be used as obstacles (for example a small bucket, chair, cricket stumps, soft toys).

## Lesson 8

### 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, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M Personal and social capability icon**
  + explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** Personal and social capability icon
  + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects **M** Critical and creative thinking icon
  + participate and use equipment in a variety of games and modified sports **M**
  + adapt movement skills to improve accuracy and control in a variety of contexts **M Critical and creative thinking icon**
* practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  + combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) **M Critical and creative thinking icon**

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 **S M Critical and creative thinking icon Personal and social capability icon**
  + test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M Critical and creative thinking icon**
  + draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M Critical and creative thinking icon**
  + identify how to modify plans within a game to achieve success **S M Critical and creative thinking icon**

participate in physical activities which require problem-solving and persistence to achieve a goal **S M Critical and creative thinking icon Personal and social capability icon**

How can we include others in physical activity?

Students:

* apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
  + collaborate to decide rules for a new game **I M Critical and creative thinking icon Literacy icon Personal and social capability icon**
  + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M Ethical understanding icon Personal and social capability icon**

### Teaching and learning activities

Teaching considerations

#### Activity 18 – fast start – partner roll and jump

Refer to instructions in lesson 7 – activity 15. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

* What change did you make to adapt the activity to provide the suitable level of challenge to you?
* How did the additional movement challenge you or make you adapt the way you threw or caught the ball?

#### Activity 19 – striking obstacle golf – the mini course

Teacher:

* explains that students will test alternative ways to avoid an obstacle to hit a target/score a goal
* encourages student reflection upon this process when they used the skills of throwing (activity 5) and kicking (activity 12) in this activity
* organises students into pairs
* chooses a ‘starting point’ or striking/hitting line that allows for students to safely strike a ball/object from.
* refer to Appendix 1 for examples of activity design for throwing and suggest changes to accommodate the skill of striking
* reminds students that they should aim to hit the target/score a goal in as fewer strikes as possible
* asks sample discussion question.

Students:

* select or create 3 targets/small goals they can safely strike a ball towards
* create or choose an object that will act as an obstacle for each of the 3 targets/goals
* consider which striking/hitting style will be most suitable for each target/goal and how they will avoid the obstacle.

##### Sample questions

* How will you avoid the obstacle so you can hit the target/score a goal in as few strikes/hits as possible?
* Describe at least two different approaches you will try for each target/goal and explain how you will use the space and adapt the amount of force applied. Examples include:
  + strike/hit the object high and hard so it can drop down over the obstacle and only roll a short distance from the target/goal
  + strike/hit the object low and apply spin so the ball moves around the obstacle
  + deliberately strike/hit the object softly to land it before the obstacle so I can take my second strike/hit closer to the target/goal and avoid the obstacle more easily.

Students play ‘Striking obstacle golf – the mini course’ by testing at least 2 different alternative approaches to all 3 targets.

##### Teacher notes

Results may be recorded to assist students in comparing and analysing the results. Refer to Appendix 5. Discuss their results through reflection questions.

##### Sample questions

* Which alternative was most successful? What makes you say that?
* Which alternative was least successful? What makes you say that?
* Select 2 alternatives that you tested. Explain how you could adjust these alternatives to strike the ball more accurately and avoid the obstacle?

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

##### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 1 ball to strike per student.
* 3 objects or landmarks to create a target to hit or small goal for the ball to pass through for each pair.
* Items that can be used as obstacles (for example a small bucket, chair, cricket stumps, soft toys).

## Lesson 9

### 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, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M Personal and social capability icon**
  + explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** Personal and social capability icon
  + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects **M** Critical and creative thinking icon
  + participate and use equipment in a variety of games and modified sports **M**
  + adapt movement skills to improve accuracy and control in a variety of contexts **M Critical and creative thinking icon**
* practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  + combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) **M Critical and creative thinking icon**

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 **S M Critical and creative thinking icon Personal and social capability icon**
  + test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M Critical and creative thinking icon**
  + draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M Critical and creative thinking icon**
  + identify how to modify plans within a game to achieve success **S M Critical and creative thinking icon**

participate in physical activities which require problem-solving and persistence to achieve a goal **S M Critical and creative thinking icon Personal and social capability icon**

How can we include others in physical activity?

Students:

* apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
  + collaborate to decide rules for a new game **I M Critical and creative thinking icon Literacy icon Personal and social capability icon**
  + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M Ethical understanding icon Personal and social capability icon**

### Teaching and learning activities

Teaching considerations

#### Activity 20 – fast start – partner throw, catch and move

Teacher:

* selects a playing area and marks boundaries
* organises students into pairs
* provides one cone/marker per student

Students:

* stand opposite each other (2-3 metres apart) with one ball to share
* places their cone 2-3 metres behind them
* roll the ball to their partner aiming to get the ball through their feet or throw the ball to their hands
* roll/throw the ball, turn, run to touch their cone/marker and return to their spot
* score a point if they can return to their spot to trap/catch the ball
* aim to score as many points as possible as a pair in the time chosen by the teacher

Variations:

* increase/decrease the distance between students
* increase/decrease the distance to the cone
* use a wide variety of balls, for example, different shapes, sizes and weight
* use different locomotor skills to travel to/from the cone, for example, jump, hop, skip
* use an existing landmark to touch after the throw, for example, a painted line, bench, tree.

##### Sample questions

* How did you move your body to turn and run quickly to the cone?
* How did/could you adjust your throw so that your partner is able to return to the starting point, catch the ball and continue working together to score points quickly?

#### Activity 21 – striking croquet – 3 ball best ball (appendix 3)

This lesson revisits the game of croquet that was played in Lessons 3 and 6 by applying the skill of striking/hitting. It will allow students to demonstrate a range of striking/hitting styles and to select the style that they think is most suitable to the game situation. They will build upon the previous lesson by using 3 different alternatives for each attempt during the game of ‘Striking croquet’.

In a small group of 2-3, students:

* create an obstacle course of 5 goals to kick strike/hit their ball through. A goal is created using two cones of the same colour.
* create 5 different obstacles to place around the course. They do not necessarily need to be directly in front of the goal but can be negotiated by the students to be placed where it will increase the difficulty of the course.
* collect 3 balls per pair. One student will strike/hit all 3 balls for every attempt.
* take turns to strike/hit the 3 balls. Each ball should be hit using a different approach to avoid any obstacles and go through the goals. For example, first ball is hit over the obstacle and aims to roll straight through the goal. The second throw has spin applied to go around the obstacle and through the goal. The third throw is hit wide of the obstacle aiming to land in line with the goal so the next hit has a more direct approach.
* move to each of the three balls where they stopped to assess and decide which one is in the best position to take their next strike/hit from. The next strike/hit for all 3 balls is then taken from the position of the ball they determine to be the best of all 3 approaches. The first student who hits their ball/s through all goals in the correct order wins. The ball must travel through each of the goals in the order and direction identified by students.
* take turns to use all 3 balls and mark the spot where they will take their next strike/hit.
* select and use the type of strike/hit they think is most suitable for the game situation and one that they are comfortable to use.
* adjust their obstacle course after the first game to increase or decrease the difficulty.
* play against another group once they have played their own game 3-5 times. Groups should play on both obstacle courses.

##### Teacher notes

Explain that this activity will build upon the previous striking activity and allow students to explore how they can transfer and adapt strategies used in this game when they used the skill of throwing (Activity 7) and kicking (Activity 14).

It may be appropriate for all pairs to create an obstacle like one modelled by the teacher. Once students understand the game, they can make adjustments to suit their own ability and interests.

##### Sample questions

* How did you decide what type of strike/hit you would use for each of your three approaches?
* How did you adjust your striking technique to change the amount of force applied to your strike/hit?
* How did you adjust your striking technique to change the direction of your strike/hit?
* Select 2 strikes/hits you performed and explain how your strike/hit avoided the obstacle (for example, over, under, around, through, next to)

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

##### Resources

* Cones/markers to identify boundaries for Fast start activity.
* 3 balls/objects to throw per group of 2-3 students.
* 10 cones to create 5 goals per group of 2-3 students.
* 5 objects that can be used as obstacles (for example a small bucket, chair, cricket stumps, soft toys).

## Lesson 10

### 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, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M Personal and social capability icon**
  + explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** Personal and social capability icon
  + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects **M** Critical and creative thinking icon
  + participate and use equipment in a variety of games and modified sports **M**
  + adapt movement skills to improve accuracy and control in a variety of contexts **M Critical and creative thinking icon**
* practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  + combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) **M Critical and creative thinking icon**

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 **S M Critical and creative thinking icon Personal and social capability icon**
  + test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M Critical and creative thinking icon**
  + draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M Critical and creative thinking icon**
  + identify how to modify plans within a game to achieve success **S M Critical and creative thinking icon**

participate in physical activities which require problem-solving and persistence to achieve a goal **S M Critical and creative thinking icon Personal and social capability icon**

How can we include others in physical activity?

Students:

* apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
  + collaborate to decide rules for a new game **I M Critical and creative thinking icon Literacy icon Personal and social capability icon**
  + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M Ethical understanding icon Personal and social capability icon**

### Teaching and learning activities

Teaching considerations

#### Activity 22 – fast start – partner throw, catch and move

Refer to instructions in lesson 9 – activity 20. Different sample questions are provided below to explore how knowledge, understanding and skills have developed further.

##### Sample questions

How did you move your body to turn and move quickly to the cone while using the different locomotor movement?

When you changed the type of ball you used, how did you adjust your throw so that your partner was able to return to the starting point, catch the ball and continue working together to score points quickly?

#### Activity 23 – target game design

Encourage students to reflect upon the learning from previous lessons and discuss the skills they have developed and applied, how they were adapted to suit the challenge and the strategies used and adapted.

##### Sample questions

* What different variations of the throw, kick and strike skills have you used?
* How have you adapted these skills to solve problems in movement challenges?
* How did you test, analyse and decide upon the most appropriate strategy to use in a movement challenge?

Teacher:

* organises students into pairs.
* explains that students will create their own target game by selecting and adapting game features used in earlier lessons. Features include
* target size and location
* number of targets (student games may include one or many targets, for example, an obstacle course)
* obstacles between participant and target (size, position and number)
* rules (how to send the object, how many objects to send, the intention/goal of the game, boundaries, any penalties for breaking rules)
* scoring system (so all abilities levels can succeed)

Refer to appendix 6. This may be used for students to document their game design.

Students:

* design the game (encourage them to do this within 2-3 minutes)
* collect equipment required
* play their own game
* make adjustments to the game after playing it 2-3 times
* play the game again
* make adjustments again (if necessary)
* join with another pair
* explain the intention/goal and rules of their game
* play against the other pair
* swap roles and play their opponents game
* respectfully suggest modifications to their opponent’s game (if necessary)
* repeat this process with other pairs.

##### Sample questions

* What strategies did use that were the same or similar to previous games played? Explain
* How did you adapt the skills of throwing, kicking and striking to be effective in the game?
* What changes would provide an optimal level of challenge? (not too easy, not too hard)

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I solve problems while moving?’ Students discuss with their partner and/or teacher. Record responses in their learning journal (if appropriate).

##### Resources

Students select equipment based on the design of their game.

## Evaluation

Teacher analysis of the teaching and learning in the entire unit of work. Sample questions to address include:

* Did all students demonstrate an understanding of the key concepts?
* What concepts within the unit will I need to revisit to ensure understanding?
* When will I/can I revisit these concepts?
* Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
* Which activities and tasks were most engaging and effective?
* Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?

## Resources

What resources will the teacher require to deliver this unit of work as planned in the ‘teaching and learning activities’?

### Lessons 1-10

Fast start activities require cones to mark boundaries for the playing area. Most Fast start activities can be played within a 20-metre x 20 metre area. Cones may not be required if current landmarks support these games. For example, line markings on a basketball or netball court.

### Lessons 1-3

Lessons 1-3 require each student to have at least one object to throw, preferably 3 three to allow for time efficient testing of alternatives and game play. This may be a soft ball (for example, tennis ball), bean bags or another soft object.

### Lessons 4-6

Lessons 4-6 require each student to have at least one ball to kick, preferably 3 three to allow for time efficient testing of alternatives and game play. This can include both round and egg-shaped balls.

### Lessons 7-9

Lessons 7-9 require each pair to have at least one ball to strike, preferably 3 three to allow for time efficient testing of alternatives and game play. Students will also require three different striking implements.

### Lesson 10

Each pair will select the equipment required to design their own target game. Suggested items to have available include cones, hoops, a wide range of balls to throw, kick and strike plus a wide range of striking implements (tennis racquet, cricket bat, golf club, t-ball bat.

## Vocabulary/glossary

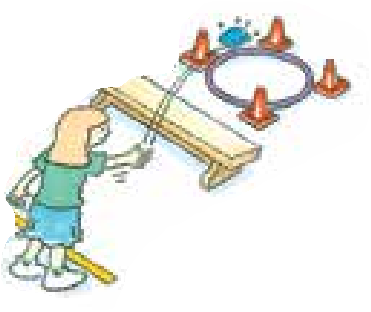
What key terms will deepen student knowledge and understanding of key concepts and skills addressed throughout the unit of work?

* Target, goal, send, throw, kick, punt, strike, accuracy, strategy, adjust, distance, force, increase, decrease, optimal, difficulty, design, compare, analyse, alternative.

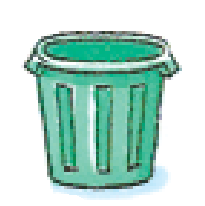
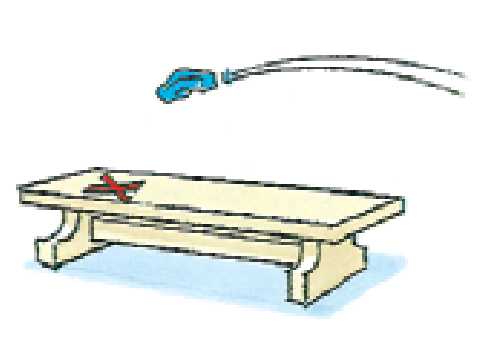
## Appendix 1

Obstacle golf examples

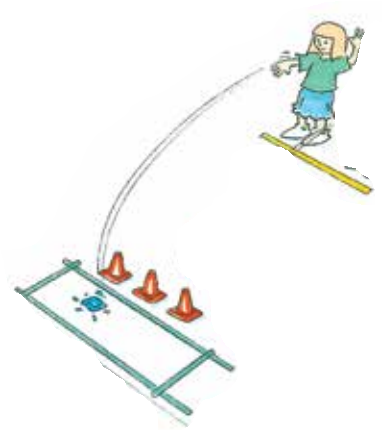
Example1:



Example 2:



Example 3:



Adapted from the website Sport Australia 2019 ©, [Playing for life activity cards](https://www.sportaus.gov.au/p4l)

