

Physically Active Classrooms

This workshop provides practical activities for differentiating and integrating physical activity into a range of Key Learning Areas, with a focus on English and Mathematics. It will provide explicit teaching strategies incorporating games and classroom energisers that will assist in the planning of 150 minutes of physical activity across the school week. Teachers will explore support resources and examples of weekly physical activity timetables.

Physically Active Classrooms

How has the Sport and Physical Activity Policy changed?

The revised [Sport and Physical Activity Policy](#) is informed by current evidence based research, *Australia's Physical Activity and Sedentary Guidelines* and the *Melbourne Declaration on Educational Goals for Young Australians*. Extensive consultation was undertaken with school-based staff, Principal groups, researchers and other key stakeholders.

Main changes

The revised [Sport and Physical Activity Policy](#) for DoE schools has the following significant changes:

- an increase of weekly time students (K-10) spend on planned sport and physical activity from 120 minutes to 150 minutes
- activity levels should be moderate with some vigorous intensity
- engagement in physical activity should occur across the school week
- the removal of the mandatory component for Year 11 students

Schools are to develop procedures for the organisation and management of sport and physical activity reflecting current local information.

<https://app.education.nsw.gov.au/sport/psc/Resources>

<p>Resources to support policy change</p> <p>LATEST CHANGES</p> <p>New Statisticians</p> <p>Specific Sports & Physical Activities</p> <p>Student Welfare and Supervision</p> <ul style="list-style-type: none"> • Supervision Requirements • Responsibilities of Principals • Staff / Student Ratio • Coaching Competency • Use of Teachers • Injury Events • Student Transport <p>Resources</p> <ul style="list-style-type: none"> • Sport and Physical Activity Policy Support (New Section 2015) • Planned Physical Activity • Assessment Presentation: Guidelines for the Safe Conduct of Sport and Physical Activity in Schools • School Development Procedures: Request and Funding • First Aids and First Aid Kits • Resource supporting quality sport and physical activity programs <p>Production</p> <p>New resources and support section</p> <p>Series of fact sheets and FAQs</p>	<p>What resources are available to support policy change?</p>
<p>Why be a physically active school?</p>	<p>The Benefits of Students being Physically Active</p> <ul style="list-style-type: none"> Promotes healthy growth and development Improves balance, coordination and strength Helps to achieve and maintain a healthy weight Builds strong bones and muscles Improves confidence, self-esteem and mental health Improves concentration and thinking skills Improves sleep <p>2014 Report card on Physical Active for Children and Young People Active Healthy Kids Australia</p> <p>NSW Education & Communities</p> <p>PSC Lifting Your Game</p>

Strategies for meeting the 150 minutes

Challenge	Support/Solution
How can I meet the 150 minutes per week with such a crowded curriculum?	<ul style="list-style-type: none"> ▪ FMS scope and sequence Sample FMS lesson 1 FMS lesson 1 - Static Balance Static Balance Assessment ▪ Benefits of timetabled lessons Scheduling timetabled sessions of planned physical activity each week with classes in the same grade/stage. ▪ Integrating physical activity into other KLA's Early Stage 1 Weekly Plan Link Energisers, 'Thinking while Moving'



Education & Communities



Lifting Your Game

What are some strategies for creating a physically active classroom?

Strategies for meeting the 150 minutes

Challenge	Support/Solution
How can I increase physical activity levels inside my classroom or in limited space with minimal equipment?	<ul style="list-style-type: none"> ▪ Schedule fun & fast moving activities (10 minutes 2-3 times per week). Outside or inside so not to be weather dependent. Link to tag games, classroom energisers & IWB sites



Education & Communities



Lifting Your Game

What are some strategies for creating a physically active classroom?

Strategies for meeting the 150 minutes

Challenge	Support/Solution
How can I promote the importance of physical activity for student learning and health to my school community?	<ul style="list-style-type: none"> ▪ Fact Sheet benefits of physical activity translated into 10 languages. ▪ Physically Active Schools website: Lidcombe PS sport programs



Education & Communities



Lifting Your Game

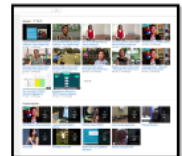
What are some strategies for creating a physically active classroom?

Part 4: Support and resources

[Workshop Useful Website Resources link.docx](#)



Education & Communities



Lifting Your Game

What support and resources are available?

Physically Active Classrooms

Focus (Overview):

This workshop provides practical activities for differentiating and integrating physical activity into a range of Key Learning Areas, with a focus on English and Mathematics. It will provide explicit teaching strategies incorporating games and classroom energisers that will assist in the planning of 150 minutes of physical activity across the school week. Teachers will explore support resources and examples of weekly physical activity timetables.

