

HPE Forward Planning Document

Rationale:

The following document will outline a 10 lesson learning programme based off of the Western Australia Health and Physical Education (HPE) curriculum. The intention of

this document is to develop the athletic ability and skill set of Year 7 students at 'Kingston College', in various athletic contexts regarding running, jumps and throws. Students have a 4/10 ability level which suggests that they have limited knowle

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and: Movement and physical activity subsystem

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**Specific Unit
Focus
Area:**

MOB 1

—

Improve the accuracy and efficiency of movement skills and sequences in athletic running.

MOB 2

—

Increase accuracy and efficiency of movement skills and sequences when jumping for

distance.

MOB 3

–

Increase accuracy and efficiency of movement skills and sequences when throwing for distance.

UM 1 –

Understand how increased flexibility improves health and fitness when performing athletic

activities.

LTM 1

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Demonstrate ethical behaviour and fair play when participating in physical activities.

Assumed student prior knowledge for the sequence:

The class profile suggests that students have a 4/10 ability level regarding

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- Develop throwing technique
- Perform athletic events in a competitive context of a multi-activity carnival day.

Lesson Sequence Summary

<i>Lesson Number</i>	<i>Specific intended learning outcomes for each lesson</i>	<i>Teaching Strategies</i>	<i>Brief summary of each learning activity</i>	<i>Resources and Equipment</i>	<i>Content Focus / Assessment</i>
1	<u>Introduction; Sprinting Technique</u> - Class introduction - Fundamentals of Running	<i>Skill Development</i>	<u>Warm up -</u> Game; What happens? (See Appendix 1). <u>Lower body focus drills -</u> - Run 20 metres with little steps. Repeat with leaping steps. - Set up 3 stations to emphasise high knees and dorsi-flexion. - Foot focus; step ladder - High knee focus; mini hurdle run	- Step Ladder (2) - Mini Hurdles (12) - Cones (20) - Whistle for start cues	MOB 1 * Conduct a diagnostic assessment to observe performance ability of a sprint

			3. Stride length focus; cones 1 metre apart - Rectangle progressions (high knees, low and high skips etc.) Upper body focus drills - - Arm swing only sequence on the spot - Running on the spot - Add arm sequence with number of strides Culmination Activity - * Perform 50 metre sprint races Conclusion & Cool Down - - Group discussion and importance of static stretching		action over a 50 metre distance UM 1 * discuss benefits of stretching and improving flexibility
2	<u>Components of Sprint Races and Relays</u> • Reaction time • Baton exchange	Skill Development	Warm up - Game; All in tag (See Appendix 1). Sprint race focus drills - - Quick feet steps on base line then sprint forward on cue - Fall forward and step with dominant leg to starts; standing - 20 metre sprint rotations with signals “On your marks, get set, GO!” to cue starting positions Relay race focus drills - - Static Baton exchanges - Walk/ jogging baton exchanges - Acceleration, pass and deceleration. Culmination Activity - - Circular relay Conclusion Game; Pirate’s Gold	• Batons (8) • Cones (20) • Whistle for start cues	MOB 1 LTM 1 Observe team work skills and fair play
3	<u>Hurdles: Phases of racing</u>	Skill Development	Warm up – Rectangular progressions (high knees, stride gates, lunges) Game; Stone, bridge and tree (See Appendix 1). Mini hurdle drills – - Circuit stations with progressions; start with running over mini hurdles between typical hurdling distance (i.e. 1 metre apart) Progression 1 – forward single leg hops	• Mini Hurdles (12) • Height Adjustable Hurdles (12) • Cones (20)	MOB 1 LTM 1