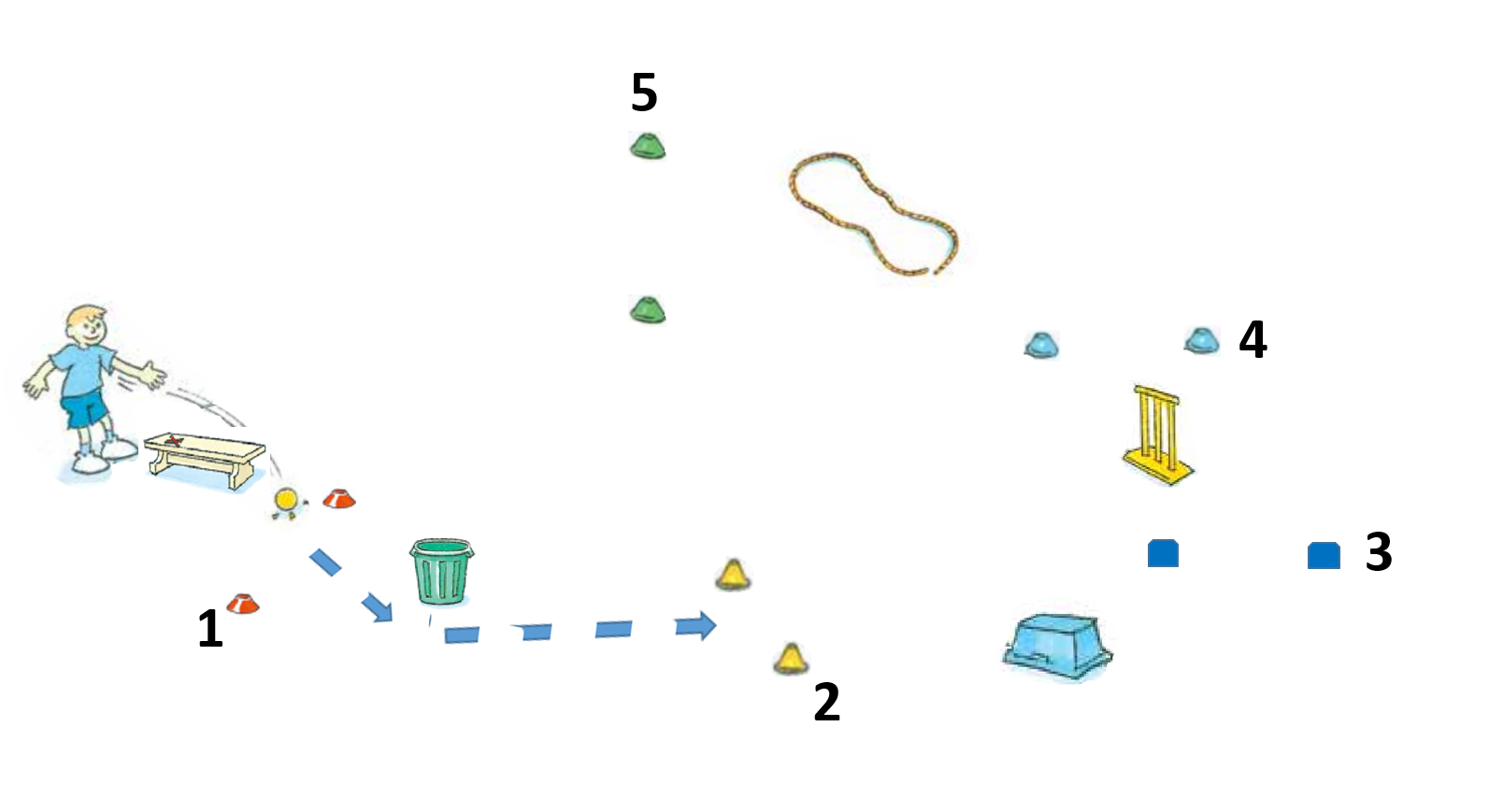
## Appendix 2

Throwing obstacle golf – the mini course results.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| How many throws did you take to hit the target? | Attempt 1 | Attempt 2 | Attempt 3 | Attempt 4 | Attempt 5 |
| Target 1 – alternative 1 |  |  |  |  |  |
| Target 2 – alternative 2 |  |  |  |  |  |
| Target 2 – alternative 1 |  |  |  |  |  |
| Target 2 – alternative 2 |  |  |  |  |  |
| Target 3 – alternative 1 |  |  |  |  |  |
| Target 3 – alternative 2 |  |  |  |  |  |