Frozen Vocabulary

Strand/s:

- Movement Skill & Performance
- Healthy, Safe and Active Lifestyles

PDHPE Syllabus Outcomes:

Stage 1

Movement Skill & Performance

PD1-4 - performs movement skills in a variety of sequences and situations

PD1-5 - proposes a range of alternatives to solve movement challenges through participation in a range of activities

Healthy, Safe and Active Lifestyles

PD1-8 - participates in a range of opportunities that promote physical activity

Key Inquiry Questions (KIQs):

Movement Skill & Performance

1. How do we move our bodies?
2. How can we solve problems when moving?

Healthy, Safe and Active Lifestyles

3. What choices can help to make me safe, supported and active?

Content:

Stage 1:

Movement Skill & Performance

KIQ 1: How do we move our bodies?

- **Demonstrate a variety of movement skills and movement sequences, for example:**
 - perform non-locomotor skills, eg bending, twisting, swaying, reaching **M** 🌀 🌀
 - perform locomotor skills on the spot eg walking, running, galloping, hopping, jumping, **M** 🌀 🌀
- **Identify and describe how their body moves in relation to space, time, objects, effort and people, for example: (ACPMPO11)**
 - respond with movement to stimuli, eg words **I M** 📺
 - observe and repeat movements that require actions of the whole body, eg forming shapes with the body, transferring body weight and replicating simple combinations of skills **M** 📺

KIQ 2: How can we solve problems when moving?

- **Test possible solutions to movement challenges through trial and error, for example: (ACPMPO13)**
 - identify options and make positive choices when faced with a decision about how they participate in a movement activity **S M** 🧑🏻🧑🏻

Healthy, Safe and Active Lifestyles

KIQ 3: What choices can help to make me safe, supported and active?

- **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 **M** 🧑🏻🧑🏻
 - identify how regular physical activity can support health and wellbeing and participate in activities where cooperation and inclusion are important for success **I M** 🧑🏻🧑🏻*
 - demonstrate how to follow rules and respond to commands when participating in physical activities **I M** 🧑🏻🧑🏻

Suggested Links to other Key Learning Areas:

- **English** – Opportunities for text types, log of participation, discussion about issues of participation, negotiation of rules, roles in games/energiser, development of favourite games and reasons why.

Success Criteria:

- Engages in a range of planned activities, eg energisers.
- Contextual understanding of words.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Frozen Vocabulary</p> <ol style="list-style-type: none"> 1. Ask students do this activity standing behind their desks: <ul style="list-style-type: none"> ▪ Jumping ▪ Twisting ▪ Jogging ▪ Jumping jacks ▪ Hopping ▪ Knee lifts ▪ Playing air guitar 2. Students continue activity for 30 seconds or until teacher calls out a spelling word at which point the students freeze. 3. Ask a volunteer to use the vocabulary word properly in a sentence. 	<p>Students stand behind their desk.</p>	<p>Activity can be done in or outside of the classroom.</p> <p>Movements can change – students can introduce new skills</p>

4. Resume activity or begin a new activity when a student uses the vocabulary word properly in a sentence.		
--	--	--

Assessment:

Observations – skill ability and participation

How can this activity be differentiated? (Ideas for inclusion)

- Students define vocabulary word.
- Students spell the word.
- Students name a synonym or antonym.
- For mathematics, students give the sum, difference, or quotient of 2 numbers.

How can this activity be adapted to:

Early Stage 1	Less challenging words used – students work in pairs
Stage 1	Core activity
Stage 2	More challenging words can be used
Stage 3	More challenging words can be used Two spelling words place in one sentence

Other Considerations:

- Safety – space, signals.
- Include words from other cultures.
- Include skills that can be done in wheelchairs or with limited movement.
- Provide a variety of words.

Supporting Teacher Resources:

Source: <https://www.youtube.com/watch?v=AGZDPQ9zX-o> - Video of Classroom Energiser – Maths Tag

Numbered Wall Touches

Strand/s:

- Movement Skill & Performance
- Healthy, Safe and Active Lifestyles

PDHPE Syllabus Outcomes:

Stage 2

Movement Skill & Performance

PD2-4 - performs and refines movement skills in a variety of sequences and situations

PD2-5 - applies strategies to solve movement challenges

Healthy, Safe and Active Lifestyles

PD2-8 - investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing

Key Inquiry Questions (KIQ):

Movement Skill & Performance

1. How can we move our bodies to perform skills in different ways?
2. How can we demonstrate our understanding of movement to solve challenges?

Healthy, Safe and Active Lifestyles

3. How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

Content:

Stage 2:

Movement Skill & Performance

KIQ 1: How can we move our bodies to perform skills in different ways?

- **Perform and refine movement skills in a variety of movement sequences and contexts, for example:**
 - perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing **M** 🧱
 - perform fundamental movement skills to demonstrate weight transference in different physical activities, eg sidestepping or running backwards **M** ⚙️

KIQ 2: How can we demonstrate our understanding of movement to solve challenges?

- **Pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:**
 - apply movement skills and respond to feedback to solve movement challenges **S M** ⚙️ 🧱
 - pose questions to others as a strategy for solving movement challenges **S I M** ⚙️ 🧱 🧱
 - draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M** ⚙️

Healthy, Safe and Active Lifestyles

KIQ 3: How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

- **Perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing, for example:**

- participate in a physical activity designed to develop understanding of the health-related fitness components, eg fitness circuit, fun run, aerobics, obstacle course **M** 🧑🏻
- perform a range of physical activities that explore health, fitness and skill benefits, eg stretching and warm-up techniques **M** 🧑🏻 🧑🏻 🧑🏻

Suggested Links to other Key Learning Areas:

- **Mathematics**- odd and even numbers.

Success Criteria:

- Participation in games.
- Understanding of odd and even numbers.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Instructions:</p> <ol style="list-style-type: none"> 1. Place a long strip of tape (long enough for all of the students in your class to stand on either side) in the centre of the classroom or down the middle of the hallway. 2. Tape laminated - odd numbers on one side of the wall. 3. Do the same with the even numbers on the opposite wall. 4. Students stand on the tape facing the teacher. 5. Call out either an odd number or an even number each time and show that examples of the odd and even numbers are taped to the wall for visual clues. 6. The teacher calls out a number, they are to side gallop to the correct side of the room or hallway, touch the wall, then side gallop back to the middle. 7. Teacher calls out another number and students do a different skill. 	<p>Equipment:</p> <p>Long strip of tape, laminated numbers.</p> <p>Set Up:</p> <p>Students stand in centre of classroom or hallway.</p>	<p>Students often have a hard time understanding the concept of even and odd numbers in mathematics. This activity helps them to comprehend even and odd numbers through the use of movement.</p>

Assessment:

- Involvement in the game.
- Observations – skill ability.
- Recognition of odd and even numbers.

How can this activity be differentiated? (Ideas for inclusion)

- Hold up a card with the number written on it for a visual clue. If you have some students miss on larger numbers such as “27,” you could have seven children come to the front of the room (since the number in the one’s column is seven) and have the children pair-up. You will have three pairs of two children and one odd person without a pair. Use this to illustrate how odd numbers work. If it is an odd number, there is always one person who will not be teamed with someone.
- You could have the children move back and forth in any form of movement you or the children design.
- You may increase the level of physical activity by using a variety of locomotive skills.
- For younger students this could be a good way of reviewing direction concepts such as left/ right, front/back, towards/away, etc.
- For older students introducing the idea of prime and composite numbers. (Numbers & Algebra: Determining all factors of a given whole number).

Other Considerations:

- Safety – space, equipment, signals.
- **Girls and boys – gender equality** - monitor participation of girls and boys in all games and learning experiences.
- **Aboriginal and Torres Strait Islander students** – include games and learning experiences that reflect Aboriginal culture.
- **Students learning English as a Second Language** – use the Community Language Teacher, eg in team teaching or students work in pairs.
- **Gifted and Talented students** – devise differing strategies and provide open-ended learning experiences.
- **Students with Special Needs** – organise furniture/games to cater for students with physical disabilities; provide a range of tactile experiences.
- **Students in isolated areas – multi-staging** – provide examples of the ways that skills can be practised individually when group work is not feasible.

Supporting Teacher Resources:

Source: <https://www.youtube.com/watch?v=uJZD05Xe3Pk> - Video of Classroom Energiser - Metronome

Tag Games with Minimal Equipment

Strand/s:

- Movement Skill & Performance
- Healthy, Safe and Active Lifestyles

PDHPE Syllabus Outcomes:

Stage 1

Movement Skill & Performance

PD1-4 - performs movement skills in a variety of sequences and situations

PD1-5 - proposes a range of alternatives to solve movement challenges through participation in a range of activities

PD1-10 - describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

Healthy, Safe and Active Lifestyles

PD1-8 - participates in a range of opportunities that promote physical activity

Key Inquiry Questions (KIQ):

Movement Skill & Performance

1. What are the different ways we can move our body?
2. How can we move and improve our involvement in physical activity?
3. How can we participate safely and fairly during physical activity?

Healthy, Safe and Active Lifestyles

4. What influences my decisions and actions to be healthy, safe and physically active?

Content:

Stage 1:

Movement Skill & Performance

KIQ 1: What are the different ways we can move our body?