			Progression 2 – two steps between each Progression 3 – lateral high knees <u>Hurdle Drills –</u> - Single leg walkovers - Double walkovers (extra step in between hurdles) - Walking trail leg action over hurdle; lead leg steps to the side <u>Culmination Activity –</u> - 20 metre hurdle race with two hurdles (one mini; one regular) - 20 metre hurdle race with hurdles (two regular) <u>Conclusion –</u> Simon says cool down and pack up.		
4	Long Jump	Skill Development	<u>Warm up –</u> Game; Hoop races (See Appendix 1). <u>Jumping introduction drill –</u> Frogs and lily pads: Jump between from hoop to hoop. <u>Progression 1 –</u> Take off from one foot; land in the hoop with two. <u>Progression 2 –</u> Introduce tagger; more/less lily pads than players <u>Jump technique drill –</u> Three trial attempts from starting line: 1) Two footed standing jumps 2) Static one foot take off leaps 3) One foot take – off with short stride approach 4) Repeat (3), activate drive with one hurdle to jump over <u>Culmination Activity –</u> - Practice with longer approaching run up with a one foot take off into the sand pit (measuring guide). <u>Conclusion</u> Static cool down stretching led by teacher Game; Octopus	• Hoops (12) • Hurdles (4) • Tape measure (2) • Rake (1) • Sand pit	MOB 2 LTM 1
5	Triple Jump	Skill Development	<u>Warm up –</u> Game; Red Light, Green light <u>Isolate pattern drill –</u> Rectangular progressions (try twice with both legs) 1. Hops 2. Bounds ('step')	• Tape measure (2) • Rake (1) • Sand pit	MOB 2 UM 1

			3. Jumps (one foot take off; two foot land) <u>Jump technique drill –</u> Three trial attempts in hoop stations: - Standing hop, step, jump sequence (slow motion) - short run up (lay out hoops/ hurdles to isolate actions) *number of stations depending on ability, if confident, progress to the next station with a further distance. <u>Culmination Activity –</u> - Practice full sequence with run up into the pit (measure). <u>Conclusion</u> Ask students “What did you learn?” Static cool down stretching led by students		
6	<u>Throws:</u> <u>Fundamentals of throwing</u>	<i>Skill Development</i>	<u>Warm up:</u> Rectangular progressions □ include walking arm exercises Game; Bean bag relay with hoops <u>Introduction to throwing action drill –</u> - Practice static throwing (focus on upper body actions) - Practice dynamic throwing (focus on lower body action) <u>Throwing for distance drills –</u> - Partners throw to each other and step back if caught <u>Culmination Activity –</u> Game; Dodgeball (over arm throws) <u>Conclusion</u> Static cool down stretching led by students Game; Untie the pretzel	• Beanbags (24) • Hoops (12) • Cones (24)	MOB 3 * Conduct a diagnostic assessment through observations in their performance ability of a throwing action.
7	<u>Shotput:</u> <u>Pushing action</u>	<i>Skill Development</i>	<u>Warm up –</u> Game; Planets & asteroids: - with beanbags aim for different targets or “planets” worth a different number of points	• Beanbags (24) • Dodgeballs (12) • Cones (24) • Hoops (3)	MOB 3 LTM 1

			<u>Shot put drills –</u> Throw and retrieve: - Standing put with soft ball (i.e. dodge ball) - 180 degree turn and push <u>Culmination Activity –</u> - Game; Bullseye with beanbags (emphasise push) <u>Conclusion</u> Ask students “What did you learn?” Static cool down stretching led by students		
8	<u>Endurance Events</u>	<i>Skill Development</i>	<u>Warm up –</u> Game; Flip it <u>Beanbag Challenge –</u> Divide class into two groups, and set up a circular route marked out by cones with a hoop at either end. The objective is to pick up one bean bag from one end and place it in the other hoop. The winning team is the one with the most beanbags in their hoop at the end of a set time. <u>Follow the leader drill –</u> In groups of 6 – 8 people, students’ line up one behind the other. The first in the line sets the jogging pace for the group, they could also do dynamic exercises such as skipping/hopping etc. They can run anywhere on the oval to be sure to avoid collisions. The last person must sprint to the front of the line passing the rest of the line to resume the new leader position. This pattern continues until everyone has been a leader at the front twice.	•	MOB 1 UM 1 * discuss benefits of stretching and improving flexibility LTM 1

			<u>Culmination –</u> Running with batons continuous relay: Students positioned at varying distances around the oval. Pass the baton to the next person and wait for it to come back around as a recovery period, This continues until teachers define a certain number of laps or a given time to stop. <u>Conclusion –</u> Group discussion with dynamic and static stretching		
9	<u>Skill Circuits:</u> <u>All Event Practice</u> <u>‘Self – Check’</u>	<i>Multi Activity</i>	<u>Warm up –</u> Light jog around the oval followed by individual stretching *Circuit will be organised with specific areas for each event. In pairs of pairs, students work together to complete athletic events and rotate around circuit after 10 mins at each station. Stations: Throws ☐ shotput and beanbag throws Sprints ☐ Sprint practice and hurdles Jumps ☐ Long Jump and Triple Jump * For safety purposes, teacher will remain closest to the shotput activity but remain in clear view of all activities for observation and monitoring. <u>Conclusion –</u> Game; Switch Places If...	• SHOTPUT • STOPWATCH • TAPE • MEAURES • HURDLES • BEAN BAGS	MOB 1 MOB 2 MOB 3 LTM 1
10	<u>Carnival Day</u> 1. Sprinting 2. Relay 3. Hurdling 4. Long jump 5. Triple jump	<i>Multi Activity</i>	Warm Up – All events are reciprocal, and self – checked spread out in same areas as last week. In 4 teams of 8, students are allowed to decide amongst themselves who does what athletic event. Everyone student must do at least 2 events and every event must be completed.	• SHOTPUT • STOPWATCH • TAPE • MEAURES • HURDLES • BEAN BAGS	MOB 1 MOB 2 MOB 3 LTM 1

	<u>6.</u> Throws (bean bag drills)		Stations: 1. 50 metre sprint and start technique (time with stopwatch) 2. Relay technique (20 metres) 3. Hurdles technique over four hurdles 4. Jump for distance 5. Jump for distance and correct sequence 6. Target practice over a distance (bean bag relay)		
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Lesson (Learning Experience) Plan

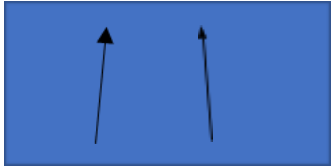
Learning Area: HPE – On oval with marked race track and large sand pit	Lesson Focus: Athletics	Time: 9:00AM – 10:00AM [60mins]	Year Level: 7
Learning Area Outcome/s: Movement and Physical Activity 1. Moving Our Body (MOB) 2. Understanding Movement (UM) 3. Learning through Movement (LTM)			
Specific Learning Goals: • Improve the accuracy and efficiency of movement skills and sequences in athletic running [MOB 1]. • Understand how increased flexibility improves health and fitness when performing athletic activities [UM 1]. • Demonstrate ethical behaviour and fair play when participating in physical activities [LTM 1]. □ turns/ good behaviours			
Students' Prior Knowledge: e.g. the previous lesson, or unit Students only have a 4/10 ability rating, which means that they have very limited knowledge of athletic events before commencing this 10 week programme. A diagnostic assessment was conducted during the first sprint lesson which was used to assess where the students abilities were exactly at, so I can plan the following 9 weeks accordingly, to progress from what has been learnt. As of week two, students should know correct sprinting technique from the previous lesson, and be prepared to learn components of racing and relays in the next.			
Preparation and Resources: e.g. specific items needed for this specific lesson			

Take time to learn and understand the events. Ensure activities are enjoyable, specific to learning outcome and considers maximum participation. Equipment will be set up and ready before the lesson starts so that students have plenty of time to have a go.

Equipment required includes: Cones, hurdles, oval space and sand pit

Lesson Two: Components of Sprint Racing and Relays

Time & Activity	What the students are doing?	Key teaching points	What the teacher is doing?	Resources - What is needed?
[9:00 – 9:05]	Time allowed to change into sport gear and meet on the oval	• Be quick	• Roll call	• Class list
[9:05 – 9:15] All – in – tag:	<u>Warm Up (10 mins)</u> Within a designated playing area, players are to tag try and tag the nearest person Tagged players then hop to continue and try tag others, and cannot change their position. This progresses to either a walk, shuffle, skip, or jump according to the teacher and when they call “statues”, all running players have to freeze in a crouch position	• Develop spatial awareness • Dynamic exercise to be done correctly • Tag gently.	• Establish a playing area • Ensure boundaries are clear from objects • Lead the game and monitor exercise cues • Repeat the statue freeze when about half of the players have been tagged.	• Cones

	statue. Play resumes after three seconds on the cue “GO!” Upon this signal, all the runners who are crouching become hoppers, and all the hoppers become the runners.			
[9:15 – 9:20]	<u>Skill Introduction (10 mins)</u> Students spread out along the start line then have to fall forward or lean into a step forward to decipher their dominant leg. Standing start. Next, students all line up along the side line facing the same direction forward. Start with quick feet steps on the base line and wait for the teacher’s whistle to go and sprint forward five metres. Repeat several times and include a jump before take-off. In rows of four, students take turns to perform a 20 metre sprint with focus on responding to the start signals: “On your marks”	• Quick reaction time • Listen carefully • One big step forward • Include arm swing	• Use whistle to signal when to go ** Teacher stands here  ** Students line up here** • Demonstrate correct starting technique in response to the relevant cues.	• Batons (8) • Cones (20) Whistle for start cues

	“Get set” “GO!”			
[9:20 – 9:25]	<u>Skill Development Drills (10 mins):</u> ☐ Static baton exchanges Starting off in same rows of fours, the people in the back start with the baton. Students stand two feet apart and are to pass it forward without the front person looking behind them. When person with the baton is ready to pass, they yell out a cue for the person in front to reach back and grab it as they push it into their hand firmly.		• Teach correct passing technique and explain why its most efficient • Suggest different noises to make when ready to pass the baton on (“toot toot”)	• Batons • Cones
[9:25 – 9:30]	☐ Dynamic baton exchanges (2 metres between each person). Repeat the same technique with further distance between students’ to develop running action and passing technique.	• Clear call out cues • Gentle but firm pass • Hold the bottom of the baton • Exaggerate arm swinging action	• Provide instant individual feedback where necessary • Clearly explain the instruction • Have the students do a demonstration	
[9:30 – 9:40]	☐ Acceleration, pass and deceleration repeat the previous sequence but this time in a continuous jog so when the baton reaches the person in the front, they drop and wait for everyone to run passed until the last person picks			

	it up again and repeats the sequence until reached the other side of the oval. Then players change order and repeat back to the start.			
[9:40 – 9:50] Continuous Circular Relay:	<u>Culminating Activity (10 mins)</u> Students positioned at varying distances around the oval. Pass the baton to the next person and wait for it to come back around as a recovery period, This continues until teachers define a certain number of laps or a given time to stop.	• Firm and direct pass to the next person. • Hold baton at the bottom	• Set up in the middle of the relay and encourage students to do their best and support the correct technique. • Recognize good work.	• Cones to mark out circular stations • Batons
[9:50 – 10:00]	<u>Cool Down and Conclusion</u> One student becomes the pirate with their back to the groups at one end with the gold on the ground behind them. The others become the pirates' crew lined up along the start line 20 metres away who are trying to 'steal' the gold [batons] treasure from the	• Be sneaky and quiet • Be as still as possible • Be aware of where others are around you	• Make sure students do not dive onto the treasure • Clearly explain the instruction • Have the students do a demonstration • May vary the type of locomotion	• Item to be used as the pirates gold = the batons • Cones to mark out playing area of 20m x 10 m

Pirate's Gold:



pirate and make it back to the start without being tagged.

As long as the pirate's back is turned, the crew may approach the gold/

When the pirate turns around, the crew must freeze on the spot. If the pirate sees any of the crew move, they must call out their name. These crew members must return to the starting line and begin again.

When the pirate turn back around the game continues.

The first crew member to reach the gold has to pick it up and try run back to the starting line before they are tagged by the pirate chasing them.

Swap pirates after each game.

Time for students to change out of sport gear and head off to their next classes.

movement that the crew have to do to approach or freeze in specific positions