## Appendix 3

Throwing croquet – 3 ball best ball



Adapted from the website Sport Australia 2019 ©, [Playing for life activity cards](https://www.sportaus.gov.au/p4l)

## Appendix 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| How many kicks did you take to hit the target? | Attempt 1 | Attempt 2 | Attempt 3 | Attempt 4 | Attempt 5 |
| Target 1 – alternative 1 |  |  |  |  |  |
| Target 2 – alternative 2 |  |  |  |  |  |
| Target 2 – alternative 1 |  |  |  |  |  |
| Target 2 – alternative 2 |  |  |  |  |  |
| Target 3 – alternative 1 |  |  |  |  |  |
| Target 3 – alternative 2 |  |  |  |  |  |

## Appendix 5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| How many strikes/hits did you take to hit the target? | Attempt 1 | Attempt 2 | Attempt 3 | Attempt 4 | Attempt 5 |
| Target 1 – alternative 1 |  |  |  |  |  |
| Target 2 – alternative 2 |  |  |  |  |  |
| Target 2 – alternative 1 |  |  |  |  |  |
| Target 2 – alternative 2 |  |  |  |  |  |
| Target 3 – alternative 1 |  |  |  |  |  |
| Target 3 – alternative 2 |  |  |  |  |  |

## Appendix 6

Target game design:

* What is the goal of the game?
* List the rules (How are they adapted to provide the optimal level of challenge? Not too easy, not too hard)
* Explain the scoring system
* What equipment is needed?
* Draw your game.
* Label the
  + ‘starting line’
  + the target/s
  + obstacles
  + boundaries
  + scoring zones (if appropriate)

## Appendix 7

Sample exit ticket.

The following sample questions may be used as an exit ticket in addition to or replacing the reflection activity where students answer the essential question of ‘How can I solve problems while moving?’ Students may respond verbally or write their answers down.

Sample reflection questions:

* Name one challenge you faced in the lesson today
* What skills did you use to overcome the challenge? For example, bend, twist, run, jump, throw, kick, strike, communication, finding solutions
* Explain the strategies you used to overcome the challenge? (How did you use the skills? -consider explaining how you used and adjusted things like force, space, time, direction, levels)
  + How did you adapt them?
* Was it successful? Why not?
* How might you adjust your strategy to improve its effectiveness in the future?

## Appendix 8

The following [NSW Physical Literacy Continuum K-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/physical-literacy) cluster markers guided the development of the ‘Evidence of Learning’ (EoL) as observable behaviours to address the unit learning goals and identified syllabus outcomes.

### Movement competencies

* Performs stability skills with control and precision in a range of contexts, e.g. using different levels, directions and pathways depending on the context
* Performs object control skills with control and precision in a variety of ways depending on the context, for example, using different levels of force to place an object where intended
* Performs locomotor movement skills with control and precision in a range of contexts, e.g. using different speeds, levels, directions, pathways and relationships to equipment and others depending on the context
* Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, for example, balance (stability) to a roll (locomotor) to a jump (locomotor)

### Tactical movement

* Applies a specific tactic to achieve success in a single physical activity, for example, shows an understanding of when, where and how to move
* Implements a tactic based on individual strengths within a physical activity
* Describes the intent of tactics used in different physical activities
* Identifies how to modify tactics within the rules to influence achievement or success within a physical activity

### Motivation and behavioural skills

* Reflects on how their efforts affect skills and achievements in physical activity

### Personal and social attributes

* Modifies actions to ensure safety in physical activity without prompting
* Understands how equipment and the environment can influence safety in physical activity