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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Athletics Training**  **Duration:** | | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage 4 &**  **Stage 5** | **Strand 2 - Movement skill and performance**  **2.3.2**  **Strand 4 - Lifelong physical activity**  Stage 4 Outcomes:  **4.4** – demonstrates and refines movement skills in a range of contexts and environments.  **4.1** – explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.  **4.14** – engages successfully in a wide range of movement situations that displays and understanding of how and why people move. **(Moving)**  Stage 5 Outcomes:  **5.4** – a student adapts, transfers and improvises movement skills and concepts to improve performance.  **5.10 –** adopts roles to enhance their own and others’ enjoyment of physical activity  **5.14** – confidently uses movement to satisfy personal needs and interests | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * practice and refine fundamental and specialized movement skills in predictable and dynamic learning environments * participate in a variety of movement activities to demonstrate and enhance body control, awareness, object manipulation, anticipation and timing * participate safely in movement activities * demonstrate movement skills through a range of track and field disciplines * identify components of fitness required for enjoyment and success in the physical activities they participate. | | | | | | | | **Students learn about:**   * **Types of movement skill**   - fundamental skills  - specialized  - locomotor and non-locomotor  - manipulative   * **Aspects of movement skill development** * body control and awareness * object manipulation and control * anticipation and timing * technique * **Influences on skill development** * applying skills across contexts * predictable and dynamic environments * importance of practice * safety   **1.3.2 2.1.2** | | | | | | | | |
| **Background and Key Ideas** | Background Information:  Students will have the opportunity to build on or start to develop skills that are related to athletics. These will include both track and field skill sets and will be in preparation for the school athletics carnival. | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | | Concepts About Print |
|  | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| Student: All students  **2.5.2**  Numeracy Aspect: Length Area and Volume. Place Value.  Element:  Teaching activities linked to program to increase learning:  Students will have the opportunity to measure the distance of their throws for evens including Shot put, discus and javelin in the lead up to the athletics carnival. They will work out what unit of measurement will be best used for each event.  In measuring length students will also have the opportunity to measure a part of the unit and can use this to help them understand place value. | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | **Significance** | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Week 1 and 2: Relay Baton changes and javelin throwing**  Equipment: 6 markers (cones), bean bags, batons, modified javelin.  Baton changes:  **Activity 1**:Warm up shuttle runs:  Set up: 2 markers placed 5-10m apart. Min groups of 3. 2 starting on one marker and one on the other.  Students shuttle between cones handing the baton over.  Movements include: High knees, fast feet, heels to bottom, sliding to the right/left. Student design there own movement patterns.  **4.1.2**  **Activity 2:** Handing the baton  Set up: Same as previous activity.  Students complete the shuttle normally without instruction of holding the baton. Observe techniques and ways in which they pass the baton to team mates.  **Activity 3:** Provide demonstration of desired option  **5.1.2**  **Key teaching points:**   * Holding the baton towards the bottom * Presenting it to teammate in an upright position * Transferring hand to bottom of baton throughout the run leg. * Presenting the baton to the side of body and to the front of the body. * Present baton with time for teammate to see and accept it.     **Javelin throwing.**  Activity 1: Complete an arm, shoulders and chest warmup/stretches.  Activity 2: Javelin thrown from standing position.  Students have the opportunity of exploring different ways to throw the javelin. Without instruction.  Perform a demonstration of throwing technique with the following teaching points in mind:  **Key teaching points:**   * The leg of the non throwing arm is the forward leg. Eg. A right hand thrower has their left leg pointing towards the target * Body is turned side on * Transfer of weight from back leg to front leg. * Have the correct hold of the javelin. Javelin resting in three fingers. * Release point of javelin – Straight arm. Javelin to be released as goes past the ear * Trajectory of javelin – released at an angle of slight increase * Follow through of arm   Advanced skill (progression)   * Skip step to increase momentum   Activity 3: Once performed the javelin from a standing start students can attempt a three step run up.    **Weeks 3 and 4 :Shot Put and Discus throwing**  **Shot Put**  Activity 1: Complete arm shoulders and chest warm up and stretch  Activity 2: Shot put with bean bags. Go through the technique of shot put using the beanbag.  Activity 3: Students progress to throwing the shot put. Weight of shot put considered for each student. Emphasis placed on technique. In particular the position of the hand and the release point from under the chin, fingers to the side.  **5.1.2**  **Key Teaching points: Shot put**   * Weight centred on back leg * Correct hold - Shot Put held with palm facing outwards and nestled under chin * Elbow and shoulder height – Elbow should be 90 degrees to the ground * Visualisation and preparing for throw. * Weight transfer from back leg to front leg ad from a position of low to high * Entering and exiting throwing area from the back.   **Discus**  Activity 1: Complete arm shoulders and chest warm up and stretch.  Activity 2: Use a Frisbee to illustrate how to hold the Frisbee. Students experiment with different ways to throw the Frisbee  Activity 3: Students throw    **Key Teaching points: Discus**   * Grip of the discus * Weight starting on back leg * Release of discus and rotation. * Angle of arm swing * Fluid transfer of weight from back leg to front timing with release * Entering and exiting throwing area from the back.   Week 5: Fine tuning of all activities that will be completed at the Athletics Carnival  Week 6: Athletics Carnival and Campbell House Olympic activities.  F:\Mock ups\Square elements\Numeracy.jpg**Week 7 – 10 – AFL lessons**  **Week 7& 8:Kicking**  Students explore options of different ways to kick the ball.  Drop punt, banana kick, kicking on the outside of the foot, Kicking on the inside of the foot, curling the ball.  Activity 1: Stretch and warm up body and legs.  Activity 2.: Students kick a ball 10m to a teammate.  Activity 3: Students are in groups of 3. Student 1 kicks to 2 who kicks to student 3  Students work on accuracy by  Key Teaching Points:   * Position of hands on ball   **5.1.2**   * Release of the ball * Timing of pulling the leg back * Where the foot kicks the ball * Follow through of leg.   How the ball is held. Finger position. Should be fingers lightly spread holding the ball on either side towards the lower half  Activity 4: Set a up 2 flags to simulate goals and cones to simulate the behind area. Students learn about scoring points via goals and behinds.  Select 6 different spots that each student kicks from. Tally the amount of points scored.  **Week 9: Hand passing and defending.**  Activity 1: Stretch and warm up body and legs.  Activity 2: Students handpass to each other. Have a handpass relay.  Key teaching points:   * How the ball is held * Punching the ball out of the hand.   Wet weather contingency:  Games room – Snooker and table tennis.  Gym – if available  Circuit fitness activities. – Boxing, pushups etc | | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | |
| Activities to be completed in small groups  Explicit instructions provided in how to perform the activity  Feedback after each throw identifying points performed correctly and areas to improve.  Enough equipment so that each | | | | | | | Students have the opportunity to participate in activities that can | | | | | | | | | | |
| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | | | |
| Week 3: Javelin. Students are assessed on their competency in throwing a javelin. This is marked based on performing the skill with 4 or more key teaching points being observed. Outcome 4.1/5.1  Week 6/7: Students are assessed on their competency in throwing the shot put and discus at either the school athletics carnival or during week 7 class. Criteria will be bases on achieving 4 or more of the key teaching points. Outcome 4.1/5.1  Week 10: Kicking and handpassing competency. Students are assessed on their ability to kick and handpassed based on the key teaching points. Students will have 10 kicks and 10 handpasses and will need to hit the target with 50% accuracy to be marked as competent.  **5.1.2 5.3.2** | | | | | | | | | | | | | | | | | |
| **Resource List** | | | | | | | | | | | | | | | | | |
| Relay batons x2  Javelin  Markers x10  Shot puts – 1.5kg and 3kg  Discus – 500g and 1kg | | | | | | | | | | | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| **3.6.2**  Guiding Questions  What worked well?  Most classes and students engaged in the athletics and afl programs for this term. I would say breaking down movement patterns and building progression into each field event assisted students in developing their confidence at performing that skill. In addition students whilst initially reluctant to play AFL enjoyed the tasks of kicking at a target and from their we built in handpassing and kicking at a goal on the run. As the lessons progressed I was able to introduce addition rules specific to AFL without overloading them.  What needed to be changed?  The type of AFL ball needed to be changed to a softer ball. This provided students with the opportunity to try and catch the ball more comfortably. The location and direction of throws needed to change during lessons of field events due to the nature of putting big holes in the ground when using shot puts and javelins. Also to avoid some students from watching and putting other students down the location had to be varied. Unfortunately the rain came which forced a change to the athletics carnival date.  What do I think the students gained from this lesson?  Confidence in their ability to perform tasks associated with both field events for athletics and AFL skills. In particular students built confidence and were keen apply the skills in the athletics carnival.  How well did this unit match the Elements of Learning and Achievement?  It matches a number of elements including health and wellbeing, actions and choices and participating as a global citizen. The concept of trying things even if they don’t feel comfortable is also a work readiness skill and pose d strength of perseverance.  What did I learn?  That it is important to be able to modify lessons quickly if students are having difficulty engaging or interacting. This occurred during a couple of classes and by changing the activity quickly or providing an alternative the lesson was able to continue effectively.  How will I use this experience to extend my practice in the future?  I think this experience with PE has been a positive one this semester. I was generally happy with the flow of lessons and engagement of students. As a result I will continue to use this as a model for my PE programs into the future. | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |