

# PRIMARY PDHPE TEACHING RESOURCE PACK

## How to use this resource:

Within this Primary PDHPE Teaching Resource Pack, you will find:

1. Different activity cards linked to the following:
  - a. Throwing and Catching
  - b. Kicking
  - c. Movement exploration
  - d. Health related fitness
  - e. Target Games
2. Within each skill, concept or sport, you will be provided with:
  - a. An activity card cover page which includes curriculum level, learning intentions, equipment/space needed, key questions, discussion prompts and follow up tasks
  - b. Four different activities students could run at home to achieve the overall learning outcomes related to the skill, concept or sport, categorised into K – 2 and Years 3 – 6 students

We have provided the cards in Word format to enable you to easily use, modify as needed, within your own teaching and learning templates. There are multiple ways you can use these in your planning. Consider the following:

1. Teach each of the 5 areas across term 2 spending 2 weeks on each.
2. “Mix and match” the activities in a combination that best suits the needs of your students across the term.
3. Embed selected activities into your current plans where they relate to what you have already planned.
4. Use different activities from across the resource as “extra-curricular” activities reinforcing what you have taught or to provide your students with greater variation to choose from.

Before using these activities with your students, it is important for you to check the wording, directions and diagrams to make sure they will be understood by your students and parents, where they might be able to assist. For example, depending on what you have taught this year and how you teach you may or may not have used terms such as locomotion, target games, muscular endurance. In your planning and use of these resources you may need to add your terminology, change the diagrams or explain these terms when you communicate with your students.

## IMPORTANT TEACHER NOTES:

- This resource is subject to copyright. It is only to be used to deliver learning for students enrolled at your school.
- To access videos that are linked in this document you will need to be logged in to a Google account.
- We understand some students may not have internet access. In this instance you may need to substitute other activities or review the online content yourself and develop resources that cover what was available online.
- It is your responsibility to ensure that the activities included in this resource are appropriate for your students and the environment in which they live.

**Number of participants: 1+**

**Curriculum level: K-6**

**Learning Intentions:**

- I can use my throwing skills to complete different throwing challenges (K-6)
- I can use my catching skills to control a ball or object that come my way (K-6)

**Success Criteria:**

- I can keep my eyes on the ball (K-6)
- I can stand with my hands in front of my body, elbows and knees bent when getting ready to catch (K-6)
- I can step forward when I am throwing (K-4)
- I can keep my eyes on the target when throwing (K-6)
- I can throw with power and accuracy (Years 1-4)

**Outcomes addressed:**

- Early Stage 1 – PDe-4, PDe-5
- Stage 1 – PD1-4, PD1-5
- Stage 2 – PD2-4, PD2-5
- Stage 3 – PD3-4, PD3-5

**Equipment/Space required:**

- An open space of approx. 2.2m – check with parents first
- Objects that can be used for throwing; balls, bean bags, scrunched paper, bundled socks, balls of wool
- Objects that can be used as targets; wheelie bins, ladders, paper targets, chairs, stools, chalk on walls, cricket stumps



**K-2 Activities**

1. Throwing yarn balls
2. Throw and catch to self
3. Drop and catch
4. Bowl catching

**3-6 Activities**

1. Not in my backyard
2. Make it, take it
3. Wall ball
4. Throwing golf

**Key questions, discussion prompts and follow up tasks:**

- Why should you always keep your eye on the ball or object coming towards you?
- What would happen to your throw if you did not step forward?
- What would change if you stood facing your target instead of side on when throwing?
- What sports use the skill of throwing? Underarm? Overhand?
- What sports use the skill of catching but do not use the skill of throwing?

**Syllabus content addressed:**

**Early Stage 1:**

- demonstrate a variety of movement skills and movement sequences, for example:
  - perform object control skills to send, control and receive objects at different levels and in different ways, eg throwing, catching, bouncing, striking, kicking, rolling

**Stage 1:**

- demonstrate movement skills and movement sequences in a variety of contexts, for example:
  - use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling

**Stage 2:**

- perform and refine movement skills in a variety of movement sequences and contexts, for example:
  - adapt movement skills to improve accuracy and control in a variety of contexts

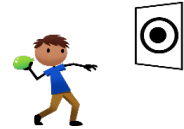
**Stage 3:**

- perform and refine movement skills to a variety of situations, for example:
  - adapt movement techniques to cater for the use of different equipment and physical activities or games settings

**Activity 1 – Throwing ‘yarn’ balls**

**Steps:**

- You will need as many of the following items as you can find for throwing; tennis ball, pairs of socks, scrunched paper
- You can use any of the following for targets: washing baskets, tubs, boxes, plastic bottles, cricket stumps
- Set up targets 2m away from the thrower
- Child throws the objects at the target
- When the target is hit 3 times in a row change what is being thrown and/or take a step back
- Variations – use underarm throw, overarm throw, lob the ball over a chair
- Try using the right hand and then the left hand



**Questions:**

- Where should you be looking?
- Should you step forward when you throw, which foot did you step with (opposite throwing arm)?
- Do you throw softer/harder when you are further away?
- What is your best score for hitting the target in a row?

**Activity 2 – Throwing and catching to self**

**Steps:**

- You will need as many of the following items as you can find: tennis ball, bean bag, pairs of socks, scrunched paper, balloons, scarves
- Toss the object a little above your head and catch it – repeat 5 times in a row
- After you catch the object 5 times in a row, try it with a different type of ball or object
- Variations:
  - Toss the ball up and clap 1,2,3 or more times – what your best score?
  - Toss the ball up and turn around and catch
  - Toss the ball up, touch the ground with one hand, stand up and catch
  - Try with your right hand, left hand, both hands
  - What other tricks can you come up with for catching – can you teach someone else in your home



**Questions:**

- Where should you be looking?
- What part of your hand do you catch with?
- What was your best score for clapping your hands when you threw the ball in the air?
- What was your favourite catching trick?

**Activity 3 – Drop and Catch**

**Steps:**

- You will need as many of the following items as you can find for throwing; tennis ball, pairs of socks, scrunched paper
- You will need someone in your house to help with this activity – they will need a step or chair to stand on
- Partner will stand with their arm out and drop the ball – you need to try to catch this ball
- Repeat this 5 times and then swap roles with your partner
- Try using different balls or objects
- Start with your eyes closed and then when your partner says go you open your eyes and try to catch it. What other ways can you think to drop and catch the object?



**Questions:**

- Where should you be looking?
- Did all the objects drop at the same speed? Why/why not?

#### Activity 4 – Bowl catching

##### Steps:

- For this activity you will need a plastic bowl or a small plastic bucket along with any type of throwing object (tennis ball, paired socks, crumpled paper, ball of wool etc).
- If there is someone who can play with you get them to throw and you will need to catch the ball/object in the bowl. You will need to use soft hands and bend your arms so that the ball doesn't bounce back out of the bowl.
- If you are playing by yourself, throw the ball in the air or rebound the ball off a brick wall and then attempt to catch it in the bowl



##### Questions:

- What happened if you didn't bend your arms when catching?
- Where did you need to look during that activity?
- How is the bowl similar to using your hands for catching?

### Activity 1 – Not in my backyard

#### Steps:

- Place a skipping rope, towel or string on the floor. Spread soft toys or bundled socks all over the playing space (on one side of the rope) as the 'rubbish'. The student needs to throw each piece of rubbish across to the other side of the rope (out of their yard). Use a stopwatch to time how long it takes to get all items across the line. If there is a second player then they will be on the other side of the rope and the game becomes a "battle" to see who can throw the most rubbish into their neighbour's yard.
- Extension activity: use an iPad to film throwing technique – based on correct overhand and underarm throwing what feedback can you give yourself to improve technique?

#### Questions:

- When you were rushing what happened to your technique?
- Do you think people rush when playing team sports? If so what makes them rush?

### Activity 2 – Make it, take it

#### Steps:

- This game can be played with 1 or more players. Each player needs a hoop and a bean bag. If you don't have those items each player can use a bundled pair of socks and a towel. Spread all of the cones or toys you will be using out on the ground in the space you are using. Then randomly place your basket(s) in the playing area. Players then need to run out with their bean bag/socks, stand with their feet on either side of any cone/toy that is on the floor. From where they are standing they need to try to throw the bean bag/socks into the basket. If they make it in then they get to take the toy with them. If they miss they return to their hoop/towel before they have their next turn. After each toy that is picked up the player needs to go back to their hoop/towel to drop off that [Watch this clip to see exactly how to play](#)

#### Questions:

- Could you introduce a scoring system to this game and how might it work?
- What sports use similar skills to 'Make it, Take it'?

### Activity 3 – Wall ball

#### Steps:

- You will need a rubber ball (high bounce ball) or a tennis ball for this activity
- Rebound the ball off a brick wall, the ground and then catch – repeat 5 times in a row
- After you catch the ball 5 times in a row, try some of these variations:
  - Rebound the ball up and clap 1,2,3 or more times – what your best score?
  - Rebound the ball, turn around and catch
  - Rebound the ball, touch the ground with one hand, stand up and catch
  - Try with your right hand, left hand, both hands
  - What other tricks can you come up with for catching – can you teach someone else in your home.
  - Can you turn this into a game that includes scoring?



#### Questions:

- What part of your hand do you catch with?
- What was your best score for clapping your hands when you threw the ball in the air?
- What was your favourite catching trick?

### Activity 4 – Throwing golf

#### Steps:

- For this activity you will need an object that can be used as a ball (if indoors use a wool ball or socks), as many tubs or containers as you can to make each of the holes.
- Place your tubs in different locations in the playing space you are using – if playing indoors you may use several different rooms. When placing your tubs decide what order the 'holes' (tubs) will be played in. To make sure the game works you need tub 2 to be visible from tub 1, tub 3 visible from tub 2 etc.
- You need to complete all 9 (or 18) holes in as few throws as possible. Choose your starting position, count how many throws it takes to get the ball to land in the 'hole' one – this is your score for the first hole, then stand at hole 1 and try to land the ball in tub 2 – again count your throws.
- Modification – if outdoors you might try and play this game with a Frisbee, use your non-preferred hand and compare score to the preferred hand?

#### Questions:

- What was your score for the whole game of golf? Did anyone else in the family play?
- What did you find challenging in this activity?
- How did you adjust your technique based on the feedback you were getting from your actions?

**Number of participants: 1+**

**Curriculum level: K-6**

**Learning Intentions:**

- To look at an object when kicking it towards a target (K-2)
- To place your non-kicking foot next to the object when kicking it (K-2)
- To kick an object for distance (K-2)
- To kick (pass) an object while stationary and on the move (3-6)
- To kick towards a moving target (5-6)
- To find different ways to plan and practice a skill e.g. Use an app to record, analyse and modify their own skill (5-6)

**Success Criteria:**

- Eyes are focused on the object
- Use the side of the foot for kicking
- Step forward with non-kicking foot placed near the ball
- Pass towards a moving target.

**Outcomes addressed:**

- Early Stage 1 – PDe-4, PDe-5
- Stage 1 – PD1-4, PD1-5
- Stage 2 – PD2-4, PD2-5
- Stage 3 – PD3-4, PD3-5

**Equipment/Space required:**

**Space:** These activities are safest if you can find some outdoor space e.g. garden, yard, or park. You can play some inside to but be careful of what is around you and use a soft object.

**Equipment:**

- Soccer ball
- Form of ball
- Balloons
- Pair of socks

**At home modifications:**

- Can you make something you could kick e.g. a ball made of newspaper? Bunch of socks? Blow up a balloon? Teddy?
- Can you find something you could use as markers? Cones? Clothes? Bottles? Plants? Wheelie bin?
- Can you make your own target? Lego? Plastic cups? Wheelie bin? Cricket stumps?

**Kindergarten - Year 2 Activities**

1. Kick circus
2. Knock em' down
3. Kick to kick
4. Gates

**Years 3 – 6 activities:**

1. Keepings off
2. Crab soccer
3. Target kick
4. Kick tennis

**Key questions, discussion prompts and follow up tasks:**

- Where should your eyes be looking when you are kicking?
- Why do we step forward when kicking?
- What happens to the speed of the ball when we bend our knee and swing the kicking leg faster?
- How can you change your kicking technique to kick a target further away?

**Syllabus content addressed:**

**Early Stage 1:**

- demonstrate a variety of movement skills and movement sequences, for example:
  - perform object control skills to send, control and receive objects at different levels and in different ways, eg throwing, catching, bouncing, striking, kicking, rolling

**Stage 1:**

- demonstrate movement skills and movement sequences in a variety of contexts, for example:
  - use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling

**Stage 2:**

- perform and refine movement skills in a variety of movement sequences and contexts, for example:
  - adapt movement skills to improve accuracy and control in a variety of contexts

**Stage 3:**

- perform and refine movement skills to a variety of situations, for example:
  - adapt movement techniques to cater for the use of different equipment and physical activities or games settings

**Activity 1 – Kick circus**

**Steps:**

- Find anything you can kick e.g. soccer ball/alternative (e.g. balloon, ball of socks, newspaper, sponge).
- If kicking a round object e.g. soccer ball use the inside of your foot
- Using the foot of your strongest leg, move ball slowly through a circuit with some cones/objects to move around. Use your toes, instep and try with your other foot. Move the ball around the markers. Keep the ball close to the foot and watch the ball.

**Modifications:**

- How can you move: fast/slow, like an animal, skip, jump?
- How far can you kick the object?
- Can you kick juggle: Keep the ball off the ground how many times (use a balloon for this)?
- Can you pass the object to someone?
- Can you make up a trick with the object?



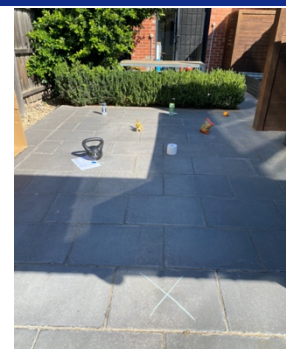
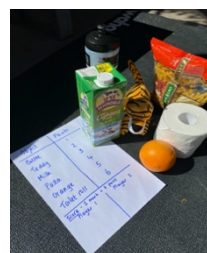
**Questions:**

- Where do you look when you are kicking a round ball?
- Which part of the foot do you use to kick a round ball?
- How might you kick a ball further? What do you need to do with your body?

**Activity 2 – Knock em’ down**

**Steps:**

- Create a points system for hitting certain targets e.g. 1 point to knock down the toilet roll tower, 2 points to knock down the water bottle. Spread out the items that you can find around the house.
- Mark out a starting spot to start with the ball.
- Use inside of the foot to kick the object to knock down targets.
- Look at the ball and where you are aiming at.
- Compete against yourself or a partner.
- When you get confident, change: the starting spot and distance from the objects, points allocated.



**Questions:**

- How did you try and score more points?
- How did you keep the score?
- Can you make your own target? e.g. a tower of Lego or a tower of plastic cups

**Activity 3 – Kick to kick**

**Steps:**

- Using a soccer ball or rolling object
- If you have a person to work with e.g. sibling, friend or adult start by facing each other quite close together, but so that you can kick to each other. If you are doing this by yourself, kick against a wall.
- Using the inside of your foot and looking at the ball, step and kick to your partner. Stop the ball by ‘trapping’ the ball by putting your foot on top of the ball

**Modifications:**

- Make 10 successful passes, take one step back and make another 10 passes. How far can you go?

**Questions:**

- Where do you look when kicking the ball?
- How does your kick change when you move further away from your partner or wall?



#### Activity 4 – Gates

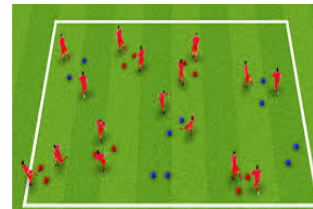
##### Steps:

- Set out some markers that resemble different goals or 'gates' (see image to the right). Have different sized goals or 'gates'.
- Use a soccer ball and the inside of your foot to move the ball through the gates.
- Keep the ball as close to your feet as possible.
- If you have a person to work with e.g. sibling, friend or adult start you could pass the ball through the gates/goal.



##### Modifications:

- How many gates can you go through or pass through in a certain time?
- Can you colour code the gates and go through the course in a colour sequence e.g. red gate, green gate, blue gate, red gate, green gate, blue gate etc.



##### Questions:

- When you pass the ball to someone how can you stop the ball?
- How can you control the ball through the gates?

**Activity 1 – Keepings off**

**Steps:**

- You will need a sibling, friend or adult to play this game with you
- With a soccer ball - 1 V1 try and keep the ball close to your feet and not allow the other person (defender) to get the ball. Change turns.
- You can always add in a goal to score a point in.
- Change to 2 V 1 or 2 V 2 as progression, if there are more people to play



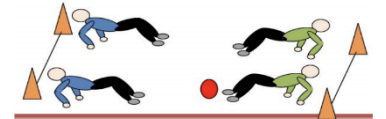
**Questions:**

- What do you do with your body when someone is trying to defend you/get the ball from you?
- How do you keep control of the ball?

**Activity 2 – Crab Soccer**

**Steps:**

- Mark out a playing area with a goal at each end.
- To start, sit and push up in the 'crab' position, with only your hands and feet touching the floor.
- Then whilst moving with the ball, score a goal by kicking the ball into the goal.



**Modifications**

- If you can play against someone play 1 V1 or 2 V2. The aim is to score more goals than the other player or team.
- Use only your right or left foot
- Make the goals smaller or larger

**Questions**

- How do you keep your balance when kicking the object?
- Which muscles do you use to keep your tummy up? Why might they get tired?

**Activity 3 –Target kick**

**Steps:**

- Place some targets on the ground in different playing positions e.g. plastic bottles, teddies, food cans etc
- Underneath each object place a player card. Your goal is to collect all the playing cards from underneath the objects, which you do so when you hit the target.
- Mark a starting line/point like a penalty spot which is where you start each kick from.

**Modifications:**

- For all targets, could you give them a score value? You could play first to get X amount of points.
- Could you make a kicking target out of an old box?



**Questions:**

- Was your game easy or difficult?
- What would you change to your game to make it more enjoyable/harder?
- How did you change your kick when you found you weren't hitting the target?

**Activity 4 – Soccer (wall) tennis**

**Steps:**

- Using a soccer ball or light plastic ball
- Draw (tape) a line on the wall or fence – start with a low line and make higher as you improve
- Kick the ball above the line, control the rebound and repeat. A point is awarded each time you can repeat this
- When you can do five in a row (kick, control, kick again) try and kick continuously without stopping the ball

**Modifications:**

- Change the height of the line, or distance you stand from the wall
- Change the type of ball you use
- If there is another player try and see how many you can get in a row playing together

**Number of participants: 1+**

**Curriculum level: K-6**

**Learning Intentions:**

- I can control my body while performing a range of gymnastics skills (K-2)
- I can adjust my technique to successfully perform different gymnastic skills (3-6)

**Success Criteria:**

- I can control my body while performing different balance and locomotion skills
- I can control my body when landing after jumping, hopping and leaping
- I can move my body safely while attempting new or refining previous skills

**Outcomes addressed:**

- Early Stage 1 – PDe-4, PDe-5
- Stage 1 – PD1-4, PD1-5
- Stage 2 – PD2-4, PD2-5
- Stage 3 – PD3-4, PD3-5

**Equipment/Space required:**

- An open space of approx. 2.2m – check with parents first
- Various boxes or furniture that can be used to support balance
- A yoga mat, couch cushions or other soft matting (trampolines are good for rolling on)

**\*\*\*\*Please note rolling on beds is not recommended due to the risk of falling from the bed\*\*\*\***

**K-2 Activities**

1. Freeze and go
2. Chalk Walk
3. Rolling
4. Balance and locomotion routine

**3-6 Activities**

1. Jump in, jump out
2. Rock 'n' Roll
3. Create a floor routine
4. Obstacle course

**Key questions, discussion prompts and follow up tasks:**

- Explain the correct technique for a safe motorbike landing
- Why do we need to control our bodies when landing?
- What do we do to help ourselves balanced?
- Why do we need to keep our elbows locked when doing a front support?

**Resources used:**

**YouTube clips**

## **Syllabus content addressed:**

### **Early Stage 1:**

- demonstrate a variety of movement skills and movement sequences, for example:
  - perform non-locomotor skills, eg bending, twisting, swaying, reaching
  - perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line
  - maintain stability on different bases of support, eg standing on one foot, lunging to one side, squatting
  - create movement sequences without equipment, eg formations in rhythmic and expressive activities

### **Stage 1:**

- demonstrate movement skills and movement sequences in a variety of contexts, for example:
  - perform locomotor skills using different body parts to travel in different directions, eg walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling
  - demonstrate stability and body control balances, eg vee sit, lunge, knee scale, arabesque
  - demonstrate balances on different parts of the body and make different shapes, eg using three body parts, one hand and one foot

### **Stage 2:**

- perform and refine movement skills in a variety of movement sequences and contexts, for example:
  - perform routines that connect movements, eg using rolling actions, weight transferring, flight, landing and balancing to explore centre of gravity and stability
- practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
  - combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047)
  - combine locomotor and non-locomotor movement to create and perform movement sequences

### **Stage 3:**

- perform and refine movement skills to a variety of situations, for example:
  - transfer sequence of locomotor and non-locomotor movements, eg floor to apparatus, mini trampoline to vault, balance beam, swing and land
  - adapt movement skills to perform own or set movement sequences with consistency
- practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  - jumping, hopping or stepping with control for height and/or distance, eg long, high or triple jump

**Activity 1 – Freeze and Go**

**Steps:**

- For this activity you will need to play some music – it is best if you can have someone pause and play the music randomly for you and call out different movements and balances. Or use the following clip as a prompt if you are doing this activity by yourself [click here for 1 person support clip](#)
- Make sure you have plenty of room to move, a large indoor space or your backyard would be the best location for this activity as we will be moving around a bit.
- When the music is playing you need to move using a different type of locomotion each time. This may include the following: skipping, hopping, bear walk, army march, crab walk, moon walk, grapevine, jumping, sliding, rolling or any other movement that allows you to move around in the space you are using. When the music stops you need to perform a different balance.

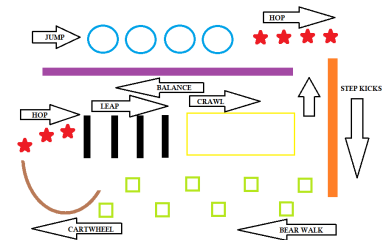
**Questions:**

- Which of the balances did you find easiest?
- What did you do with your arms or legs when they weren't on the ground in the balance?

**Activity 2 – Chalk Walk**

**Steps:**

- This activity works best on a concrete area outside that you can draw on with chalk. However, if indoors is your only option or you don't have chalk towels, wool and string will work just fine.
- Draw or create your own obstacle course on the ground. Your obstacle course should aim to include the following skills: hopping, jumping, balancing, crawling or bear walk and leaping and other moves of your choice.
- Once you have created your obstacle course try the following activities: Fastest lap, most laps in 2 minutes or even turn your obstacle course into 'the floor is lava'



**Questions:**

- How did you figure out how far apart to have each of your obstacles?
- Did you have to change any of your obstacles or add things after you did your first lap?
- How did you keep your balance when jumping and landing or hopping on one foot?

**Activity 3 – Rolling**

**Steps:**

- Find a space in your house that you can use for rolling. If you have some yoga mats or large couch cushions that you can use, then place them on the floor in the space you are using.
- Have a go at rolling like a log: lay on your back, place your hands above your head and point your toes so that your body is nice and straight. Use your tummy muscles to roll you onto your front. See if you can roll around until you are on your back again.
- Now have a go at rolling like a cat: start in the happy cat position, roll down onto one side, onto your back and then back up onto your hands and knees.
- Now have a go at Completing the rolls and other movements in a continuous sequence. Can you do 1,2, or 3 different movements in a sequence?

**Questions:**

- Which roll was the easiest?
- What happens when we place our arms in different positions?

**Activity 4 – Balance and Locomotion routine**

**Steps:**

- Find a space in your home or outside in your yard that is clear of obstacles and/or furniture.
- You are going to create your own basic floor routine that combines balances and different locomotion skills. Linked below is a copy of a template you can use. This template will provide you with a sequence for your routine. When designing a routine make sure you include different types of balance (front support, cat shape, tree pose, arabesque, side support, candlestick, front bridge etc) and locomotion skills (skipping, hopping, rolling, jumping, leaping, etc).
- Make sure when you are selecting movements and balances you stick within what you know how to do
- [Individual routine template](#)



**Questions:**

- How many balances did you perform in your routine? Which was the most challenging? Why?
- What types of locomotion did you choose? How did you link your balance and locomotion together?

**Activity 1 – Jump in, jump out**

**Steps:**

- For this game you will need to have a screen to watch this short video on and a space that is approximately 2m x 2m.
- You can play this game on your own or with other members of your family.

[Click here for Jump in, jump out game](#)

**Questions:**

- Which round was the most challenging? Why was that one the most challenging?
- How did the speaking part impact on your ability to perform each of the skills?
- At what point in that activity did you find yourself getting short of breath? Why do you think that was?
- Which fitness components would that game be good for developing?

**Activity 2 – Rock ‘n’ Roll**

**Steps:**

- For this activity you will need a soft surface (either a carpeted floor or a yoga mat)
  - This is a drill to help students learn how to control their stand up at the completion of a forward roll.
  - Try these 3 simple steps:
    1. Sit on bottom in tuck shape, roll back onto your upper back and shoulders and then roll forward
    2. Roll faster, bring weight forward into a squat – watch your knees. Push with hands if needed
    3. Roll faster, bring weight forward to a squat, bring your arms forward, find balance, stand up
- Please ensure you do not roll back onto head or neck and be careful of your knees in squat position

[click here to see video of rock 'n' roll](#)

Extension: practice standing up using this technique after completing a forward roll on the floor.

**Questions:**

- Why did the second step allow you to use your hands?
- Why do we need to avoid rolling back too far?
- Why is this a drill to help with forward rolls?

**Activity 3 – Create a floor routine**

**Steps:**

- Can you create your very own floor routine? For this activity you will need to find a space that is clear of furniture or obstacles.
- Watch the clip below as an example of a student performing a short routine.
- A routine should include a mixture of balance and locomotion skills that are linked together through smooth movements. For example, if you are on the floor don't just stand up but use a movement to get you back onto your feet – for example use the rock 'n' roll move from the last activity.
- Select a song to perform your routine to. Use the beat to help with your routine. For example, hold balances for 4 beats, movement/locomotion sequences last either 4, 8, 12 or 16 beats.
- [Here is a sample routine clip](#)

**Questions:**

- Was it challenging finding music for your routine? Why was that? (prompt about music beat)
- Which transition were you most satisfied with? Why?

**Activity 4 – Obstacle course**

**Steps:**

- Can you create your very own obstacle course in your yard?
- Try to think of as many different obstacles as you can.
- Try to have things that you need to jump over or crawl under, things that require balance and coordination.
- [Click here for a you tube clip of things you could use](#)

**Questions:**

- Was your obstacle course easy or difficult?
- What would you change to your obstacle course to make it more enjoyable/harder?
- What movement skills did you use in your obstacle course?

**Number of participants: 1+**

**Curriculum level: K-6**

**Learning Intentions:**

- I can describe how my body changes during exercise (K-2)
- I can examine the health related and skill related components of fitness (3-6)

**Success Criteria:**

- I can describe why my heart beats faster when I increase the intensity that I am working at
- I can explain how training can improve health related components of fitness
- I can explain how I feel after participating in moderate to vigorous activity

**Outcomes addressed:**

- Early Stage 1 – PDe-8
- Stage 1 – PD1-8
- Stage 2 – PD2-8
- Stage 3 – PD3-8

**Equipment/Space required:**

- An open space of approx. 2.2m – check with parents first
- A yoga mat or a carpeted area
- Dice

**K-2 Activities**

1. Cosmic Kids Yoga
2. AEROkids Fitness
3. Dice Fitness
4. Finger spinner fitness

**3-6 Activities**

5. 12-minute challenge
6. Tabata
7. Activity log
8. Fitness for the whole family

**Key questions, discussion prompts and follow up tasks:**

- What are the benefits of participating in regular activity?
- How can regular physical activity benefit our health, fitness, concentration and sleep?

**Syllabus content addressed:**

**Early Stage 1:**

- perform new movement tasks and make positive choices when faced with decisions about how they participate in physical activities, for example:
  - recognise the benefits of being physically active and participate in movement activities that develop fitness

**Stage 1:**

- explore actions and opportunities to promote and celebrate healthy, safe and active living, for example:
  - participate in new and unfamiliar physical activities to develop fitness and health
  - explore the benefits of regular physical activity to health and wellbeing

**Stage 2:**

- perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing, for example:
  - create and participate in a physical activity designed to develop understanding of the health-related fitness components, eg fitness circuit, fun run, aerobics, obstacle course

**Stage 3:**

- examine the role of physical activity in promoting health and wellbeing, for example:
  - compare the reasons people choose physical activities that support them to stay fit and healthy
  - analyse the influence of physical activity on health-related and skill-related components of fitness
  - participate in physical activities designed to address fitness and health goals (ACMP064)

**Resources used:**

- YouTube clips (including Cosmic Kids Yoga, [Mel Fury Fit kids](#))
- Healthy Kids activity diary (Healthy Kids website)
- AEROkids fitness
- Snakes and ladders game – free download on ‘teachers pay teachers’ website
- Monopoly and UNO games found on google images



**Activity 1 – Cosmic Kids Yoga**

**Steps:**

- You will need a device with the Internet. Download the app for a [free two week trial](#) or [follow along on the link provided above through the cosmic kids yoga website.](#)
- You will need an open space to copy the movements.



**Questions:**

- What does intensity mean?
- Is this activity: low intensity, medium intensity or a high intensity activity?
- How did your body feel during this activity?
- What happened to your breathing during this activity?

**Activity 2 – AEROkids fitness**

**Steps:**

- You will need a device with the Internet. [Click here.](#)
- You will need an open space to copy the movements



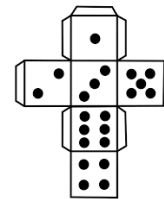
**Questions:**

- Is this activity: low intensity, medium intensity or a high intensity activity?
- Did your body get hotter in this activity?
- Did your breathing get faster?
- Did your heart beat faster?

**Activity 3 – Dice Fitness**

**Steps:**

- If you have a 6 sided dice (1-6) at home use this, if not can you make your own dice using a box, some foam, a sponge, use a [virtual dice](#) or use a template to make one?
- Put on some of your favourite music and do till the end of a song or put on a timer on a device or watch and complete for 10 minutes.
- Roll the dice, find what exercise that number represents and perform that number. [Click here for the exercises.](#)



**Modifications**

- Roll the dice, run to a marker and back and then perform the exercise
- Make up your own exercises for the dice numbers
- Make up an exercise which represents odd numbers and an exercise that represents even numbers

**Questions:**

- Did your muscles and body feel tired in this physical activity?
- What happens to your muscles as we exercise?
- Our heart beating is called our pulse. Can you feel your heart beating faster (chest going up and down) after the exercise? This is called out pulse.

**Activity 4 – Finger spinner fitness**

**Steps:**

- Using a fidget spinner or something you can spin at home e.g. plastic bottle, spin and complete the exercise that the spinner lands on. If you use a fidget spinner, make sure you place a sticker on one of the points so you know which point is pointing at the exercise.
- [Click here](#) for the fidget spinner fitness document.
- Play your favourite song and don't stop until it finishes or put a timer on a device or watch for 10 minutes.
- Take your pulse before you start this exercise and then straight after.

**Questions:**

- Did your pulse rate change from before the exercise to after?
- How did your body feel during the exercise?





**Activity 1 – 12-minute challenge**

**Steps:**

- Select an activity that you can maintain for 12 minutes that you know will increase your heart rate. For example: running, riding a bike, doing step ups, star jumps, skipping or any other similar type of activity.
- In this activity we are looking at what happens to our body when we participate in sustained activity that requires our heart to work fairly hard. Before we start this activity, we are going to measure our Heart Rate
- Use a timer on a watch or iPad/iPhone/device to keep track of the 12 minutes – setting an alarm is a good idea. Try to push yourself to keep working at the same intensity for the whole 12 minutes – you will start to feel tired.

**Self check: take your own pulse**



Find your pulse



Count your heartbeat for 30 seconds



Double it

**Questions:**

- Why is it important to have good Cardiovascular (CV) Fitness?
  - Cardiovascular fitness is the ability of your body to move continuously for extended periods of time. It is about how well the heart and lungs can move blood (and oxygen) through your body.
- What sports and/or activities do you participate in that help improve your CV endurance?

**Activity 2 – Tabata**

**Steps:**

- Tabata is a form of high intensity interval training that consists of eight sets of fast paced exercises performed for 20 seconds with a brief rest of 10 seconds.
- The purpose of training in this way is to build our muscular endurance. Muscular endurance refers to the ability of the same muscle or muscle group to be used for an extended period of time without undue fatigue. The higher your level of muscular endurance, the fitter you are.
- See how many rounds of Tabata you can complete – or even better can you do several rounds of Tabata each day?
- Suggested exercises to try: star jumps, plank hold, jogging on the spot, burpees, bear walks, crab walks, skier holds, wall push ups – there are plenty of things you can try!



**Questions:**

- How did the last round of the Tabata compare to the first round? How did your body feel in each?
- What happened to your heart rate during the Tabata?
- Why do people need to have good muscular endurance?

**Activity 3 – Activity Log**

**Steps:**

- The National Physical Activity and Sedentary Behaviour guidelines for children aged 5 – 12 years states that children should accumulate 60 minutes or more of moderate to vigorous physical activity per day and should participate in vigorous activity on 3 days per week.
- For the next 7 days can you record your physical activity on the planner below
- [Click here for the planner](#)

**Questions:**

- How many days did you meet the guidelines of 60 minutes of moderate to vigorous activity?
- Where there days you did more activity than others? Why do you think that was?
- How did you feel on days you completed 60 minutes of activity? (e.g. tired, refreshed, happy, sleep better)

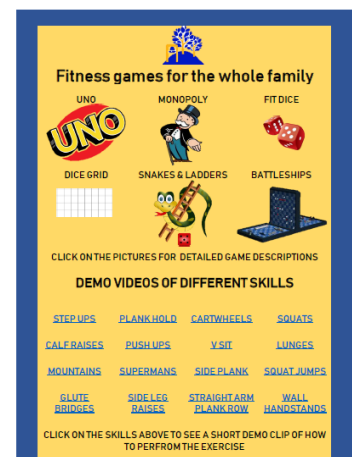
**Activity 4 – Fitness activities for the whole family**

**Steps:**

- Click on the picture to the right to access this interactive fitness game resource
- In this activity you will be able to transform some of your classic family board games into fitness challenges to make everyone sweat.
- After having a go at these activities see if you can create a fitness version to another board game or activity that you have at home in the cupboard.

**Questions:**

- Which of these games had you working the hardest?
- Which fitness components do you think these games worked on?
- How long did you play each game for?



**Number of participants: 1+**

**Curriculum level: K-6**

**Learning Intention:**

- I can throw an object at a target whilst working towards correct technique (K-2)
- I can adjust my technique to successfully hit different targets (3-6)

**Success Criteria:**

- I can keep my eyes on the target (Kindergarten)
- I can step forward as I throw an object towards a target (Years 1-2)
- I can follow through to the target when throwing an object (Years 1-2)
- I can select the appropriate throw technique to use in different target game situations (Years 3-4)
- I can change my throw technique to suit different target game challenges (Years 5-6)
- I can film myself performing an underarm and overarm throw and analyse my performance to correct my skill technique (Years 5-6)

**Outcomes addressed:**

- Early Stage 1 – PDe-4, PDe-5
- Stage 1 – PD1-4, PD1-5
- Stage 2 – PD2-4, PD2-5
- Stage 3 – PD3-4, PD3-5

**Equipment/Space required:**

- Any soft/light objects which can be safely thrown (e.g. soft balls, soft toys, pair of socks, rolled up paper)
- A 5-10m long indoor or outdoor playing space clear of hazards and obstacles (check with parents first)
- Equipment to create targets (e.g. boxes, cricket stumps, blocks, plastic cups)

**K-2 Activities**

1. Throw Practice
2. Bombardment Ball
3. Chalk Targets
4. Knock 'em Down

**3-6 Activities**

1. Risk
2. Target 21
3. Build Your Own Throw Golf Hole
4. Create Your Own Target Game

**Key questions, discussion prompts and follow up tasks:**

- Where should your eyes be looking when you are throwing?
- Why do we step forward and follow through on our throws?
- How can you change your throwing technique to hit a target further away?
- How can you change your throwing technique to avoid obstacles in target games?

**Syllabus content addressed:**

**Early Stage 1:**

- demonstrate a variety of movement skills and movement sequences, for example:
  - perform object control skills to send, control and receive objects at different levels and in different ways, eg throwing, catching, bouncing, striking, kicking, rolling

**Stage 1:**

- demonstrate movement skills and movement sequences in a variety of contexts, for example:
  - use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling

**Stage 2:**

- perform and refine movement skills in a variety of movement sequences and contexts, for example:
  - adapt movement skills to improve accuracy and control in a variety of contexts

**Stage 3:**

- perform and refine movement skills to a variety of situations, for example:
  - adapt movement techniques to cater for the use of different equipment and physical activities or games settings

**Activity 1 – Throw Practice**

**Steps:**

- Set up some targets to throw at (eg: something on a brick wall, chair, tall toy etc).
- **Overarm throw practice** – start 5 big steps away and throw at the target
- **Underarm throw practice** – Take 3 big steps away and underarm throw at the target
- Each time you hit the target you can take a step back or change your target to something smaller to make it harder

**Questions:**

- Was it easier or harder to hit the target when throwing underarm or overarm?
- Can you show/tell me the parts of a good overarm/underarm throw?

**Activity 2 – Bombardment Ball**

**Steps:**

- Best to play in a space with boundaries to stop the target ball rolling too far away! (eg: backyard, room without obstructions)
- Put a ball in the centre of the room – this is your moving target
- Any time you are throwing at the object you should be near the outside of the space/room (aim for at least 5 big steps away), you can retrieve your ball once you have thrown it and go back to the outside
- Throw your ball/object at it to make it move – aim is to make the target ball hit the other side of your area
- If you have someone to play with, each person gets a ball/object to throw at the target ball and everyone is allocated a boundary of the playing area to guard. Aim is to see if you can hit the target ball enough to move it over your opponent’s boundary



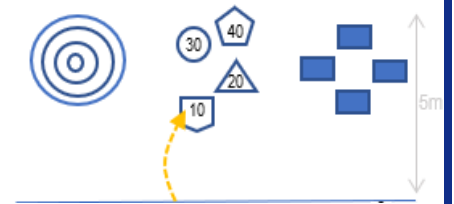
**Questions:**

- Which throw worked best to move the ball?
- How did you aim for and throw at the target ball when it was moving?

**Activity 3 – Chalk Targets**

**Steps:**

- Use chalk, flat objects, masking tape or paper to create targets on the floor. Draw in points to represent how much each target is worth (younger students can allocate 1 point to make it easier to count, older students can allocate more points to help with adding skills). More difficult targets should be worth more points.
- Stand 5 big steps away from each target, then throw underarm and see how many points you can get when throwing at the target in 1 minute
- If you can successfully hit the harder targets, move back a few more steps to make it more challenging



**Questions:**

- How do you aim for a different target?
- How does your throw change when you are throwing towards different targets (big compared to small targets, closer compared to further targets etc)

**Activity 4 – Knock ‘em Down**

**Steps:**

- Set up 4 objects as targets, then stand 3 big steps away from them with a ball or throwing object
- Count how many underarm throws it takes for you to knock all the targets down.
- Put the targets back up to try again, but either move the targets to new positions, or take an extra step back to increase throwing distance

**Questions:**

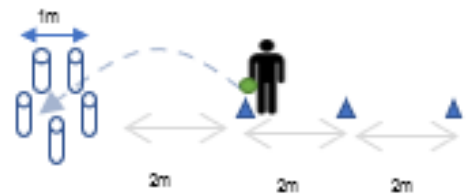
- Which target did you aim for first? Why?
- How did your throw change when you were aiming for different targets?
- Compare how you do using right arm and then left arm. Why might the scores be different?



**Activity 1 – Risk**

**Steps:**

- Set up 5 objects in a circle, then add markers from the obstacles. Tall objects which can fall down easily make the best obstacles for this game (eg: water bottles)
- Underarm throw to land inside the obstacles without knocking any of them down.
- Start by throwing from the closest marker and move back to the next when you successfully land inside the circle



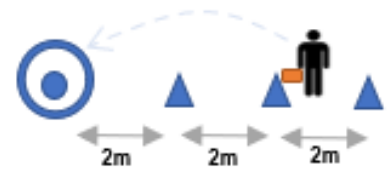
**Questions:**

- Explain the best shape of the ball flight path to keep the obstacles standing up?
- How can you change your throw technique to make the ball move in the best flight path?
- How did you change your throw when you found you weren't landing in the target?
- At what speed does the ball/object move when you are trying to aim for a small target? Why?

**Activity 2 – Target 21**

**Steps:**

- Use chalk/hoop/paper drawn on concrete as a target as per image (points are worth more as you move into the smaller circles inside the shape)
- Each marker you throw from is worth different points (each step back is an extra point ie: 1, 2, 3...). See if you can reach exactly 21 points. If you go over, you drop to 12 points.
- If you have someone to play against, see who can get to 21 the fastest, or change the target score to 50



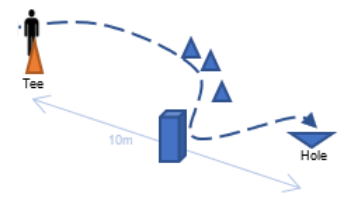
**Questions:**

- Modify the object you use to throw in future turns to see if it is easier/harder
- What was your strategy to get to 21 points?
- How did you change your throw when you found you weren't landing in the target?
- At what speed does the ball/object move when you are trying to aim for a small target? Why?

**Activity 3 – Build Your Own Throw Golf Hole**

**Steps:**

- Select an object to throw (something light which doesn't bounce too much) and some other objects for obstacles and a hole.
- Find a long open space to play in. Create a throw golf hole with a starting point (tee), an obstacle (or a few) and a hole/target.
- Start at the tee and underarm throw towards the hole. Where your object lands is where you take your next throw from. See how many underarm throws it takes to land in the hole.
- If you have someone to play against, see who can get the fewest throws into the hole.



**Questions:**

- How could you make your throw hole more challenging? Take a picture of your favourite golf hole?
- How did you change your technique to avoid obstacles when throwing?
- How do you change the force/effort you apply to your throw? What does this do to your throw?

#### **Activity 4 – Create Your Own Target Game**

##### **Steps:**

- Find some objects to use as obstacles and to throw with, and set up in an open space
- You are to create your own target game, which includes rules around:
  - Something you throw with,
  - Targets/objects to hit,
  - Scoring system,
  - Possible obstacles,
  - Any other rules/challenges for bonus points you like
- Play by yourself, and with family members if you can
- Share your game with family members, or with your class (online) and try to play someone else's game

##### **Questions:**

- Was your game easy or difficult?
- What would you change to your game to make it more enjoyable/harder?
- How did you change your throw when you weren't landing in the target?