- **Perform and refine movement skills in a variety of movement sequences and contexts, for example:**
 - perform locomotor skills using different body parts to travel in different directions, eg walking, running, galloping, hopping, sliding, skipping, jumping **M** 🏃 🏊 🏐

KIQ 2: How can we move and improve our involvement in physical activity?

- **Propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMPO31)**
 - select and implement different movement skills and concepts to be successful in a physical activity **S M** 🏊 🏐 🏋️ 🏏
 - identify appropriate strategies and/or tactics to influence achievement in physical activities **S M** 🏊 🏐
 - persist with more difficult movements in a range of physical activities regardless of success **S M** 🏊 🏐
 - predict possible outcomes of alternative actions and decide which is likely to be the most effective **S M** 🏊 🏐
 - seek and respond to feedback from peers or teachers on their performance **S I M** 🏊 🏐
- **Use strategies to work in group situations when participating in physical activities, for example: (ACPMPO30)**

- work cooperatively with a partner when practising new skills **I M** 🧑🏫
- communicate positively when working with a partner to encourage others and promote inclusion **I M** 🧑🏫
- describe and/or demonstrate how to include others in physical activity **S I M** 🧑🏫 🧑🏫
- suggest and trial how an activity or game can be changed so that everyone can be involved **I M** 🧑🏫

KIQ 3: How can we participate safely and fairly during physical activity?

- **Identify rules and fair play when participating in physical activities, for example: (ACPMP032)**
 - explain why rules are needed in physical activities **I M** 🧑🏫 ⚖️
 - demonstrate turn-taking when participating in physical activities **I M** 🧑🏫
 - explain how rules contribute to personal safety and fair play and apply them in group activities **I M** 🧑🏫 🧑🏫 🧑🏫
 - communicate how and when they and others demonstrate safety and fair play **I M** 🧑🏫 ⚖️ 🧑🏫 🧑🏫

Healthy, Safe and Active Lifestyles

KIQ 3: How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

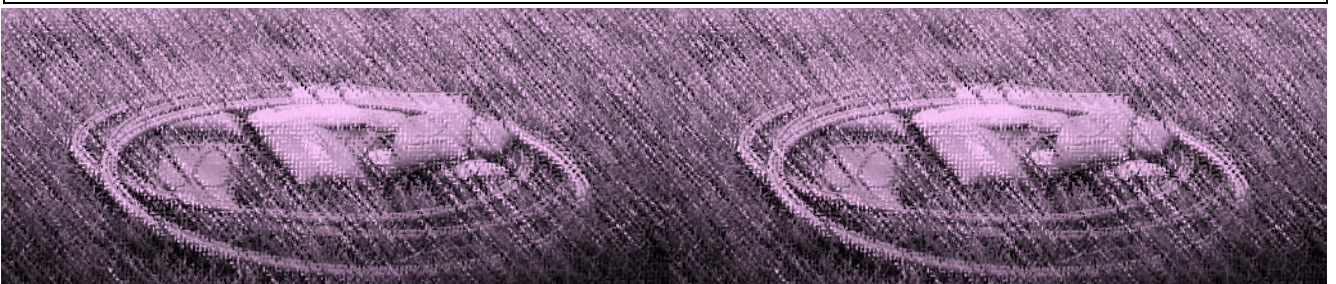
- **Describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018)**
 - identify and participate in opportunities that promote healthy decisions, eg free-time play **M** 🧑🏫 🧑🏫
 - identify and participate in opportunities that could encourage themselves and others to be physically active at school eg moderate-to-vigorous games and activities **M** 🌱

Suggested Links to other Key Learning Areas:

- **English** – Opportunity to interpret and create text types, procedure, discussion, exposition, discussions to negotiate rules, roles.
- **Mathematics** – survey/graph of favourite games/activities.

Success Criteria:

- Engages in a range of planned physical activity.
- Contribute to class activities.
- Participates in a range of minor games.



Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Pair Tag</p> <p>Student link arms with one other student and form a pair. "It" then tries to join one of the pairs by linking arms with one of the children.</p> <p>The other part of the pair that "it" didn't link to then becomes "it".</p> <p>Children must always be in a pair.</p>	<p>Equipment:</p> <p>Nil</p>	<p>Children must always be in a pair.</p>
<p>Rainbow Tag</p> <p>Choose a "rainbow catcher". They stand in the middle of a large play area. Next assign all the remaining players different colours of the rainbow. Red, orange, yellow, green, blue and purple. (Don't let the rainbow catcher hear what colour each person is assigned).</p> <p>The rainbow catcher then calls out a colour. All the players that have been assigned that colour try and run past the catcher to the other side of the play area.</p> <p>The rainbow catcher tries to tag as many of players as they can before they reach the other side.</p> <p>The kids who are tagged become rainbow catchers and stand in the middle to help tag other players on the next round. Sometimes the rainbow catcher can yell "Rainbow!!" and all the players must try and reach the other side.</p> <p>The last person caught becomes the new rainbow catcher.</p>	<p>Equipment:</p> <p>Nil</p>	<p>Can use colour/fruit names.</p>

Supporting Teacher Resources:

Source: <https://www.youtube.com/watch?v=feMworSrlxg> - Video on the Benefits of Physical Activity in Schools

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Rattlesnake Tag</p> <p>Choose who will be the rattlesnake head and tail.</p> <p>Children then line up in groups of 3 or 4 in single file behind the head with their hands on the hips of the player in front of them - the tail will be the last in line.</p> <p>When the head says "Go!" the snake begins to follow the head while the head tries to tag the tail.</p> <p>The players in the middle move around to keep the head from getting the tail.</p> <p>The rattlesnake cannot come apart. If the head gets the tail then the head becomes the new tail and then person that was second in line behind the head becomes the new head.</p>	<p>Equipment: Nil</p>	
<p>Amoeba Tag</p> <p>Two people are it.</p> <p>They hold hands and chase people. Any person they catch joins the chain by linking hands.</p> <p>When another person is caught they can stay together or spilt 2 and 2, but they must split even numbers and can link together at will.</p> <p>This game is played until nobody is left.</p>	<p>Equipment: Nil</p>	

Assessment:

- Involvement in the game.
- Observations – skill ability, fair play, cooperation with others.

How can this activity be differentiated? (Ideas for inclusion)

- Rules, prompts and cues can be altered.
- Adaption of playing area.
- Change locomotion actions.

Other Considerations:

- **Safety** – space, equipment, warm up, signals.
- **Girls and boys – gender equality** – monitor participation of girls and boys in all games and learning experiences.
- **Aboriginal and Torres Strait Islander students** – include games and learning experiences that reflect Aboriginal culture.
- **Students learning English as a Second Language** – use the Community Language Teacher, eg in team teaching or students work in pairs.
- **Gifted and Talented students** – devise differing strategies and provide open-ended learning experiences
- **Students with Special Needs** – organise furniture/games to cater for students with physical disabilities; provide a range of tactile experiences.
- **Students in isolated areas – multi-staging** – provide examples of the ways that skills can be practised individually when group work is not feasible.

Supporting Teacher Resources:

Source: <https://www.youtube.com/watch?v=NPljtI17UmY> - Video on Ideas for 150 minutes of physical activity each week

Your View and Do

Strand/s:

- Movement Skill & Performance
- Healthy, Safe and Active Lifestyles

PDHPE Syllabus Outcomes:

Stage 2

Movement Skill & Performance

PD2-4 - performs and refines movement skills in a variety of sequences and situations

PD2-5 - applies strategies to solve movement challenges

PD2-10 - demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

Healthy, Safe and Active Lifestyles

PD2-8 - investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing

Key Inquiry Questions (KIQ):

Movement Skill & Performance

1. How can we move our bodies to perform skills in different ways?
2. How can we demonstrate our understanding of movement to solve challenges?
3. How can we include others in physical activity?

Healthy, Safe and Active Lifestyles

4. How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

Content:

Stage 2:

Movement Skill & Performance

KIQ 1: How can we move our bodies to perform skills in different ways?

- **Perform and refine movement skills in a variety of movement sequences and contexts, for example:**
 - perform activities where locomotor and stability skills are combined to complete a movement sequence, activity or game, eg hopping, jumping, landing, balancing **M** 🏃
 - demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained using the body **M** ⚙️
 - perform fundamental movement skills to demonstrate weight transference in different physical activities, eg star jumps, punching high, twisting **M** ⚙️
 - participate in a variety of games **M**
 - adapt movement skills to improve accuracy and control in a variety of contexts **M** ⚙️

KIQ 2: How can we demonstrate our understanding of movement to solve challenges?

- **Pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:**
 - apply movement skills and respond to feedback to solve movement challenges **S M** ⚙️ 🏃

- pose questions to others as a strategy for solving movement challenges **S I M** 🧠 🗣️ 🎁 🧠
- draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M** 🧠

KIQ 3: How can we include others in physical activity?

- **Adopt inclusive practices when participating in physical activities, for example: (ACPMP048)**
 - modify physical activities to ensure that everyone is included, eg changing FMS, rules or playing space **S I M** 🧠
 - identify situations where it is appropriate to adopt a role and take on responsibilities to solve movement challenges **I M** 🧠

Healthy, Safe and Active Lifestyles

KIQ 3: How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

- **Perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing, for example:**
 - participate in a physical activity designed to develop understanding of the health-related fitness components, eg fitness circuit, fun run, aerobics, obstacle course **M** 🧠
 - perform a range of physical activities that explore health, fitness and skill benefits, eg stretching and warm-up techniques **M** 🧠 🗣️ 🎁 🧠

Suggested Links to other Key Learning Areas:

- **English** – discussions to justify point of view, active listening to other students and points of view. Writing tasks of collation of views and information for class debates.

Success Criteria:

- Engages in physical activity/games
- Justifies a point of view
- Discussions with others

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
Instructions: <ol style="list-style-type: none"> 1. Place students in groups 2. Provide students with topic/s to discuss 3. Each student is given an action. For Example: <i>Student 1 – Star jumps</i> <i>Student 2 – Punching high</i> <i>Student 3 – Twisting</i> 	Equipment: nil Set Up: Students stand in small groups in a space.	<p>Students are expressing their views on the topic and justifying a position or reason for view.</p> <p>One student speaks at a time</p> <p>This is a visual cue for the teacher as well. The different actions allow the teacher to know which student is speaking and the changes allow the teacher to</p>

<p>4. When student 1 is speaking, all students in the group must do that action eg Star jumps</p> <p>5. When the speaker changes, so too does the action. Eg. When student 2 is speaking, all students in the group will be punching in the air</p> <p>6. Likewise, when Student 3 is speaking, all students in the group are twisting.</p> <p>As a writing task, students collate their discussion ideas/comments about the given topic.</p>		observe that students are taking turns and each group member has a turn speaking.
--	--	---

Assessment:

- Observations of students' participation in group task
- Anecdotal records of student responses in activities
- Read students written collation of ideas

How can this activity be differentiated? (Ideas for inclusion)

- Students decide on their own topic and actions.
- Adaption of actions
- Increase the level of physical activity by using a variety of non/locomotive skills.

How can this activity be adapted to:

Early Stage 1	Concentrate on actions and discussions – justifying views (talking and listening while performing an action)
Stage 1	Core Activity
Stage 2	After discussion and justifying view, students then write a collation of ideas and review them
Stage 3	Could be lead up to debating. Students discuss views on a topic- review pro and cons - Debate

Other Considerations:

- **Safety** – space, equipment, signals
- **Girls and boys – gender equality** – monitor participation of girls and boys in all games and learning experiences;
- **Aboriginal and Torres Strait Islander students** – include games/actions and learning experiences that reflect Aboriginal culture;

- **Students learning English as a Second Language** – use the Community Language Teacher, eg in team teaching or students work in pairs
- **Gifted and Talented students** – devise differing strategies and provide open-ended learning experiences
- **Students with Special Needs** – organise furniture/games to cater for students with physical disabilities; provide a range of tactile experiences
- **Students in isolated areas – multi-staging** – provide examples of the ways that skills can be practised individually when group work is not feasible

Supporting Teacher Resources:

Source: https://www.youtube.com/watch?v=kjAMIKWj_Mg - Video of Classroom Energiser – Make the Shape

Early Stage 1 - Kindergarten

Outcomes Addressed:

PDe-4	practises and demonstrates movement skills and sequences using different body parts
PDe-5	explores possible solutions to movement challenges through participation in a range of activities
PDe-8	explores how regular physical activity keeps individuals healthy
PDe-10	uses interpersonal skills to effectively interact with others
MAe-4NA	Counts to 30, and orders, reads and represents numbers in the range 0 to 20
MAe-6NA	Groups, shares and counts collections of objects, describes using everyday language, and records using informal methods
STe-8NE	Identifies the basic needs of living things

Kindergarten Physical Activities	Outcomes Addressed	Time allocation per week (minutes)
PE Fundamental Movement Skills lessons: Static Balance, Sprint Run, Vertical Jump & Catch 2 x 30 minutes	PDe-4 PDe-5 PDe-8 PDe-10	60
Sports and Games Minor games 30 minutes	PDe-4 PDe-5 PDe-8 PDe-10	30
Fun and Fast Moving Inclusive aerobic activities 2 x 10 minutes	PDe-4 PDe-5 PDe-8 PDe-10	20
Outdoor Recreation Class kitchen garden	STe-8NE	20
Physical Activity Integrated into English/Maths 2 x 10 minutes	MAe-4NA MAe-6NA ENe-5A	20
Weekly Total		150

SUPPORTING TEACHING RESOURCES FOR EARLY STAGE 1



PE - Fundamental Movement Skills (FMS) Sample Early Stage 1 FMS lessons attached.

Basic skills circuit

<https://app.education.nsw.gov.au/sport/psc/Resources>



Sport and Games link to Premier's Sporting Challenge web site Teachers Resources:

<https://app.education.nsw.gov.au/sport/psc/Resources>



Fun and Fast Moving e.g. tag games, dance to be fit, skipping, parachute games.

