PDHPE S2 learning sequence - How can we solve problems when moving?

## Resource considerations

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

## Overview – Lessons 1 and 2

**Outcomes**

**PD2-4** performs and refines movement skills in a variety of sequences and situations

**PD2-5** applies strategies to solve movement challenges

**PD2-9** demonstrates self-management skills to respond to their own and others’ actions

**Learning sequence overview** – Students explore and practise different throwing techniques to propel objects towards a target. They predict the effectiveness of a range of throwing techniques by testing alternatives to solve a movement challenge. Students will also explore how to combine different elements of effort, space and time with objects to successfully complete a throwing challenge.

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

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

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

**Syllabus key inquiry questions –** How can we move our bodies to perform skills in different ways? How can we demonstrate our understanding of movement to solve challenges?

Aim of lessons 1 and 2

Students will:

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

Teacher notes

* Equipment available to students may vary greatly. Ensure safety when selecting an object to throw. Objects to throw may include a tennis ball, a soft ball, a pair of socks, scrunched up paper, a soft toy.
* When creating a target, select objects that won’t break and can be easily moved by students. Sample targets may include a bucket, a long piece of string laid in a circle, an ‘X’ formed by two pieces of tape/material, a t-shirt laid on the ground, a chair/bench, a wall, a tree.
* Identify a ‘starting point’. This is where the student will throw the object from.

Lesson 1- Throwing golf

Digital and non-digital

Students:

1. Create 3 targets that you can safely throw a soft object towards. Choose a ‘starting point’ where they will throw the object from. Place each target at different distances from the ’starting point’.
2. Discuss the following predictive questions with their teacher or parent caregiver before beginning each attempt:
	* Which throwing style do you think will be most effective? Why?
	* Which target will be the easiest to hit? Why?
3. Play ‘Throwing golf’ as outlined in ‘Stage 2 student workbook’.
4. Record in Table 1 “Throwing golf’ how many throws were needed to hit the target.
5. Students repeat the challenge 5 times for each of the 3 targets.
6. Each attempt uses a different throwing style (underarm, overarm, two-handed overhead, two-handed underhand and their own throwing style).

Lesson 2 - Obstacle golf

Digital and non-digital

Students:

1. Create 3 targets that you can safely throw a soft object towards. Choose a ‘starting point’ where you will throw the object from. Place each target at different distances from the ’starting point’.
2. Choose or create at least one object that will act as an obstacle. The obstacle needs to be placed between the ’starting point’ and the target.
3. Discuss the following predictive questions with their teacher or parent/caregiver before beginning each attempt.
	* + 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.
4. Play ‘Obstacle golf’ as outlined in student workbook.
5. Record how many throws were needed to hit the target in Table 2 ‘Obstacle golf’ in the student workbook.
6. Students repeat the challenge 5 times for each of the 3 targets.

Differentiation

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

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

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

Assessment

Students discuss all predictive questions in the student workbook with their teacher or parent/caregiver. The student predictions are explained by drawing on knowledge of previous experiences and the equipment being used. Students could use video technology to capture a short example of themselves completing the challenges and answering the questions in the student workbook.

Students may use video technology to:

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

Activity resources

* Student workbook
* Parent/caregiver advice – students set-up their throwing games/challenges by identifying a playing area and target for them to throw at. They create a ‘starting point’ for them to throw from. The target should be placed at a distance that will make hitting it in one throw reasonably difficult.
* Refer to ‘[Throlf](https://www.sportaus.gov.au/__data/assets/pdf_file/0013/704002/Throlf.pdf)’ game card for suggestions of what this activity could look like. (Sport Australia, 2019. Playing for life)