How can we solve problems when moving?

**PDHPE learning sequence Stage 3**

## 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**

**PD3-4** adapts movement skills in a variety of physical activity contexts

**PD3-5** proposes, applies and assesses solutions to movement challenges

**PD3-9** applies and adapts self-management skills to respond to personal and group situations

**Learning sequence overview** – Students refine throwing skills to perform specialised movements related to target games. They recognise and consider a number of solutions to target games and justify which solution is most appropriate or effective. Students explain the rationale for particular rules, strategies and tactics.

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

**Key language** – send, throw, target, force, distance, obstacle, predict, challenge, strengths, scoring, rules

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

**Syllabus key inquiry questions –** How can we adapt and perform movement skills in different situations? How can we use strategies and tactics to create solutions to movement challenges?

Aim of Lessons 1 and 2

* Refine throwing skills to perform specialised movements related to target games.
* Recognise and consider a number of solutions to target games and justify which solution is most appropriate or effective.
* Explain the reasoning for particular rules, strategies and tactics.

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.

Lessons 1 - Obstacle golf - intro

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 questions with your teacher or parent caregiver before beginning each attempt. Record answers in your ‘Stage 3 student workbook’.
	1. Which type of throw do you plan to use? Why?
3. Play ‘Obstacle golf - intro’ as outlined in ‘Stage 3 student workbook’.
4. Record how many throws were needed to hit the target in Table 1 ‘Obstacle golf – intro’ in the Stage 3 student workbook.
5. Students repeat the challenge 5 times for each of the 3 targets.
6. Discuss with the teacher or parent/ caregiver how they refined their throwing for each target during the game of ‘Obstacle golf - intro’. Record their answers in the ‘Stage 3 student workbook’.

### Lesson 2 - Obstacle golf - advanced

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.
	* Discuss with the teacher or parent/caregiver what they consider to be their strengths in this game. Record their answers to the following tasks in the ‘Stage 3 student workbook’.
	* Explain what they have identified as their strength/s while playing ’Obstacle golf’.
	* Create or change at least one rule that will challenge their strength. Explain the rule they have created or changed. Explain your rule.
	* Create a different scoring system. Explain the new scoring system and how points are scored for easier and more difficult challenges.
3. Play ‘Obstacle golf - advanced’ as outlined in ‘Stage 3 student workbook’.
4. Record how many throws were needed to hit the target in Table 2 ‘Obstacle gold- advanced’ in the ‘Stage 3 student workbook’.
5. Students repeat the challenge 5 times for each of the 3 targets.
6. Discuss with the teacher or parent caregiver how they refined their throwing for each target during the game of ‘Obstacle golf - intro’. Record their answers in the ‘Stage 3 student workbook’.

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 may use video technology to:

* capture a short example of themselves completing the challenges
* answer the questions provided in the ‘Stage 3 student workbook’.

Activity resources

* Stage 3 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)