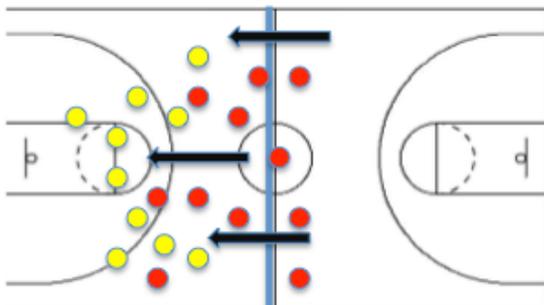


| LESSON 1 | | |
|--|---|--|
| Title: Catching | Year Level: 1 | Duration: 60mins |
| Stage: Introductory Skill Development (Cinelli, 2014) <i>"Catching is harder to learn than throwing because children must track the object whilst moving into its path."</i> (Pangrazi & Beighle, 2010, p.17) | | |
| Content Description: <i>Movement and Physical Activity:</i> Moving our body Perform fundamental movement skills in different movement situations (ACPMPO25) Relevant Elaborations: ACPMP008 - performing loco motor skills in any direction from one point to another - responding with movement to rhythm, beat, music and words ACPMP009- participating in games that require students to be aware of personal safety and game boundaries ACPMP012- working with a partner or small group to complete a movement task or challenge ACPMP014- demonstrating appropriate use of equipment | | |
| Lesson Introduction | | |
| Learning Intentions: Students will... - Learn how to catch a ball above and below the waist. - Catch a ball at varied distances. (Department of Education, 2009) | Teaching Strategies: 1. Demonstrating 2. Questioning 3. Modelling Transitions: students move from each activity from individual, then pairs, then groups. | Success Criteria: I am doing well if I use the butterfly and jellyfish method to catch. |
| Equipment: 1 Whistle 30 Bean Bags 16 Foam balls 15 Tennis balls- 14 Hoops CD Player Dispersal: Students collect equipment and put between feet during instructions. Retrieval: Students return equipment to bag. | Class Organisation: Before: Individual activities During: Paired up and teams of 6 or 15 according to activity After: Whole class Space: Basketball court or similar. | |
| Integration of Key Learning Areas: (Australian Curriculum, 2014) Numeracy: Understand and use numbers in context. E.g. counting number of students in a group, spatial awareness. Literacy: Word Knowledge- Understand learning area vocabulary. E.g. catch, butterfly and jellyfish method. ICT- Using music to motivate students and keep a rhythm. | | |
| Addressing Special Needs: Modification of activities: (PE Central, 2014) - Adjust the distance between partners. - Use a beeper ball for the visually impaired. - Use balls of different sizes and colours. - Use bounce passes. - Increasing/decreasing area of space. Aboriginal Education: no need for change. NESB: incorporate more visuals e.g. demonstrations | | |
| Content | | |
| BEFORE- Warm Up | | |
| Warm Up Activity: 5mins Rock, Paper, Scissors, Catch! (Teaching Ideas, 2014) Break down: 1. Students are split into two equal teams. | | |

2. Each team chooses either 'rock', 'paper', or 'scissors'.
3. Each team lines up at the centre line of the court and face off with a game of "Rock, Paper, Scissors."
4. Whoever wins chases the other team to the end of the base line and catches as many people as they can.
5. Whoever is caught joins the other team, and the game continues until all players from one team are caught.

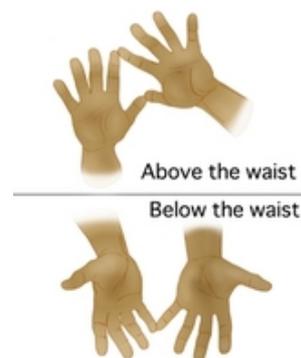


Own Diagram

Introduce Skill: 10mins

When giving instructions, students are facing away from the wall or away from the sun (Department of Education, 2009).

1. Discussion: name the different types of catches.
2. Teacher demonstrates the butterfly catch (above the waist) and jellyfish catch (below the waist). *Demonstrations help communicate the key components of the skill* (ACHPER, 2009, pg.6)
3. Demonstrate catching cues (PE Central, 2014):
 - **Track:** follow ball with eyes
 - **Reach:** reach with arms towards ball
 - **Give:** Give with ball to hit hands
 - **Pinkies and Thumbs:** to catch either above or below waist
 - **Quick Feet:** Move quickly to get into position
4. Students collect one beanbag.
5. Students individually throw and catch beanbag using both methods.
 - How close can you catch the beanbag to the ground?



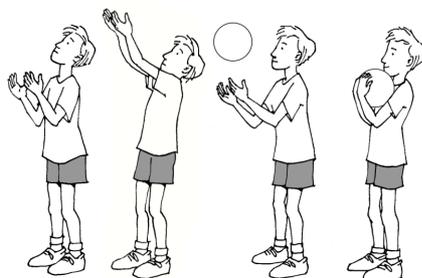
(Korrio, 2014)

DURING- Skill Development

Students Pair Up Activity: 10mins

Students in pairs, choose ball of choice. They use both methods of catching: above and below the waist:

- Start close together. Each time you catch the ball, take a step back. If you drop the ball, start again.
- Toss/Clap/Catch. How many times can you clap before you catch the ball?
- Toss/Spin Around/Catch. How many times can you spin around before you toss the ball?



Catching a ball with two hands (The State of Queensland, 2000)

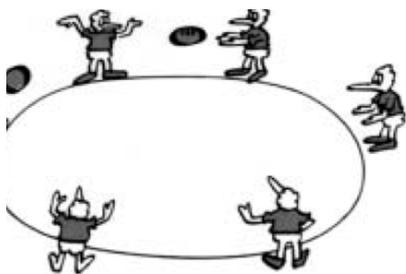
Group Activity: 10mins

Dog and Rabbit (KiwiSport, n.d.)

Students are split into groups of 6 in a circle.

Two foam balls per group: one is the dog, the other the rabbit.

The balls are passed around the circle to try and make the dog catch the rabbit.
Direction can be reversed when teacher calls 'change'.

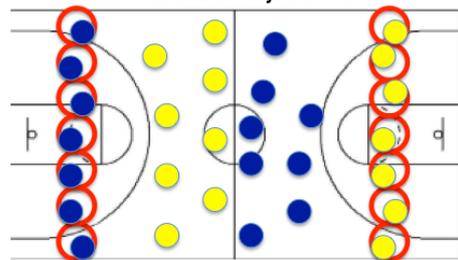


(KiwiSport, n.d.)

Whole Class Activity: 20mins

Jail Ball (Carly's P.E. Games, n.d.)

- Students are split into two groups of 15.
- Court is divided at centre line.
- Each team has 7 people in jail (one in each hoop) in the opposition's side of the court.
- The other players on each team begin at the centre line, with a foam ball between their feet.
- When the whistle blows, each player throws the ball to the jailbird.
- The jailbird is free if they catch the ball and throw the ball back to who threw it. If both catch the ball, the jailbird is free and joins their team to free the others.
- Opposition can defend by catching the ball.
- First team to free all jailbirds wins.



Own diagram

AFTER- Cool Down

Activity: 5mins

Ladder Climb (Region of Peel, 2006).

- Students walk on the spot, pretending to climb up a ladder to the sky.
- Students then climb down the ladder at a slower pace.

Lesson Conclusion

Lesson Review and Evaluation: 5mins

Student Achievement:

- To what extent were learning intentions achieved? How did the students demonstrate this?

Teaching effectiveness:

- What have you learnt from the lesson?
- What do you recommend for future lessons?
- Comment on your effectiveness in the light of the outcomes of the lesson and your self-development focus for the lesson, referring to both strengths and areas to be addressed.

ASSESSMENT

Using a checklist, can students... (The State of Queensland, 2000)

1. Use the butterfly and jellyfish method to catch.
2. Use catching cues correctly.
3. Catch objects from various distances.

| LESSON 2 | | |
|---|---|---|
| Title: Throwing | Year Level: 1 | Duration: 60mins |
| Stage: Introductory Skill Development (Cinelli, 2014) | | |
| <p>Content Description: <i>Movement and Physical Activity:</i> Moving our body</p> <p>Perform fundamental movement skills in different movement situations (ACPMP025)</p> <p>Relevant Elaborations:</p> <p>ACPMP008 - performing loco motor skills in any direction from one point to another - responding with movement to rhythm, beat, music and words</p> <p>ACPMP009- participating in games that require students to be aware of personal safety and game boundaries</p> <p>ACPMP012- working with a partner or small group to complete a movement task or challenge</p> <p>ACPMP014- demonstrating appropriate use of equipment</p> | | |
| Lesson Introduction | | |
| <p>Learning Intentions:</p> <p>Students will...</p> <ol style="list-style-type: none"> 1. Develop 2 different throwing techniques: <ul style="list-style-type: none"> - Underarm - Overarm 2. Use correct body techniques when throwing. | <p>Teaching Strategies:</p> <ol style="list-style-type: none"> 1. Demonstrating 2. Questioning 3. Modelling <p>Transitions: students move from each activity from individual, then groups, then whole class.</p> | <p>Success Criteria: I am doing well if I use the cues to practice both underarm and overarm throws correctly.</p> |
| <p>Equipment:</p> <p>30 Bean Bags 20 Foam balls 6 Tennis balls 8 Hoops 5 Large Mats 15 Blue and Red Sashes each CD Player</p> <p>Dispersal: Students collect equipment and put between feet during instructions. Teacher sets up hoops and mats.</p> <p>Retrieval: Students return equipment to bag.</p> | <p>Class Organisation:</p> <p><u>Before:</u> Individual activities <u>During:</u> Teams of 6 or 7 according to activity <u>After:</u> Whole class</p> <p>Space: Basketball court or similar</p> | |
| <p>Integration of Key Learning Areas: (Australian Curriculum, 2014)</p> <p>Numeracy: Understand and use numbers in context. E.g. counting number of students in a group, spatial awareness.</p> <p>Literacy: Word Knowledge- Understand learning area vocabulary. E.g. overarm/underarm throw</p> <p>ICT- Using rhythmic music to keep in time.</p> | | |
| <p>Addressing Special Needs:</p> <p>Modification of catching activities: (PE Central, 2014)</p> <ul style="list-style-type: none"> - Adjust the distance between partners. - Use a beeper ball for the visually impaired. - Use balls of different sizes and colours. - Use bounce passes. <p>Aboriginal education: no need for change.</p> <p>NESB: incorporate more visuals e.g. demonstrations</p> | | |
| Content | | |
| BEFORE- Warm Up | | |
| <p>Warm Up Activity: 5mins</p> <p>Chains (Teaching Ideas, 2014).</p> | | |

Break down:

1. Using the length of the basketball court, students line up on the court line.
2. Nominate 2 “catchers” who hold hands.
3. The students run to the other side of the court and try not to get caught by the catchers.
4. Those who get caught join arms with the original catchers.
5. The game continues until almost everybody is caught.
6. Those who survive are the winners.

Introduce Skill: 10mins

1. Ask students to name the different types of throws.
2. Teacher demonstrates underarm and overarm.
3. Demonstrate Throwing cues: (PE Central, 2014)

Overhand Throw:

- Side to target: non-throwing side to target
- Arm way back: arm behind the head
- Step: step with opposite foot towards target
- Follow through: let arm come across to opposite side of body

Underarm Throw:

- Face the target: front of body
- Step: with opposite foot towards target
- Bowl the ball: swing your arm like a pendulum
- Follow through: follow through to the sky with throwing hand



**Overhand Throw
(ACHPER, 2009)**

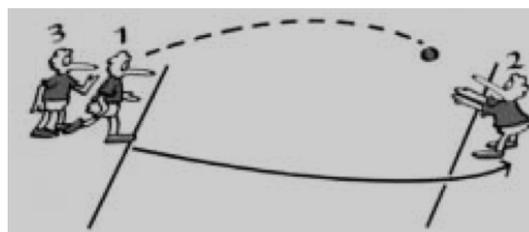
4. Students use beanbags and hoops to practice underarm and overarm throws.
 - There are eight different stations with one hoop each, which is placed at increasing distances.
 - Students begin at the first hoop and move on once they throw the beanbag inside the hoop.
 - If they miss the hoop they keep trying until they score.

DURING- Skill Development

Group Activity: 10mins

Overarm Throw Relay (KiwiSport, n.d.)

- Students are numbered off into 5 teams of 6.
- Each team has a ball (choice).
- 5 out of 6 members line up on the base line, the sixth member (the catcher) stands 5 metres away.
- Each member throws the ball to the catcher, and then runs to stand behind them.
- Once all members have thrown/run, the catcher runs to the opposite end, and a member throws the ball to them to catch.
- The first team to throw to all members wins.



(KiwiSport, n.d.)

Whole Class Activity: 10mins

Sink the ship (PE Central, 2013)

- Students are divided into five teams of six.
- Large mats are used as the spaceships. Located in a circle.
- Each team starts with 4 foam balls.
- Aim: To have the least number of balls on your mat/spaceship.
- One team member from each team (astronauts) is free-moving to collect the balls.

| |
|--|
| <ul style="list-style-type: none">- Students use underarm and overarm throws to 'attack' other spaceships.- If you catch the ball you are safe. If you don't, you sit down until another team member catches the ball. |
| <p>Whole Class Activity: 20mins Catch-ball (Primary Resources, 2014).</p> <ol style="list-style-type: none">1. Students are numbered off into four groups of 7 with 2 substitutes.2. Divide the basketball into two sections for two games; there are two teams per game.3. Use blue and red sashes to differentiate between teams.4. Use one foam ball between each game.5. One hoop at each end of the court is used as the goal.6. Students use underarm and overarm throw, and chest pass.7. Cannot move when player has ball.8. Players score from outside the hoop. |
| AFTER- Cool Down |
| <p>Activity: 5mins Stretch Wave (Region of Peel, 2006)</p> <ul style="list-style-type: none">- Students form a large circle, and walk, skip, gallop, hop etc.- The when the teacher calls "freeze", the students stop.- The teacher begins a stretch (e.g. leg stretch, side stretch, lunges), and passes it on to the next student until it reaches the whole circle. |
| Lesson Conclusion |
| <p>Lesson Review and Evaluation: 5mins <u>Student Achievement:</u></p> <ul style="list-style-type: none">- To what extent were learning intentions achieved? How did the students demonstrate this? <p><u>Teaching effectiveness:</u></p> <ul style="list-style-type: none">- What have you learnt from the lesson?- What do you recommend for future lessons?- <u>Comment on your effectiveness in the light of the outcomes of the lesson and your self-development focus for the lesson, referring to both strengths and areas to be addressed.</u> |
| ASSESSMENT |
| <p>Using a checklist, can students:</p> <ol style="list-style-type: none">1. Throw short and long distances.2. Use throwing cues.3. Uses large and small balls for various skill levels. |

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