Samples attached.

Class Kitchen Gardens <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/teaching-and-learning/kitchen-gardens>



Physical Activity Integrated in K-2 English/Maths sample lessons

Stage 1 - Year 1, Year 2

Outcomes Addressed:

PD1-4	Participates in physical activity, recognising that it can be both enjoyable and important for health
PD1-5	proposes a range of alternatives to solve movement challenges through participation in a range of activities
PD1-8	participates in a range of opportunities that promote physical activity
PD1-10	describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong
MA1-4NA	Applies place value, informally to count, order, read and represent two and three digit numbers
MA1-6NA	Uses a range of mental strategies and concrete materials for multiplication and division
ST1-10LW	Describes external features, changes in and growth of living things
EN1-5A	Uses a variety of strategies, including knowledge of sight words and letter- sound correspondences, to spell familiar words

Year 1 Physical Activities	Outcomes Addressed	Time allocation per week (minutes)
PE Fundamental Movement Skills: Hop, Side Gallop, Skip and Overarm Throw 2 x 30 minutes	PD1-4 PD1-5 PD1-8 PD1-10	60
Sports & Games Minor games 30 minutes	PD1-4 PD1-5 PD1-8 PD1-10	30
Fun and Fast Moving Inclusive aerobic activities 2 x 10 minutes	PD1-4 PD1-5 PD1-8 PD1-10	20
Outdoor Recreation Class kitchen garden 20 minutes	ST1-10LW	20
Physical Activity Integrated into Maths/English 2 x 10 minutes	MA1-4NA MA1-6NA EN1-5A	20
Weekly Total		150

SUPPORTING TEACHING RESOURCES FOR STAGE 1

PE - Fundamental Movement Skills (FMS) Sample Stage 1 FMS lessons for Year 1 and Year 2 respectively. (Sample lessons attached)
Basic skills circuit <https://app.education.nsw.gov.au/sport/psc/Resources>



Sport and Games link to Premier's Sporting Challenge website Teachers Resources: 'Games in a Nutshell' and 'Small Team Games'.
<https://app.education.nsw.gov.au/sport/psc/Resources>



Fun and Fast Moving e.g. tag games, dance to be fit, skipping, parachute games.
Samples attached.

Class Kitchen Gardens <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/teaching-and-learning/kitchen-gardens>



Physical Activity Integrated in K-2 English/Maths sample lessons

Additional Physical Activity Calendar Events

Premier's Sporting Challenge



K-2 Sports day / K-2 Water fun day



Clean up Australia Day



School Swimming & Water Safety Program (Yr2)



8 years events for Swimming/Cross Country/Athletics & pre-event training for Cross Country (Yr2)

Stage 2 - Year 3, Year 4

PD2-4	performs and refines movement skills in a variety of sequences and situations
PD2-5	applies strategies to solve movement challenges
PD2-8	investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing
PD2-10	demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations
MA2-6NA	Uses mental and informal written strategies for multiplication and division
MA2-8NA	Generalises properties of odd and even numbers, generates number patterns, and completes simple number sentences by calculating missing values

EN2-5A	Uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words
ST2-10LW	Describes that living things have cycles, can be distinguished from non-living things and grouped, based on their observable features

Year 3 Physical Activities	Outcomes Addressed	Time allocation per week (minutes)
PE Fundamental Movement Skills: Hop, Kick, Overarm Throw & Two-handed Strike 2 x 25 minutes	PD2-4 PD2-5 PD2-8 PD2-10	50
Sports & Games Modified Sports/ Lead up Games/ Representative Sport Pathway 60 minutes	PD2-4 PD2-5 PD2-8 PD2-10	60
Fun and Fast Moving Inclusive aerobic activities 15 minutes	PD2-4 PD2-5 PD2-8 PD2-10	20
Integration of Physical Activity into English/Maths* 2 x 10 minutes OR	MA2-6NA MA2-8NA EN2-5A	20*
Outdoor Recreation Class kitchen garden * 20 minutes	ST2-10LW	20*
Weekly Total		150

Year 4 Physical Activities	Outcomes Addressed	Time allocation per week (minutes)
PE Fundamental Movement Skills: Hop, Kick, Overarm Throw & Two-handed Strike 2 x 25 minutes	PD2-4 PD2-5 PD2-8 PD2-10	50
Sports & Games Modified Sports/ Lead up Games Representative Sport Pathway 60 minutes	PD2-4 PD2-5 PD2-8 PD2-10	60
Fun and Fast Moving Inclusive aerobic activities 15 minutes	PD2-4 PD2-5 PD2-8 PD2-10	15
Integration of Physical Activity into English/Maths* 2 x 10 minutes OR	MA2-6NA MA2-8NA EN2-5A	20
Outdoor Recreation Class kitchen garden * 20 minutes	ST2-10LW	20
Weekly Total		150

SUPPORTING TEACHING RESOURCES FOR STAGE 2**PE - Fundamental Movement Skills (FMS)**

Sample Stage 2 FMS lessons (attached) for Year 3 and Year 4

(Sample lessons attached)

Basic skills circuit <https://app.education.nsw.gov.au/sport/psc/Resources>**Sport and Games** link to Premier's Sporting Challenge website Teachers Resources: 'Games in a Nutshell', 'Small Team Games' and 'Ideas for Warm Up Activities'.<https://app.education.nsw.gov.au/sport/psc/Resources>**Fun and Fast Moving** e.g. tag games, dance to be fit, skipping, parachute games.

Sample lessons attached.

**Class Kitchen Gardens** <https://app.education.nsw.gov.au/sport/psc/Resources>**Physical Activity Integrated in K-2 English/Maths.** Sample lessons attached.*Additional Physical Activity Calendar Events*

Premier's Sporting Challenge



Whole school physical activity events e.g. walkathon, Jump Rope for Heart



Swimming/Cross Country/ Athletics carnivals & pre-event training for Cross Country



Gala Days

Stage 3 - Year 5, Year 6

PD3-4	adapts movement skills in a variety of physical activity contexts
PD3-5	proposes, applies and assesses solutions to movement challenges
PD3-8	creates and participates in physical activities to promote healthy and active lifestyles
PD3-10	selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections
MA3-3WM	Gives a valid reason for supporting one possible solution over another
MA3-6NA	Selects and applies appropriate strategies for multiplication and division
ST3-11LW	Describes some physical conditions of the environment & how these affect the growth & survival of living things
EN3-4A	Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts
EN3-6B	Uses knowledge of sentence structure to respond to compose clear and cohesive texts

Year 5 Physical Activities	Outcomes Addressed	Time allocation per week (minutes)
Sports & Games Social & Modified Sport / Sport Representative Pathway 60 minutes	PD3-4 PD3-5 PD3-8 PD3-10	60
Fun and Fast Moving Inclusive aerobic activities 2 x 15 minutes OR *	PD3-4 PD3-5 PD3-8 PD3-10	30*
Outdoor Recreation* Class kitchen garden 30 minutes OR	ST3-11LW	30*
Thinking while Moving Physical Activity integrated into Maths 2 x 30 minutes	MA3-3WM MA3-6NA	60
Integrating Physical Activity into English * 2 x 15 minutes	EN3-4A EN3-6B	30*
Weekly Total		150

Year 6 Physical Activities	Outcomes Addressed	Time allocation per week (minutes)
Sports & Games Social & Modified Sport/ Sport Representative Pathway 60 minutes	PD3-4 PD3-5 PD3-8 PD3-10	60
Fun and Fast Moving Inclusive aerobic activities 2 x 15 minutes OR *	PD3-4 PD3-5 PD3-8 PD3-10	30*
Outdoor Recreation Class Kitchen Garden * 30 minutes	ST3-11LW	30*
Thinking while Moving Physical Activity integrated into Maths 2 x 30 minutes	MA3-3WM MA3-6NA	60
Integrating Physical Activity into English * 2 x 15 minutes	EN3-4A EN3-6B	30*
Weekly Total		150

SUPPORTING TEACHING RESOURCES FOR STAGE 3



PE - Fundamental Movement Skills (FMS)

Sample Stage 3 FMS lessons to incorporate into social and modified sport lessons (attached).

Basic skills circuit <https://app.education.nsw.gov.au/sport/psc/Resources>



Sport and Games link to Premier's Sporting Challenge website Teachers Resources:

‘Games in a Nutshell’, ‘Small Team Games’ and ‘Ideas for Warm Up Activities’.

<https://app.education.nsw.gov.au/sport/psc/Resources>



Fun and Fast Moving e.g. tag games, dance to be fit, skipping, parachute games.
Sample lessons attached.



Class Kitchen Gardens <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/teaching-and-learning/kitchen-gardens>



Thinking While Moving – Physical Activity Integrated into Maths.
Premier’s Sporting Challenge website ‘Lifting your Game’.
<https://app.education.nsw.gov.au/sport/psc/Resources>

Additional Physical Activity Calendar Events



Premier’s Sporting Challenge:

- 10 week program
- Student Leaders Mentor Program



Whole school physical activity events e.g. walkathon, Jump Rope for Heart



Swimming/Cross Country/ Athletics carnivals & mandatory pre-event training for Cross Country



Gala Days

Notes: