

Scheme of Work

Cambridge Lower Secondary

Physical Education 0081

Stage 8

For use with the curriculum framework published in 2019



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# Introduction

This document is a scheme of work created by Cambridge Assessment International Education for Cambridge Lower Secondary Physical Education Stage 8.

It contains:

* suggested units showing how the learning objectives in the curriculum framework can be grouped and ordered
* at least one suggested teaching activity for each learning objective
* a list of subject-specific vocabulary and language that will be useful for your learners
* sample lesson plans.

You do not need to use the ideas in this scheme of work to teach Cambridge Lower Secondary Physical Education Stage 8. It is designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. You may choose to use other activities with a similar level of difficulty.

The accompanying teacher guide for Cambridge Lower Secondary Physical Education will support you to plan and deliver lessons using effective teaching and learning approaches. You can use this scheme of work as a starting point for your planning, adapting it to suit the requirements of your school and needs of your learners.

## Long-term plan

This long-term plan shows the units in this scheme of work and a suggestion of how long to spend teaching each one. The suggested teaching time is based on 90 hours of teaching for Physical Education Stage 8. You can adapt the time, units and order of the units based on the requirements of your school and the needs of your learners.

| Unit | Suggested teaching time |
| --- | --- |
| **Unit 8.1** Team building through physical challenges | 18 hours |
| **Unit 8.2** Exploring objects in gymnastics and dance | 18 hours |
| **Unit 8.3** Learning in net games | 18 hours |
| **Unit 8.4** Physical activity and health across the lifespan | 18 hours |
| **Unit 8.5** Developing skills in athletics | 18 hours |
| **Total** | **90 hours** |

## Sample lesson plans

You will find two sample lesson plans at the end of this scheme of work. They are designed to illustrate how the suggested activities in this document can be turned into lessons. They are written in more detail than you would use for your own lesson plans. The Cambridge Lower Secondary Physical Education Teacher Guide has information on creating lesson plans.

## Other support for teaching Cambridge Lower Secondary Physical Education Stage 8

Cambridge Lower Secondary centres receive access to a range of resources when they register. The Cambridge Lower Secondary support site at [**https://lowersecondary.cambridgeinternational.org**](https://lowersecondary.cambridgeinternational.org) is a password-protected website that is the source of the majority of Cambridge-produced resources for the programme. Ask the Cambridge Coordinator or Exams Officer in your school if you do not already have a log-in for this support site.

Included on this support site are:

* the Cambridge Lower Secondary Physical Education Curriculum Framework, which contains the learning objectives that provide a structure for your teaching and learning
* grids showing the progression of learning objectives across stages
* the Cambridge Lower Secondary Physical Education Teacher Guide, which will help you to implement Cambridge Lower Secondary Physical Education in your school
* templates for planning
* worksheets for short teacher training activities that link to the teacher guide
* assessment guidance (to support classroom assessment)
* links to online communities of Cambridge Lower Secondary teachers.

## Resources for the activities in this scheme of work

We have assumed that you will have access to these resources:

* paper, pens and pencils for learners to use
* large movement space (indoor and outdoor)
* team colours, sashes or bibs
* stopwatches and chalk
* computer, projector and screen
* music and playing device, recording device (e.g. mobile device and video recording equipment)
* first aid kit.

Other suggested resources for individual units and/or activities are described in the rest of this document. You can swap these for other resources that are available in your school.

## Websites

There are many excellent online resources suitable for teaching Cambridge Lower Secondary Physical Education. Since these are updated frequently, and many are only available in some countries, we recommend that you and your colleagues identify and share resources that you have found to be effective for your learners.

## Approaches to teaching Cambridge Lower Secondary Physical Education Stage 8

The learning objectives are organised into six strands which aim to integrate embodied learning in a holistic way.

* Moving Well
* Understanding Movement
* Moving Creatively
* Taking Part
* Healthy Bodies
* Taking Responsibility

Cambridge Lower Secondary Physical Education is taught through a broad range of movement tasks, challenges and physical activities. It includes cooperative, competitive, athletic, adventurous, expressive/artistic and health-based contexts that are appropriate for each learning stage.

Physical education activities should enable learners to move for as much of each lesson as possible while being enjoyable. Activities that are learner-centred and inclusive will promote learners’ confidence, self-esteem, cognitive abilities and social skills.

You can find more information and ideas for teaching and learning activities in the Cambridge Lower Secondary Physical Education Teacher Guide and schemes of work available on the Cambridge Lower Secondary support site ([**https://lowersecondary.cambridgeinternational.org**](https://lowersecondary.cambridgeinternational.org)).

# Unit 8.1 Team building through physical challenges

| Unit 8.1 Team building through physical challenges |
| --- |
| Outline of unit: |
| This unit will focus on group activities that are designed to develop learners’ team-building skills. Learners can undertake these activities both indoors and outdoors with a range of equipment. They will involve tag games, team activities with equipment, adventurous challenges and cooperative work in larger groups. Learners will gain social skills and problem-solving and general movement confidence and competence through these activities. You will also guide them to help and support each other, and to explore group roles and responsibilities. |
| Knowledge, understanding and skills progression: |
| Learners will have developed a range of social skills in previous physical education units through indoor and outdoor activities. They will use these to respond to challenging situations in innovative ways, respecting other participants and making informed decisions about the role they need to play in collaborative contexts. They will have experienced chasing games and adventure-based activities in school, home or extra-curricular contexts. |

| Learning objectives covered in Unit 8.1 and topic summary: | | 8.1 Topic 1  Warm-up tag games in groups | 8.1 Topic 2  Team activities with equipment | 8.1 Topic 3  Adventurous challenges in small groups | 8.1 Topic 4  Working cooperatively in large groups |
| --- | --- | --- | --- | --- | --- |
| **789MW.01** | Select and apply a range of increasingly complex movement skills and techniques. |  |  | ✓ |  |
| **789MW.02** | Perform, combine and apply a variety of movement skills in complex sequences. |  | ✓ |  |  |
| **789MW.03** | Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities. |  |  | ✓ |  |
| **789MW.04** | Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them. |  |  | ✓ |  |
| **789MC.01** | Apply existing skills in creative and innovative ways, showing an understanding of what is viable, as well as the ability to cope with unpredictable challenges. Add new and advanced skills as a result of this process. |  |  |  | ✓ |
| **789TP.01** | Concentrate and stay involved across the full spectrum of physical activities, situations, roles and responsibilities, showing an understanding of self-motivation. | ✓ |  |  |  |
| **789TP.02** | Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations. |  | ✓ |  |  |
| **789TP.03** | Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives. | ✓ |  |  |  |
| **789TP.04** | Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures. |  |  |  | ✓ |
| **789TP.05** | Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. |  |  |  | ✓ |
| **789TP.06** | Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. |  | ✓ |  |  |
| **789HB.01** | Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life. | ✓ |  |  |  |
| **789TR.01** | Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. | ✓ |  |  |  |
| **789TR.03** | Apply knowledge, skills and understanding of behaviours that reflect fair play to different physical activity contexts. Demonstrate and articulate instances of fairness and unfairness during collaborative/competitive physical activities. |  |  | ✓ |  |
| **789TR.04** | Evaluate own and others’ help-seeking strategies when trying to overcome problems and challenges in a range of group physical activities. |  | ✓ |  |  |
| **789TR.05** | Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. |  |  |  | ✓ |

Unit 8.1 Suggested activities

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| Unit 8.1 Topic 1 Warm-up tag games in groups |
| Outline of topic: |
| This topic is based on tag games that warm the body up, giving learners opportunities to review some health aspects of physical activity (e.g. bodily changes such as heart rates). You will lead learners in a range of activities and then give them an opportunity to develop their own tag games in small groups, teaching these to others. In their groups, learners create their own safety rules and objectives for their tag games, and you can guide them to consider the different roles they and others have undertaken. Learners reflect on their and others’ games, giving constructive and focused feedback. |
| Language: |
| * Nouns (tag game, team, teamwork, intensity, muscles, heart, carotid and radial artery, aerobic, heart rate and beats per minute (BPM)). * Vocabulary related to action (walk, gallop, skip, jog and hop). * Vocabulary related to equipment (beanbags, balls, coloured bibs or sashes and foam pool noodles). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **789TP.01** Concentrate and stay involved across the full spectrum of physical activities, situations, roles and responsibilities, showing an understanding of self-motivation.  **789HB.01** Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life. | Advise learners that in this unit they will be engaging in activities that seek to develop team-building skills (e.g. cooperation, leadership and group problem-solving). Ask questions to gain learners’ understanding of team building. Explain that in this topic they will be participating in tag games, where there are taggers who try to tag (touch on the back) other learners who are ‘free’ (not tagged). These activities raise the heart and breathing rates, warming up the whole body up as it moves about the space.  Review intensity levels (high, moderate and low) of different types of exercises, physical activities and sports. Discuss how a healthy heart is more efficient than the one that is less healthy, and that to become healthier, regular aerobic activity (with oxygen) needs to take place to build up stamina. A healthy heart should normally recover 2 minutes after exercise to below 100 beats per minute (BPM). Ask learners to take their heart rate at the wrist (radial artery) or the neck (carotid artery) by placing three fingers on the artery (not the thumb which has its own pulse). Count for 30 seconds and multiply by 2 or count for 60 seconds to get the BPM.  Learners play ‘pairs tag’. Three pairs of taggers wear coloured bands or sashes. The pairs link arms. Each tagger pair tries to tag other learners who are moving about the space. Do not allow them to run, only walk fast. When tagged, a learner joins another tagger pair to make a three (linking arms) until another learner is tagged and they can make a new pair.  This activity can be extended by changing fast walking to another form of travel (e.g. gallop, skip and hop).  *How can tag games increase our fitness levels?*  *What types of physical activity improve the health of the heart and lungs?*  *What does aerobic mean when we talk about aerobic activities?*  *What sort of aerobic activities do you do outside school?*  *How much time per day should you be active at your age to maintain health?*  *Where can you add more physical activity into your week (if needed)?*  Two or three learners are the taggers. If a chased learner gets tagged, they freeze (stand still on one leg) until they are tagged by another learner who is free. To avoid being tagged, learners can lie down on their backs with their hands and feet in the air like a beetle which has turned over onto its shell. Players can only remain safe like this for 10 seconds (they count aloud). Play for a specific time limit (e.g. 3–4 minutes) and then change taggers.    Learners play ‘sandwich tag’. Ask three or four learners in the class to be taggers. When a learner is tagged, they must lie flat on the floor on their backs with hands by their side and legs together, as if they were the filling in a sandwich. To get back into the game, two free learners need to lie on either side to form the bread. The tagger cannot tag any of the three learners who are completing the sandwich and has to give them 5 seconds to run away once the ‘filling’ has been freed. Change the taggers after 4–5 minutes.  Learners play ‘beanbag tag’. Each learner places a beanbag on their head and tries to tag everybody in the playing area without dropping their own beanbag. Each learner has 10 points. They lose a point if they drop their own beanbag, but gain a point if they manage to tag somebody else.  *Who has the most points at the end of our playing time?*  *How did the beanbags affect how you moved about the space and tagged others?*  *How warm are you now after playing this game?*  *How fast is your heart beating?*  Place four benches in the corners of the movement space and 10–12 yellow foam balls at the edges of the movement space. Ask two or three learners to be taggers. They are the ‘reds’ and stand in the centre of the space with several red foam balls trying to tag free learners below the waist as they move about by throwing a ball at them (from three giant steps away – you need to observe the game carefully to enforce this and encourage fair play). When learners are tagged, they are caught and stand on the closest bench (the dungeon). To get free, other learners must collect yellow foam balls from the edge of the movement space and throw them to the tagged learners on the bench. If the tagged learners on the bench successfully catch the ball (from three giant steps away), they are free and re-join the game. Play the game for 5 minutes and swap taggers over, or play until the last learner is sent to the dungeon (to stand on the bench).  Choose two or three learners to be the taggers and define the boundaries in which the rest of the group can run around. Give two or three objects (e.g. beanbags) to learners in the group. Each of the two or three taggers can tag anyone, as long as that learner does not have the object in their possession. The rest of the group works together to pass the object to the learner being chased by the taggers (this prevents them from being tagged). When a learner is tagged, they become a tagger. Change the taggers after 4–5 minutes.  *How motivated were you in these activities? Why?*  *How do we know if an activity builds stamina?* (e.g. heart rate and breathing rate increases, body temperature increases and sweating occurs)  *Did you notice what happened to your body in any of the pair activities?*  *How did the activities make you feel?*  *Why is it important to be physically active every day?*  *What happens to muscles if we are active every day?* (they get stronger and increase in size)  *How much time are you physically active each day and how can you increase this (as needed)?*  *When do you think you are the most active during the day?*  **Resources:** beanbags, balls, foam balls (two different colours, e.g. red and yellow), benches and coloured bands or sashes. | Remind learners to keep well-spaced and always move with their heads up to avoid collisions.  Aerobic activity is also known as cardio. It is physical exercise of low to high intensity that requires oxygen to meet energy demands during exercise. Generally, aerobic activities can be performed for extended periods of time. Examples of aerobic or cardiovascular activities are medium to long distance running, jogging, swimming and cycling.  Throughout this topic, ask learners to take their heart rates so that they begin to feel the way in which their heart works during activities of different intensity and also when they take on different roles (e.g. tagger, being chased, lying down and walking fast).  Heart rate: there is a greater risk of inaccuracy when counting for a longer period and the heart rate also begins to slow down.  The recommended physical activity level for learners at this age is 60 minutes per day of moderate- to vigorous-intensity activity in small amounts throughout the day.  Observe learners throughout the tag games, taking personal notes on learners’ levels of motivation and concentration. Note also their understanding of links between physical activity and health through regular questioning. |
| **789TP.03** Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives.  **789TR.01** Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. | In groups of five or six, learners make up their own tag game choosing from any equipment that is available. In each game, they need to have:   * teamwork skills with opportunities for leadership * clear goals and/or objectives * safety rules (space, equipment, roles and responsibilities).   Learners play their own game and then teach it to other groups of learners, or the whole class, depending on the time available. Each group’s game is reviewed and evaluated by another group. Learners also reflect on their own tag game and whether it was successful.  *How did you work in your groups to create the game?*  *Which roles did you take in this activity?* (e.g. leader, follower and organiser)  *Which roles did others in your group take on?*  *Did you lead this activity at all?*  *How did you share ideas in your group?*  *How well did the group-sharing process work?*  *What can you improve in your tag game?*  *Which safety rules did you decide on and did they work well?*  **Resources:** balls, coloured bibs or sashes and foam pool noodles. | These tag games might be cross-curricular (e.g. you might relate them to current topics in another classroom subject).  Encourage groups to give feedback with two stars and a wish: two things they enjoyed and why, alongside one pointer for improvement. Remind them also to reflect on what had to be included in each game and whether these were effective.  Observe learners throughout the development of their tag games, taking personal notes on learners’ teamwork and leadership skills. Note also their understanding of safety through regular questioning. |

Unit 8.1 Suggested activities

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| Unit 8.1 Topic 2 Team activities with equipment |
| Outline of topic: |
| In this topic, learners engage in team activities that involve working with others, planning and collaborating. They use a range of equipment, including gymnastics mats, benches, balls, string and newspaper batons. Learners regularly review their learning in team-based activities, particularly evaluating the social skills they employed. The topic culminates with learners working in small groups to create a team activity that draws on any of the movement skills or group ideas they have already used in this topic. |
| Language: |
| * General vocabulary (teamwork, direction, circle, zone, coach, point, trust and feedback). * Vocabulary related to action (pass, balance, lean, release, swap, hit, score, push and pull). * Vocabulary related to equipment (mats, benches, balls, blindfolds, markers, cones, skipping ropes, string, balloon and newspaper). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **789TP.02** Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations.  **789TP.06** Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. | Explain that this topic involves working in pairs and small groups on or with objects (e.g. mats, benches and balls). The aim is to develop teamwork skills.  Six to eight learners stand in a circle and one of them stands in the middle. The learners in the circle pass a small object (e.g. a small ball) behind their backs around the circle, trying to do this without the learner in the middle seeing the object. They change the direction of the object pass whenever they wish. If the learner in the centre guesses where the object is, the learner holding the object changes place with the learner in the centre. Play for 2–3 minutes and then swap the learner in the centre if you have not done so already.  *How did you disguise your object pass?*  *What does the learner in the middle need to be good at in order to guess where the object is?* (observation)  Pairs of learners get mats out and work in an agreed space. They perform balances that involve linking body parts lowering down to the floor and then standing back up again, while still maintaining contact. Pairs share their favourite successful linked balances with the rest of the class who give feedback (a star: one thing they liked).  Learners take it in turns to practise supporting the weight of their partner (while on their mats). One partner leans backwards towards their supporting partner who ‘catches’ (holds) them and releases them back to upright gently. Discuss health and safety aspects before learners undertake this activity. Pairs join together and work in a four. One person supervises general safety and the other two are supporters facing each other. The remaining learner tips backwards and forwards towards the other two. Swap roles and repeat the task until everyone has had at least one attempt in each role.  This task can be extended to become a trust circle, with larger group sizes and the learner in the middle being supported and moved around the circle (which stands very close to them in order to build trust).  *Why does the person who tips backwards and forwards need to have good body tension?*  *How important is it for you to work safely and sensibly in this activity?*  *Can you trust your partner in this activity and if so, why?*  *How important was the catcher’s role?*  In pairs, learners place two benches on the floor in a ‘V’ shape or in parallel lines (approximately 2 metres apart). They stand on opposite benches with their palms touching. The aim is for the pair to move gradually along the bench, helping each other to get to the end without falling off. Ask learners to extend this activity to make it more difficult (as appropriate and if learners find this activity easy).  *Can you say why is it important to talk with our partners and make sure that we work together in these activities?*  *How can you change this activity in your pairs to give both of you a greater challenge?*  Pairs set up an area with imaginary quicksand, using the equipment provided. (balls, markers or cones and skipping ropes). The aim is for learners to guide their blindfolded partner through their quicksand zone as quickly as possible without their partner touching any of the equipment (quicksand). When the blindfolded partner is in the zone, their non-blindfolded partner cannot speak to them; they can only use sounds (e.g. ‘aah’ and ‘ooh’) to get their partner through the quicksand zone. If a blindfolded learner touches the quicksand equipment, they must return to the start of the course and start again. Learners swap roles once they complete the course successfully. For additional challenge, they swap quicksand courses with another pair. Discuss social skills employed in this activity (e.g. roles, cooperation, listening and communication).  *What problems did you find and how did you solve them?*  *How would you do things differently next time?*  *How did you adapt to the quicksand challenge once you were blindfolded and how did your partner help you to do this?*  **Resources:** mats, benches, balls (different sizes), blindfolds, markers or cones and skipping ropes. | Safety in carrying mats: emphasise keeping thumbs on the top, one learner holding each end of the mat.  Benches: remind learners to bend their knees to lift, carry and place benches.  Match learners for this activity according to physical size. The supporter/catcher stands behind their partner. They form a wide body base with one foot forwards and bent knees. They keep their hands ready to support (catch) their partner as they tip towards them (arms outstretched, palms flat on the upper part of the learner’s back and arms giving with the weight of the partner as they tip backwards). The partner folds their arms and tries to keep their body really tense – the stronger their body tension is, the easier it is for the catcher to hold them. They need to keep their feet together and not move them.  If appropriate, you can blindfold one or both learners for the bench activity. You can turn the benches upside down so that they are walking along the narrow part of the bench.  Observe learners’ social skills and how they work with each other and plan the various activities. Make personal notes for assessment purposes. |
| **789MW.02** Perform, combine and apply a variety of movement skills in complex sequences.  **789TR.04** Evaluate own and others’ help-seeking strategies when trying to overcome problems and challenges in a range of group physical activities. | Learners work in groups of 8–10. Two learners are the coaches. Each learner who is not a coach has a piece of string about 1 metre long. They stand in a circle and hold their string in their right hand. With their left hand, they reach across the circle to any other learner’s piece of string and hold the end of it. They are not allowed to connect with a learner who is standing next to them and they may not let go of the string or change hands. The aim of this activity is for the group to disentangle themselves and make one perfect connected circle. It is the role of the two coaches to help them do this. To make this activity more competitive and challenging, you can time it.  *What challenges did you personally face in this activity?*  *How successful was your group overall?*  *Where did you get help from to be successful in this activity?*  Learners work in groups of six. Each group has one balloon and stands in a circle. They number themselves from 1 to 6. Learner 1 throws up the balloon and Learner 2 hits the balloon upwards for Learner 3, who hits it upwards for Learner 4 etc. The aim is to keep the balloon in play for as long as possible. If a learner hits a balloon out of turn or allows it to touch the ground, the team must start the game again with the learner whose turn it would have been next hitting the balloon upwards.  This activity can be extended by adding a second balloon into the circle, to be hit simultaneously with the first balloon.  Learners make batons from rolled-up newspapers held together with tape. They form teams of five or six and two teams stand in a line opposite one another about 2 metres apart. Throw two balloons into the centre of the groups and ask learners to try to hit them with their batons over the heads of the other team, without moving their feet. If a balloon passes a team and touches the floor, the other team scores a point and the balloon is returned to the centre of the game. Once a balloon has passed over the heads of a team, they are not allowed to prevent it touching the floor.  *Which skills did you use in this game?* (e.g. hitting and aiming)  Spread out sticky floor spots or markers in the movement space. Learners move about the space in different ways (e.g. running backwards, sidestepping and jumping with two feet). When you call out a number, each learner runs to the nearest spot or marker and tries to take up a position with that number of body parts touching the ground (e.g. for ‘5’, two feet, two hands and head touch the ground). Learners then form small groups of three or four, moving about the space together. Now call numbers for the total number of body parts per group rather than individuals’ body parts.  Learners work in groups of five or six and play the ‘mat tug’ game. Each learner has five points. They hold hands in a circle around a gymnastic mat. They try to push and pull each other onto the mat without letting go of each other’s hands. If a player steps onto the mat, they lose a point and must start the game again.  Learners take any of the movement skills or group ideas already used in this topic and develop a game of their own in small groups. They choose the equipment they want and play their game. Another group reviews their game and offers feedback (two stars and a wish: two things they liked, one thing that could be improved). The game creators play their game again with suggested modifications.  *What challenges did you face in these activities and how did you seek help?*  *What types of movement skills did you need to play in the various activities that you undertook?*  **Resources:** pieces of string (1 metre long), balloons, sticky floor spots or markers, gymnastic mats, newspaper and sticky tape. | Remind learners to keep well-spaced and always move with their heads up to avoid collisions when moving about the space.  Observe communication and collaboration skills between the groups. Determine whether learners asked for help and how they responded to advice and listened. Notice how learners performed and applied a range of movement skills (e.g. hitting and aiming).  Remind learners in the balloon game to hit the balloon upwards into the centre of the circle. Once they have hit the balloon, they must quickly return to their circle position.  Before the ‘mat tug’ game, demonstrate basic safety rules and supervise groups so that they play sensibly during the game. |

Unit 8.1 Suggested activities

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| Unit 8.1 Topic 3 Adventurous challenges in small groups |
| Outline of topic: |
| In small groups, learners participate in and design adventurous challenges using a range of conventional and unconventional equipment. They perform and apply various movement skills and techniques, and enhance their understanding of fair play. They regularly discuss, plan and evaluate their progress in the tasks they undertake as individuals and as groups. They reflect on ways to improve personal movement competence and confidence, as well as the roles they adopt during the activities. |
| Language: |
| * Nouns (roles, relay, game, activity, team, rules, scoring system and safety). * Vocabulary related to action (stand, crouch, carry, pass, throw and travel). * Vocabulary related to equipment and other resources (markers, plastic flying disc, sash or band, large tin cans (full), rubber quoits, chiffon scarves, tennis balls, planks of wood, benches, milk crates and mats). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.01** Select and apply a range of increasingly complex movement skills and techniques.  **789TR.03** Apply knowledge, skills and understanding of behaviours that reflect fair play to different physical activity contexts. Demonstrate and articulate instances of fairness and unfairness during collaborative/competitive physical activities. | Explain to learners that in this topic they will be undertaking a range of adventurous challenges (non-traditional games and activities that can use unconventional equipment) in small groups. They will have to choose different movement skills and to take on a number of different roles, playing fairly and safely.  The game begins with teams of four to five (with coloured sashes or bands) deciding together which creatures they will be:   * Giants: Learners stand tall with arms straight over head, fingers curled ready to grab and voicing a loud growl. * Wizards: Learners crouch slightly with arms extended, fingers extended to cast spell and voicing a hiss. * Elves: Learners crouch down with hands and arms in front like a puppy and voicing a loud ‘ha’.   The entire team must be the same creature at the same time. As soon as the teams have decided on their creature, they line up face to face with the opposing team, in rows about 3 metres apart. On your command, team members jump to their pose. Learners score a point on the basis of which creature beats which: wizards cast spells on giants, giants squash elves, and elves are small and quick and outsmart wizards. If both teams form the same creature, neither score a point and teams decide their next team move. The first team to score five to seven points wins. Keep games short: 3–4 minutes.  *Why was it important to collaborate to achieve a goal?*  *What leadership roles were developed in this activity?*  Play bench relays, with learners working together to carry a bench across given distances. Review the most efficient way of carrying a bench as a group. Discuss who led the team in their carrying method and what changes they made as they competed.  This activity can be extended by asking learners to carry the bench together with two or three foam balls on top of it, trying not to drop the balls. If learners drop a ball, they have to restart the activity.  *Did you change the way you carried the bench in your teams and if so, why?*  Learners play a Flying plastic disc possession game in teams of four or five. One team, with coloured sashes (or bibs) has possession of the Flying plastic disc. Their aim is to maintain possession of the Flying plastic disc for a given time limit (e.g. 30 seconds). You can increase this time to 45 seconds or 1 minute. Throws may be made to any team member but not to the same learner twice in a row. If the team in possession loses the Flying plastic disc to the opposing team (e.g. through interception), they get it back and start the game again. If a Flying plastic disc is dropped by the attacking team (in possession of the Flying plastic disc), they also have to start the game again, unless a team member of theirs can pick up the Flying plastic disc off the floor within 3 seconds. Each team has five goes to maintain possession for the given time limit.  This game may be extended to have each team decide on a sequential order for passing that their opponents do not know about.  Ask learners in teams of five or six to make up a Flying plastic disc game to play with another team. They need to make sure it has clear safety rules, a scoring system and safety guidelines. They also need to play fairly throughout – ask learners how this might be possible (e.g. following rules, not cheating, supporting a team member and not making any body contact with opponents).  Divide the class into teams of six to eight with two teams at opposite ends of the movement space marked with lines (use markers to make lines that intersect and go in various directions). Add a centre line with cones, dividing the movement space into two halves of the same size. Explain to learners that the half of the movement space that is closest to them is their ‘home’ half. The half that is beyond the centre line is their opponents’ half. In their home half, they can move along the marker lines in any direction. In their opponents’ half, they can only move forwards or side to side. They are not allowed to jump from marker line to marker line, they can only change marker lines when these intersect. Each team has to move their entire team from one side of the movement space to the other (home half to the opponents’ half). They do this by travelling individually in any direction along any of the lines (made with markers). Both teams start simultaneously and move as individuals towards each other. On the opposing side (beyond the centre cone line) if a learner’s path is ‘blocked’ by an opponent, they must step off to the side and go back and start the game again. The first team to have all its members on the opposite side is the winner. They can play the game can again after discussion about successful tactics and fair play.  *Which movement skills or techniques did you use in these activities?*  *Did you undertake the activities fairly? Collaboratively? Competitively?*  *When is an activity unfair?*  *What helps make activities fair?* (e.g. shared understanding and rules)  *How does an activity change for you when it becomes competitive?*  **Resources:** benches, Flying plastic discs, coloured sashes or bibs, markers, cones and foam balls. | Remind learners to bend their knees when lifting and replacing benches on the floor.  Two-handed Flying plastic disc catching teaching cues:   * Pancake catch: good for straightforward throws. Palms face each other like a pancake. When attempting this, learners keep hands in front of and close to body with both hands at right angles to gather the disc. * Crocodile catch: useful for catching fast-moving discs. Learners use the same technique as the pancake catch but with the arms far out in front of the body. Arms and body need to be in line with the direction of travel of the disc, and arms are also slightly parallel. * Rim catch: normally only used when the disc is well above the head of the player or low around the ankles. Both hands grab on the leading edge of the disc, with one hand on either side.   One-handed Flying plastic disc catching teaching cues:  one-handed catches are useful for throws around the ankles, well above the head or far to either side that require a stretch. When the Flying plastic disc is above the elbow, catch it with hand thumb down, otherwise with thumb up.  Flying plastic disc throwing teaching cues:   * The forehand: also called the ‘flick’, ‘two-finger’ or ‘side-arm’ throw. Momentum comes from the flick of the wrist. Holding the disc out to the side with the index and middle finger on the underside of the disc, learners swing the arm forwards and whip (flick) the wrist as if flicking someone with a towel. * The backhand: learners curl the arm around the disc and tuck it into the body, then straighten the arm to release the disc in the appropriate direction with a final flick of the wrist. Remind them to step into the throw for maximum power upon release. * High release: this is a variation of the backhand, where the disc is released above the thrower’s shoulders to get around a defender.   Observe how learners performed and applied a range of movement skills and techniques. Determine their understanding of fair play through questioning. |
| **789MW.03** Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities.  **789MW.04** Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them. | Learners work in groups of five or six playing a game called ‘hot tin’. They sit in a circle with legs extended with a large (full) tin can. Their aim is to pass the ‘hot tin’ from person to person using only their feet to see how fast they can do this without dropping it. If a learner drops the tin can, the team needs to restart the challenge.  This activity can be extended by giving learners different objects to pass (e.g. chiffon scarf and rubber quoit).  Place some tennis balls (‘golden goose eggs’) at one end of the movement space for each team of five or six learners. In their teams, give learners a range of different objects to reach the golden goose eggs (e.g. planks of wood, bench, milk crates and mat). They need to set up a course to the golden goose eggs after a few minutes of discussion and planning. They are not allowed to step on the floor, only the equipment. Each learner aims to bring one egg back to the start. Time this activity to see which team can bring their golden eggs back in the shortest amount of time.  Learners work in groups of four to devise a ‘new’ adventure activity of their own invention for four to eight learners, modifying any of the ideas from this topic and adding their own aims, safety guidelines, rules and scoring system. They have to create an imaginative ‘story’ for their adventure activity (e.g. animals and danger zones). They undertake their activity and then share this with another group, teaching them the rules and other details so that they can participate. Each group reflects on the adventure activity that they created, considering how it was played by the participating group. They evaluate the activities with two stars (two good things the participating group managed well in the adventure activity) and a wish (one thing they could do better). Groups share their evaluations with one another, focusing on individual and group success as well as areas of improvement.  *Which skills did you demonstrate in these activities?*  *Where was control required by you?*  *Which roles did you undertake?*  *Which safety guidelines did you experience or create?*  *How confident are you in these kinds of activities?*  *What do you need to improve to be better at completing this topic’s activities?*  **Resources:** large (full) tin cans, tennis balls and a range of different objects (e.g. rubber quoits, chiffon scarves, planks of wood, bench, milk crates and mat). | Observe learners’ movement skills, control of objects while passing them as they move, and confidence levels. Make personal notes for assessment purposes. |

Unit 8.1 Suggested activities

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| Unit 8.1 Topic 4 Working cooperatively in large groups |
| Outline of topic: |
| In this topic, learners engage in large group activities with and without equipment in order to develop their social skills further. They regularly explore, discuss and negotiate learning tasks with other learners, arriving at agreed solutions. They engage in activities indoors and outdoors, working collaboratively and sometimes competitively in their teams. The topic finishes with a whole-class slalom activity that learners discuss, create and play together. They write self-reflections on the whole topic in terms of their social skills, creativity levels and how well they gave feedback, discussing these with a partner. |
| Language: |
| * Nouns (rules, plan, obstacle course, scoring system, safety, role, slalom and self-reflection). * Vocabulary related to action (draw, describe, discuss, photograph, swap, throw, sit, push and steer). * Vocabulary related to equipment and other resources (notepads, pencils, digital device, markers, hoops, blindfolds, benches, net, soft balls, shuttlecocks, foam javelins, rubber quoits, cones and gymnastic mats). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MC.01** Apply existing skills in creative and innovative ways, showing an understanding of what is viable, as well as the ability to cope with unpredictable challenges. Add new and advanced skills as a result of this process.  **789TP.04** Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures.  **789TP.05** Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective.  **789TR.05** Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. | Explain that this topic focuses on working collaboratively in large groups. Ask learners what skills they might need in order to work collaboratively.  This activity is designed to build environmental awareness through experience and observational skills. In groups of five or six, with a notepad, pencil and a digital device for taking photographs, learners go for a walk around the school grounds or across an area beyond the school’s perimeters. As they see wildlife (birds, insects and animals) or plants, they draw them, describe their characteristics in their notepads or take photographs. They return to class to share and identify these, giving each other feedback in their groups.  Place sticky spots or hoops around a large circle of markers in the movement space and ask learners to stand on or in these. One learner stands in the centre of the space without a sticky spot or marker. They begin asking the group a series of questions (e.g. ‘Have you ever gone fishing?’, or ‘Have you ever been on a plane?’). The question must be something that this learner has done previously. As soon as the question is asked, all learners who have also done this must try to swap places with each other, and the learner who asked the question also tries to get on a spot (or inside a hoop). Whoever is left without a sticky spot or hoop must move to the centre and ask the question. If only one learner answers yes to the question and has to move, they have to run about the space for 10 seconds without being tagged by the learner in the centre. If they are not tagged, they return to their original spot or hoop.  Learners play a game called ‘control tower’. One learner is a plane, and one learner is an officer in the control tower. The remainder of the class make up an obstacle course, standing close together, making high-storey buildings, archways, bridges and rivers. The learner who is the plane is blindfolded. The control tower officer guides the plane through the obstacle course safely around, over, under or through obstacles. If the plane touches an obstacle as it moves across the space, the game is over and other learners take on the roles of plane and control tower officer. Learners review the different roles they took on during this activity and give each other feedback.  This activity can be extended by having several planes and several control tower officers.  Divide the movement space with benches or a net. Ask one half of the class to stand on one side of the divided space and the other half on the other side. Throw 40–50 items onto the space (half on each side) and begin the game. Items might include a range of soft balls, shuttlecocks and foam javelins. The aim is for each team of learners to pick up the items and throw them onto their opponents’ half (each learner can throw only one item at a time). After 4–5 minutes, check which team has the fewest items in their half: they are the winners. Each team reviews their own and their opponents’ performance in this activity and gives each other feedback (e.g. how they threw in different ways, how they worked together to target areas of their opponents’ court and which objects they selected as the best ones to throw).  This activity can be extended by specifying a type of throw that is permitted (e.g. overhand throw and underhand throw).  Set up six different slalom courses with cones (with enough distance between them to pull a gymnastic mat). Discuss safety guidelines when carrying learners on mats. Number each slalom course. In groups of five (one or two learners sit or lie on a gymnastic mat, depending on the mat size, with two or three learners pulling the gymnastic mat), learners begin at one of the slalom courses and work around each of them as you advise in sequential order (e.g. Group 3 starts on Slalom course 3 and completes this, followed by Courses 4, 5, 6, 1 and 2). Develop this so that it becomes competitive, with the fastest time recorded for each slalom course.  Learners reflect as a class and make up a new whole-class game with mats and any other equipment available. This needs to have clear rules, safety guidelines and a scoring system. Learners play the class game and evaluate it afterwards, deciding how it might be improved. They make the necessary modifications and play the game again.  Review all activities in this topic and ask learners to complete a self-reflection:  *Where have you shown creativity in this topic’s activities?*  *When were you asked to behave responsibly and how did you do this?*  *How active were you as a group member in discussion and participation?*  *How did you work to improve your individual/group performances in the different activities?*  *What kind of feedback did you give or receive and how useful was it?*  They discuss these questions with a partner afterwards, comparing similarities and differences.  **Resources:** notepads, pencils, digital device for taking photographs, markers, hoops, blindfolds, benches or net, soft balls, shuttlecocks, foam javelins, rubber quoits, cones and gymnastic mats. | Collaborative skills might include communication, group decision-making, turn-taking, negotiating, showing consideration for the feelings and interests of others, taking responsibility for own actions, being able to control themselves in a group situation and being able to assert themselves when needed.  Sticky spot/hoop game: prepare a set of questions in case a learner cannot think of anything to ask.  Slalom mat game:   * Before beginning any activity where learners are carried on mats, assess the surroundings. * Check to see if the area is free of obstructions. * Inform learners of their boundaries and keep them a safe distance from walls and doors. Where possible, use protective mats on corners or in areas where learners will be changing directions. * Teach learners how to position a person safely on the mat (sitting or lying). * Once play begins, learners should stay away from walls, and no mat-to-mat contact should be allowed.   Observe learners’ creativity and innovation, as well as their social skills (as active, responsible group members). Listen to feedback given after activities and how learners evaluate themselves and others. Make personal notes for assessment purposes. In addition, collect in their written self-reflections and review these for assessment purposes in relation to the topic’s learning objectives. |

# Unit 8.2 Exploring objects in gymnastics and dance

| Unit 8.2 Exploring objects in gymnastics and dance |
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| Outline of unit: |
| In this unit, learners participate in a wide range of gymnastic and dance activities on the floor and with hand apparatus which includes hoops, scarves, ropes, ribbons and balls. You guide them to develop their composition skills and experiment with actions, space, dynamics and relationships. They engage in a range of individual and small-group movement tasks and sequences, focusing on specific skills. Learners regularly engage in performances and appreciate their own and each other’s work, giving feedback and sharing ideas and points for improvement. |
| Knowledge, understanding and skills progression: |
| This unit builds on learners’ existing gymnastics and dance knowledge, skills and understanding, providing opportunities for floor and hand apparatus work, combined with dance steps and musicality. It helps support learners’ object control skills through the use of chiffon scarves, gymnastic balls, ribbons, hoops and ropes. It aims to further develop learners’ understanding of movement concepts in previous dance and gymnastics composition tasks, through its focus on understanding and demonstrating variation of actions, dynamics, space and relationships. |

| Learning objectives covered in Unit 8.2 and topic summary: | | 8.2 Topic 1  Working with gymnastic hoops | 8.2 Topic 2  Scarves, ropes and ribbons | 8.2 Topic 3  Pair work with gymnastic balls | 8.2 Topic 4  Group composition and appreciation |
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| **789MW.02** | Perform, combine and apply a variety of movement skills in complex sequences. | ✓ |  |  |  |
| **789MW.03** | Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities. | ✓ |  |  |  |
| **789MW.04** | Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them. |  |  | ✓ |  |
| **789UM.01** | Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes. |  | ✓ |  |  |
| **789UM.02** | Demonstrate an understanding of actions, dynamics, space and relationships, through movement and evaluation processes. |  |  |  | ✓ |
| **789UM.03** | Create and apply success criteria to own and others’ movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities. |  | ✓ |  |  |
| **789UM.04** | Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities. |  |  |  | ✓ |
| **789MC.01** | Apply existing skills in creative and innovative ways, showing an understanding of what is viable, as well as the ability to cope with unpredictable challenges. Add new and advanced skills as a result of this process. | ✓ |  |  |  |
| **789MC.03** | Persevere and share ideas with others, when responding to given and self-created tasks and challenges, working towards creating own solutions and contributing to group solutions. |  |  | ✓ |  |
| **789MC.04** | Experiment with and combine compositional ideas to express themes, moods and emotions, and evaluate their application to different contexts. |  | ✓ |  |  |
| **789TP.03** | Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives. |  |  | ✓ |  |
| **789TP.04** | Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures. |  |  |  | ✓ |
| **789TP.05** | Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. |  |  |  | ✓ |
| **789TP.06** | Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. |  |  | ✓ |  |
| **789TR.01** | Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. | ✓ |  |  |  |
| **789TR.05** | Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. |  | ✓ |  |  |

Unit 8.2 Suggested activities

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| Unit 8.2 Topic 1 Working with gymnastic hoops |
| Outline of topic: |
| In this topic, you will guide learners through some fundamental skills with hoops. They will have opportunities to improve, discuss and evaluate their skills, working in small groups to develop sequences. They will highlight the movement concepts of space and dynamics during composition processes. Learners will work towards creating a final group composition using hoops and then perform and evaluate it as a half class. |
| Language: |
| * Nouns (hoop, circle, diagonal, formation, grip: overhand, underhand, mixed and fingertip). * Vocabulary related to action (swing, circle, roll, spin, throw, catch, rotation, pass, turn, cartwheel, scissor jump and leap). * Vocabulary related to space (floor and air pathways (zigzag, circle and lines), door-wheel-table planes and levels: high, medium and low). * Vocabulary related to dynamics (slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.02** Perform, combine and apply a variety of movement skills in complex sequences.  **789MW.03** Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities.  **789MC.01** Apply existing skills in creative and innovative ways, showing an understanding of what is viable, as well as the ability to cope with unpredictable challenges. Add new and advanced skills as a result of this process.  **789TR.01** Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. | Explain that this unit focuses on exploring objects in gymnastics and dance. These objects include hoops, scarves, ropes, ribbon and balls. This topic focuses on working with hoops.  Learners have a hoop each and review the three different planes:   * ‘Door’ plane (front): rotate a hoop on the forearm in front of the body. * ‘Wheel’ plane (side): rotate a hoop on the forearm at either side of the body. * ‘Table’ plane (horizontal): rotate the hoop around the body (hula).   Explain some basic safety guidelines to learners when working with a hoop. Learners follow some specific skills with their hoop, modelled by you or a learner, or a relevant video: swing, circle, roll, spin, throw and catch, rotation and pass (through or over hoop). Ideas might include:   * Using a one- or two-handed overhand grip, swing the hoop in front of body. * Switch hands in front of the body at the top of the side swing of the hoop, then behind the back at the bottom of the swing. * Using an overhand grip and sitting cross-legged or kneeling, pass the hoop around the body in circles, moving it from hand to hand while it lightly skims the floor. * Roll the hoop on the floor into an open space, then run and catch it. Use both the right and left hands. * Roll the hoop along the floor and try to scissor jump across it as it rolls or pass the body through it (onto mats). * Spin the hoop between the thumb and index finger (in the webbed part of the hand) while balancing on one foot. * Throw the hoop up with the dominant hand, make a full turn and catch it in the non-dominant hand (or two hands if this is easier).   *How can we improve our catches of the hoop?* (e.g. keep eyes focused on hoop, bend arm to absorb its impact as it drops into the hand).  *Why is it important to use both dominant and non-dominant sides of the body in physical education?* (to balance the body better, to develop coordination with the right and left sides of the body, to develop the right and left sides of the brain and to avoid overuse of one side of the body and potential injury).  Learners explore different ways of using a hoop individually using some of the ideas they have practised mixed with some of their own ideas. They try another action while performing a hoop skill, e.g. turn around as they throw the hoop up and then catch it and roll the hoop and cartwheel alongside it. They observe another learner’s ideas and suggest ways they can be developed.  Review how movements might be changed through space and dynamics. Learners create a short sequence individually with three or four chosen hoop skills from any of the ones already attempted, ensuring that there is variety in space and dynamics (energy). They observe another learner’s sequence and give each other feedback on the hoop skills used and the variety in space and dynamics.  In pairs, learners explore hoop movements that they can perform together, e.g.   * Swinging a hoop from side to side with one learner beginning right and the other beginning left and standing in a line. * Rolling a hoop back and forth between them. * Facing each other and swinging the hoop using the same hand and then exchanging hoops at the top of the swing. * Spinning a hoop and changing position by doing a leap to pick up a partner’s hoop.   They link a selection of five or six hoop movements together fluidly and logically, including a minimum of one exchange of their hoops.  Learners join with another pair and teach one another their pair hoop sequences, combining all the ideas so far tried. Encourage learners to change the order of the movements to make sure there is fluency and variety. Make sure that there is an exchange of hoops at least twice in the new group sequence and a change of group formation (e.g. from a circle formation to a diagonal line formation). Learners perform group sequences as a half class, giving feedback to each other using the two stars and a wish appreciation system: two things they enjoyed and why, and one pointer for improvement.  In pairs, learners discuss the new hoop skills they have learned in this topic and how creative they were individually and in their groups. They talk through any safety issues that occurred in the class and how these were resolved.  *What challenges did you overcome to create your group sequences?*  *What changes did you need to make to aspects of your group sequence as it progressed and why?*  *How did you come up with your ideas for your sequences?*  *Which safety issues did you resolve and how?*  **Resources:** hoops, music, digital playing device and internet access (optional). | Explain basic safety guidelines to learners at the beginning of the topic, e.g. keeping heads up and keeping aware of your own hoop and other learners at all times. When throwing a hoop, make sure that its pathway is clear and that you have room to throw and catch it.  Ways to grip a hoop:   * Overhand grip of hoop: two hands clasp hoop with backs of hand facing ceiling. * Underhand grip of hoop: fingers clasp hoop underneath, with palms facing up to ceiling. * Mixed grip: one palm faces up, one palm faces down. * Fingertip grip: hold the hoop with both palms facing each other and the index fingers pointing down to the floor.   Introduce music throughout this topic to encourage learners to use different rhythms and tempos.  For learners who find the spatial planes work difficult to grasp, you can merely make them aware of ways in which to move the hoop at their sides, in front of them and around them.  Remind learners that they can develop more interesting actions through changes in space, action, dynamics and relationships.  Dynamics are the quality or energy with which a movement is performed: the ‘how’ (quality) of movement, rather than the ‘what’ (actions). Examples might include slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed.  Spatial variety might include different levels (low, medium and high) and a range of spatial floor and air pathways (zigzag, circle and lines).  Observe learners’ creativity, as well as their general hoop skills and sequence abilities. Listen to feedback given after activities and how learners evaluate themselves and others. |

Unit 8.2 Suggested activities

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| Unit 8.2 Topic 2 Scarves, ropes and ribbons |
| Outline of topic: |
| In this topic, learners will be guided to explore some basic skills with scarves, ropes and ribbons (if available). The movement concepts of space, dynamics and relationships will be key focal points during composition processes. Learners will be given opportunities to improve, discuss and evaluate their skills, completing sequence work individually and in small groups. They will work towards creating a final group composition using ribbons, ropes or both. Performers and their peers will evaluate the composition as a half class. |
| Language: |
| * Nouns (ribbon, rope, scarf, apparatus, sequence, beat, flow, wrist, body, starting and finishing position, story, theme and feedback). * Vocabulary related to action (snake, spiral, swing, circle, wave, figure of eight, throw, catch, step, turn, skip, jump, balancing, sit, kneel, stand, travel, wrap, fold and rotate). * Vocabulary related to space (direction: backwards, forwards, side to side, zigzag, upwards, downwards and diagonally; levels: low, medium and high; floor and air pathways: curved, angular, zigzag, straight, twisting and turning; personal (close to body) and general space (far away in the larger movement space); door, wheel and table planes; and size). * Vocabulary related to dynamics (slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed). * Vocabulary related to relationships (with self and body parts (head to arm, knee to torso and hand to feet), self and others (side by side, back to back, front to back, one in front, one behind, meeting and parting, advancing and retreating, mirroring, matching, opposite, facing, leading, following, canon and unison), and self and object: contrasting body shape to object shape and complementing body shape to object shape). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789UM.01** Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes.  **789UM.03** Create and apply success criteria to own and others’ movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities. | Explain that this topic focuses on working with scarves, ropes and ribbons. Ropes and ribbons are ‘official’ rhythmic gymnastics apparatus, but scarves are often used to develop basic skills such as swings, circles, waves, figures of eight and throw and catch.  Explain that the scarf can be held in different ways, along the short edge or long edge, and from one corner or two opposing corners. For small and large handheld scarves, the corners are lightly grasped between the thumb and index finger, enabling the index finger to guide the scarf’s movement.  Ask learners to choose a scarf (small or large). If available, two scarves can be used (one for each hand).  Work on swings with learners, modelling basic skills:   * Play music with a definite but gentle beat. Learners swing the scarf from side to side or from front to back (weight transfers from foot to foot with swing). When the music stops, hold the position. When the music continues, carry on swinging. * Swing the scarf forwards and backwards with both arms in unison (at the same time) or one arm forwards and the other backwards (in opposition). * Play music that has a strong beat. Learners skip with their scarves to the beat, swinging their arms forwards and backwards, and side to side as they move about the space.   Ask learners to find different ways of travelling (e.g. turning, galloping, hopping and tiptoe walk) while swinging. They can join up with a partner and share ideas together.  Work on circles with learners, modelling basic skills:   * Make circles of different sizes (small, medium and large). * Make circles with one or two scarves in all three planes (door, wheel and table). * With a scarf in each hand, travel backwards and show backward arm circles. Repeat going forwards with forward arm circles. * Complete a circle with one or two scarves. At the height of the circle, release the scarf (or scarves) and then catch it and continue the circle.   Learners practise circles in different planes and directions with a partner and give each other feedback on the clarity of the circle shapes they are making and anything else they consider to be important when making scarf circles (e.g. flow, rhythm and variety of levels: low, medium and high).  Give learners time to explore making waves individually with their scarves (up and down, and side to side movements). Guide them by saying that the action can started by a wrist movement, in a similar action to creating a snake pattern using a ribbon, or by a large arm movement for a large wave pattern. Challenge them with relevant questions to extend their movements.  *Can you wave two scarves while moving backwards?*  *Can you throw your scarf (or scarves) into the air in front of the body, catch it (or them) and continue travelling backwards?*  *Can you change the size of your waves?*  *Can you change the levels of your waves by changing your body position?* (e.g. sitting, kneeling, standing and balancing on one foot)  *Can you add in another action to accompany your wave?* (e.g. a turn and gallop)  *How do we link our wave movements more fluidly together?* (e.g. watch the scarf and move the body in time with it as if it is an extension of your arm)  Ask learners to work in pairs to create a scarf sequence that includes swings, circles and waves. Ask them to explore with figures of eight as well, along with throwing and catching (one handed, two handed and alternate hands). Learners need to link together six to eight different skills with movements of their own choice. Pairs review each other’s work and give feedback on scarf skills they observed, how these were joined together (transitions) and one other criterion of their own choice that they feel is relevant to the sequence. Pairs also engage in self-reflection on how successful their sequences were, focusing on their choices of ideas and discussing these with another pair.  **Resources:** chiffon scarves (small and large if possible), music and digital playing device. | Rhythmic gymnastics is an Olympic sport, linking expressive dance steps and gymnastic moves with skilful manipulations of the ball, rope, ribbon, hoop or clubs.  Play music throughout these activities to encourage flow, rhythm and musicality.  Circles made with scarves in the frontal (door) plane are easier than the side (wheel) or horizontal (table) plane. Start with these to build learners’ movement confidence and competence.  Waves: a scarf wave is similar to a wave of the hand. Waves might be performed with two handheld small scarves or by holding the corners of a large scarf.  Draw out demonstrations of effective scarf skills regularly and show these as examples for other learners to extend their movement vocabularies.  Observe learners’ movement skills and listen to their feedback processes (evaluation; and creation and application of success criteria). |
| **789MC.04** Experiment with and combine compositional ideas to express themes, moods and emotions, and evaluate their application to different contexts.  **789TR.05** Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. | Review through discussion and demonstration (you and learners) the fundamental movements for the rope: swing, jump and skip, rotate, wrap, release, and throw and catch. Discuss basic safety guidelines when working with a rope.  Give learners a rope each and ask them to practise the following skills:   * Fold the rope in half and practise swinging skills (two ends of the rope in one hand): using smooth and fluid motion in different directions. Try and keep swings in time with the music. * Explore jumping and skipping with a rope individually to a given beat. Create jumping patterns using different foot positions (e.g. feet apart and together on alternate jumps, jumping side to side like a downhill skier and jumping with one foot and then the other). Work in threes, with two learners holding each end of a rope and one learner jumping over it in different ways, e.g. one foot to one foot and side jumps with two feet across a low swinging rope or a full turning rope. * Fold the rope in half and rotate it in different planes (door: front; wheel: side; and table: horizontal). Try rotating it from different body positions, e.g. standing, kneeling, sitting and lying down. Copy changes in the music tempo by altering the speed of the rotating movement. * Investigate wrapping the rope when folded or open (one end in each hand) around different body parts: knees, ankles and waist (not neck). * Practise releasing the folded rope forwards from one hand – throw it forwards and then loop the rope backwards towards the body, catching the free end with the free hand. * Try rotating the rope at the side of the body, throwing it into the air and catching it (one end in each hand or both ends in one hand).   Review through discussion and demonstration (you and learners) the fundamental movements for the ribbon: swing, circle, figure of eight, spiral and snake.  Each learner works with a gymnastic ribbon on a stick. They experiment with swinging movements:   * Swing the ribbon backwards and forwards. * Swing the ribbon across and in front of your body. * Swing the ribbon overhead from side to side. * Swing the ribbon upwards and catch the end of it with your other hand. * While holding the end of the ribbon, swing it upwards, around and over your body.   Learners experiment with circling movements:   * Circle the ribbon at different levels. * Circle the ribbon horizontally, vertically and diagonally. * Circle the ribbon in front of, around and behind your body. * Run while circling the ribbon overhead and leap as you circle the ribbon backwards in a large circle. * Add any dance steps and turns while circling the ribbon on different levels.   *Which air pathways are you making with the ribbon in these activities?*  *Can you make small, medium-size and large ribbon circles?*  *Which levels can you circle the ribbon on?* (e.g. low, medium and high)  *Can you move your ribbon very fast or very slow?*  Ask learners to experiment individually with spiral and figure of eight movements with a ribbon. They then add different dance steps, turns and travels (e.g. skipping and galloping) to these ribbon shapes. Encourage them to use a range of space and dynamics. Learners join with another learner and share two or three of their ideas, giving each other feedback on these (e.g. creativity, choice of skills or travels and interesting use of space or dynamics).  In fours, learners choose ribbons, ropes, or both, and create a sequence of 8–10 actions. Their sequence must include:   * at least three or four skills that they have worked on in class (e.g. waves, throw and catch, circles and swings) * reference to a story or a theme of their own choice * changes of space, dynamics and relationships * a clear starting and finishing position * at least one exchange of apparatus.   Ask learners to perform their final sequence as a half class. Learners self-evaluate and also give each other feedback on the five required aspects of the sequence. They reflect on the feedback they received and discuss how helpful it was. Taking on board key points of the feedback they received, they perform their sequences again as a half class (with feedback from learners and you) and as a whole class (with feedback from you).  **Resources**: gymnastic ribbons with sticks, music and digital playing device. | Revise safety aspects of working with ropes, eliciting ideas from learners and drawing out key points together (e.g. always work in a space, only throw a rope when there is enough space to do so and observe other learners at all times in order to avoid collisions).  Play music throughout these activities to encourage flow, rhythm and musicality.  When organising pairs, put learners who need more support with learners who need less support so they can help each other with ideas.  Ribbons:   * Snakes are like waves. They start from the wrist in a tight side to side or up and down movement. * Spirals are a series of tight, small circles. These start from the wrist, which creates small and fast circles. Spirals can be performed with an inward or outward movement in all three spatial planes. * Always hold the ribbon stick with the end of the stick in the palm of the hand. The index finger rests along the length of the stick to help control the movement. * A light, flowing movement is the goal with ribbon exercises, and total body movement is vital. * Remind learners of the need to make clear air pathways with their ribbons and how they need to keep the ribbons moving all the time so that the end is never still.   Dynamics: slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed.  Space: direction (backwards, forwards, side to side, zigzag, upwards, downwards and diagonally), levels (low, medium and high), floor and air pathways (curved, angular, zigzag, straight, twisting and turning), personal (close to body) and general space (far away in the larger movement space).  Relationships: with self and body parts (head to arm, knee to torso and hand to feet), self and others (side by side, back to back, front to back, one in front, one behind, meeting and parting, advancing and retreating, mirroring, matching, opposite, facing, leading, following, canon and unison), and self and object (contrasting body shape to object shape and complementing body shape to object shape).  Observe learners’ abilities to compose and evaluate their sequences. Listen to their feedback processes (evaluation and improvement after feedback). Make personal notes for assessment purposes. |

Unit 8.2 Suggested activities

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| Unit 8.2 Topic 3 Pair and group work with gymnastic balls |
| Outline of topic: |
| In this topic, learners will undertake some basic skills with gymnastic balls. They will review safety guidelines when working with balls, and also be guided to develop their social skills during group work. They will have regular opportunities to extend their existing ball skills and explore new ideas, individually and in small groups, during the composition process. Throughout this topic, learners will review and evaluate their own and other’s movement abilities, developing their appreciation skills. |
| Language: |
| * Nouns (ball, safety, transition, rhythm, body parts: fingers, palm, hand, arm, wrist, knees, feet and shoulder). * Vocabulary related to action (swing, circle, roll: on body and floor, bounce, throw and catch, figure of eight and balance). * Vocabulary related to space (formation: circle, diagonal and line; levels: low, medium and high). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.04** Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them.  **789MC.03** Persevere and share ideas with others, when responding to given and self-created tasks and challenges, working towards creating own solutions and contributing to group solutions.  **789TP.03** Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives.  **789TP.06** Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. | Explain that this topic focuses on working with balls. They will learn basic skills, including: swing, circle, roll (on body and floor), bounce, throw and catch, figure of eight.  Learners watch a video on the ball actions used in rhythmic gymnastics. They pick out actions that are visible: swing, circle, roll (on body and floor), bounce, throw and catch and figure of eight. They discuss the ball actions they see with a partner.  *How can movement videos such as this help us with our creativity when working with an object such as a ball?*  *Where did you see a bounce – what did the body do at the same time?*  *Where did you see a throw and catch – how was this performed? Can you copy this?*  Explain basic safety skills when working with a ball through questioning learners’ knowledge and understanding of risk.  *What do we need to be careful of when throwing?*  *How can we move about the space safely with a ball?*  Learners have a ball each and explore different ways of using them, drawing on the basic skills discussed and observed (e.g. rolling, swinging, bouncing, throwing, catching).  *Can you say why catching the ball is easier while standing than when in other positions?*  *How can we improve our catches when in different positions?* (e.g. keep eyes focused on ball and pull ball into chest, absorbing its impact as it drops)  Individually, learners try to perform another action while performing a ball skill (e.g. turn around as they throw a ball up and then catch it and balance on one foot as they bounce a ball). They observe another learner’s ideas and suggest ways of making them more interesting.  Learners perform some specific bouncing skills with their ball, modelled by you or a learner:   * Bounce the ball three times with one hand and perform a half-turn jump with the body then change hands and recommence bouncing (on the spot). * Bounce a ball at different levels. Create a pattern that clearly shows the transition from a high bounce to a low or medium bounce (e.g. two high bounces, two low bounces, two medium bounces, one high bounce and catch). Add in changes of level with the body to the sequence, e.g. sitting for a low bounce and kneeling for a medium bounce. * Show how the ball can be bounced using different body parts (e.g. elbows, chest, head, back of hand and toes). * Create a bouncing pattern with a change of speed and level (e.g. three quick, low bounces followed by three slow, high bounces). * Bounce the ball while travelling (e.g. running, skipping and galloping).   Ask learners to explore a range of throwing and catching skills in pairs (exchanging balls), while standing, sitting or on one knee. They can try throwing and catching using different body parts, allowing the ball to bounce before a catch, changing hands and using the same hand, alternate hands or both hands.  In groups of three or four, learners explore figures of eight with the ball (e.g. rolling it around one foot and then the other and creating a vertical figure of eight in front of the body). They also try swinging the ball in different directions (forwards to backwards and side to side).  In groups of three or four, learners try rolling the ball on the floor following lines (tapping the ball to keep it moving as necessary with hands or feet), or rolling it hard and releasing it while performing step patterns beside it such as a gallop or hop. They try rolling the ball on different pathways (e.g. straight, zigzag and curved), and while sitting, kneeling or standing. They experiment with rolling the ball on different body parts (e.g. shoulder to hand).  In groups of four or five, learners plan and create a ball sequence. They link together all the basic ball skills they have learned (swing, circle, roll on body and floor, bounce, throw and catch, and figure of eight) with any actions they wish, ensuring that there is an exchange of balls at least once in their sequence. They also add changes of formation (e.g. circle, diagonal and line). They join with another group and perform their group sequences for each other, giving feedback.  *What actions did you see that we have learned in this topic?*  *Did you see a swing, circle, roll (on body and floor), bounce, throw and catch and figure of eight?*  *What challenges did you overcome to create your group sequences?*  *What changes did you need to make to your group sequence as it progressed and why?*  *Who was a strong leader in your group and what did they do well?*  *How well did you work together in this activity?*  This activity can be extended by organising a whole-class performance, setting groups of learners off at different times so that the whole class feels a sense of performance.  **Resources:** internet access, rhythmic gymnastic ball video (your choice), gymnastic balls (medium-size light plastic balls), music and digital playing device. | Remind learners to keep well-spaced and always move with their heads up to avoid collisions.  Research the internet and show learners a rhythmic gymnastics ball video to inspire them to come up with their own ball ideas.  Verify learners’ understanding of the actions they see through question and answer.  Play music throughout the activities to encourage flow, rhythm and musicality.  Remind learners that they can develop more interesting actions through changes in space, action, dynamics and relationships.  Bouncing teaching cues:   * Press the ball to the floor with a rounded and stable wrist. * Use the fingers only (not the palm) and make sure these are soft and flexible. * Round the fingers and palm to fit the shape of the ball. * Keep the knees slightly bent when bouncing the ball and let them move rhythmically to the bounce. * Keep the hand in contact with the ball for as long as possible.   Encourage learners to keep a bouncing rhythm by counting for them.  Throwing and catching teaching cues:   * When throwing, the ball should roll off the end of the hand, passing over fingertips on release. * Use the entire arm, stretching and extending in the direction of the throw. * Keep the knees flexed during a catch and extended during a throw. * For a quiet catch, absorb the ball so that it rolls gently into the palm. * Control the ball at all times (do not throw it too high).   Observe learners’ abilities to move competently and confidently with a ball in the space as theycompose and evaluate their sequences. Note how they persevere and share ideas with other learners. Observe learners’ social skills (leadership and sharing ideas) and how they plan and create a sequence. Make personal notes for assessment purposes. |

Unit 8.2 Suggested activities

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| Unit 8.2 Topic 4 Group composition and appreciation |
| Outline of topic: |
| The core focus in this topic is composition and appreciation work. Learners work in small groups with their selected hand apparatus during their composition processes. You guide them to create sequences that show variety in dynamic, space and relationship. They review and evaluate their performances, setting personal goals for improvement. |
| Language: |
| * Nouns (sequence, skills, canon, unison, starting and finishing positions, fluidity, criteria, hand apparatus: hoops, ropes, ribbons, scarves and balls). * Vocabulary related to action (leaping, turning, travelling: running, skipping, galloping, hopping, swing, circle, roll, spin, throw, catch, pass, wave, figure of eight, spiral, snake, jump, rotate, wrap and release). * Vocabulary related to space (direction: backwards, forwards, side to side, zigzag, upwards, downwards and diagonally; levels: low, medium and high; floor and air pathways: curved, angular, zigzag, straight and twisting and turning; personal: close to body; and general space: far away in the larger movement space). * Vocabulary related to dynamics (slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789UM.02** Demonstrate an understanding of actions, dynamics, space and relationships, through movement and evaluation processes.  **789TP.04** Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures.  **789UM.04** Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities.  **789TP.05** Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. | Explain to learners that in this topic they will be selecting apparatus and working in groups.  In groups of four to six, learners reflect on their previous work with hoops, ropes, ribbons, scarves and balls. They make mind maps based on these, reflecting on the basic skills for each piece of apparatus.  In their small groups, learners work with either a hoop, rope, ribbon, scarf or ball, or two of these. They can also choose to work on mats and perform their sequences across and around these. They compose a sequence together to an upbeat piece of music using some of the skills already mind-mapped and practised. The final sequence needs to show:   * a clear starting and finishing position * travelling (e.g. running, skipping, galloping and hopping) * turning * leaping (one foot to the other or same) * right- and left-handed approaches when working with apparatus * changes in dynamics * changes in space * use of canon (one after the other) * use of unison (altogether) * fluidity between movements (transitions).   Encourage variety and contrast at regular intervals through questioning and discussion:  *Can you include some dance moves with the object while waiting for your turn to exchange a piece of apparatus?*  *Can you perform snakes on the spot with your ribbon or rope before you travel and leap across the space, changing places with another learner in a circle?*  *Can you identify the basic skills for your chosen apparatus within the sequence?*  *Is the sequence interesting to watch? Why?*  *How did you make sure each member of the group was involved at all times?*  *How well are you working together in your group and what can you improve?*  *How are you showing changes in space and dynamics?*  Learners perform in their groups as a half class, receiving marks out of 30 for their efforts (digitally record these final performances for future analysis). Each of the above 10 criteria can be awarded three marks (three = achieved; two = mostly achieved; one = working towards; nought = not achieved). Learners can work in pairs to grade each of the group sequences, giving an overall mark out of 30. You then give your final decision as to what mark each group receives overall, taking into account learners’ opinions and marks.  Learners participate in a group reflection activity:  *Did you work well together in your group or were there problems?*  *If there were problems in your group, how did you solve them?*  *Did you have a chance to share ideas in your group?*  *What was your favourite part about working with this group?*  Individually, learners reflect on their hand apparatus skills across the unit and identify their personal strengths and areas that need improvement. They discuss these with a partner, demonstrating a selection of hand apparatus skills as appropriate.  **Resources:** hoops, ropes, gymnastic ribbons with sticks, chiffon scarves (small and large), gymnastic balls (medium-size light plastic balls), music (upbeat), digital playing device, mats, A3 paper and marker pens and digital recording device. | Learners’ performance skills:   * Hoop skills: swing, circle, roll, spin, throw and catch, rotation and pass (through or over hoop). * Scarf skills: swings, circles, waves, figure of eight, and throw and catch. * Ribbon skills: swing, circle, figure of eight, spiral and snake. * Ball skills: swing, circle, roll (on body and floor), bounce, throw and catch, and figure of eight. * Rope skills: swing, jump and skip, rotate, wrap, release, and throw and catch.   Remind learners how to get mats out safely (keeping thumbs on the top, one learner holding each end of the mat), walk into a space and sit down.  Dynamics: slow, fast, sharp, heavy, light, strong, sudden, soft, smooth, sustained, percussive, bound, free-flow and relaxed.  Space: direction (backwards, forwards, side to side, zigzag, upwards, downwards and diagonally), levels (low, medium and high), floor and air pathways (curved, angular, zigzag, straight, twisting and turning), personal (close to body) and general space (far away in the larger movement space).  Fluidity: continuous, smooth and easy motion.  Observe learners’ abilities to compose and evaluate their sequences. Listen to their feedback processes. Note also their social skills, and how well they work together and take responsibility when necessary. Make personal notes for assessment purposes. |

# Unit 8.3 Learning in net games

| Unit 8.3 Learning in net games |
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| Outline of unit: |
| In this unit, learners participate in a wide range of net games to develop their general understanding of them and related skills. They work to develop their racket and ball control, and they engage in pair net play, where their key focus is on developing certain skills such as the forehand volley and the underarm service in tennis. They are also introduced to volleyball activities, where they regularly review the collaborative skills they are developing and take on different roles as players, officials and coaches. The final topic in this unit guides learners to develop their creativity as they work in teams to devise a new net game with equipment of their choice. Learners undertake reviews and evaluations of the net game activities in which they participate, as well as others’ performances. |
| Knowledge, understanding and skills progression: |
| This unit builds on learners’ existing knowledge, skills and understanding of net games during previous physical education lessons or extra-curricular contexts. In particular, it supports learners to develop their sending skills, spatial awareness, tactics, social skills and creativity. It develops these through a variety of net game activities led by both you and learners. |

| Learning objectives covered in Unit 8.3 and topic summary: | | 8.3 Topic 1  Racket and ball control | 8.3 Topic 2  Pair net play | 8.3 Topic 3  Introduction to volleyball activities | 8.3 Topic 4  Getting creative with net games |
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| **789MW.01** | Select and apply a range of increasingly complex movement skills and techniques. | ✓ |  |  |  |
| **789MW.02** | Perform, combine and apply a variety of movement skills in complex sequences. |  | ✓ |  |  |
| **789MW.03** | Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities. | ✓ |  |  |  |
| **789MW.04** | Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them. |  | ✓ |  |  |
| **789UM.04** | Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities. |  |  | ✓ |  |
| **789TP.02** | Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations. |  |  | ✓ |  |
| **789TP.03** | Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives. |  | ✓ |  |  |
| **789TP.04** | Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures. |  |  |  | ✓ |
| **789TP.06** | Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. |  |  | ✓ |  |
| **789HB.03** | Lead and engage in physical activities at different levels of intensity. |  |  |  | ✓ |
| **789TR.01** | Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. |  |  |  | ✓ |
| **789TR.02** | Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance. |  |  | ✓ |  |
| **789TR.03** | Apply knowledge, skills and understanding of behaviours that reflect fair play to different physical activity contexts. Demonstrate and articulate instances of fairness and unfairness during collaborative/competitive physical activities. |  | ✓ |  |  |
| **789TR.04** | Evaluate own and others’ help-seeking strategies when trying to overcome problems and challenges in a range of group physical activities. |  |  |  | ✓ |
| **789TR.05** | Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. | ✓ |  |  |  |

Unit 8.3 Suggested activities

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| Unit 8.3 Topic 1 Racket and ball control |
| Outline of topic: |
| Learners review, practise and work towards refining their racket and ball control skills. They particularly focus on the ready position, the forehand and backhand tennis drive during a range of different activities. In net-based games they select and apply a range of increasingly complex movement skills, and give themselves and others feedback on their movement performances. |
| Language: |
| * Nouns (racket, control, forehand, backhand, grip, goal, ready position, rally, court, space and shot). * Vocabulary related to action (bounce, place, roll, hit, play, pause, jump, stretch, reach, intercept, swing, follow-through and self-toss). * Vocabulary related to body parts (eyes, feet, shoulders, knees, hands, arms, balls of feet and head). * Vocabulary related to equipment and other resources (rackets, tennis balls, nets, benches, cones, beanbags, shuttlecocks, foam balls and badminton rackets). * Vocabulary related to reflection (review, discuss, compare and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.01** Select and apply a range of increasingly complex movement skills and techniques. | Explain that in this unit the focus is on playing games that have nets (e.g. tennis, badminton and volleyball) and learners’ racket and ball control.  Revise the forehand grip with a tennis racket: ‘shake hands with the racket’ (racket vertical, not a frying pan horizontal position; often called the Eastern forehand grip).  Learners have one racket and one tennis ball each. They work on a series of different activities in a space to get used to the racket and ball:   * Bounce ball on one side of the racket as many times as they can without dropping it. * Repeat bouncing activity with alternate racket face bounces (turning racket to floor and up while ball is in air). * Place the ball on the racket and roll it around, trying to move the ball into the neck of the racket (closest point to hand). * Choose your own racket and ball activity. Share this and then teach it to another learner.   *What do we have to do with our feet to keep control of a bouncing ball?* (keep on the balls of the feet in the ready position)  Play a ‘remote control rackets’ game with the following controls:   * ‘Play’: walking or jogging forwards while balancing ball on top of racket. * ‘Fast forward’: as above but with a faster run forwards. * ‘Rewind’: as above but walking or jogging backwards. * ‘Pause’: stopping and making a tennis statue in a game position (e.g. stretch up for a serve and reach behind you for a forehand drive preparation). * ‘Eject’: making big jumps upwards moving the racket up and forwards (using a ‘throwing’ motion) for a pretend smash hit.   In a space (with a low net or bench dividing the court), learners play an imaginary rally with a partner (a racket each and no ball), practising their preparation phase (side-on body position, with racket swing backwards behind body before hit) as the imaginary ball comes towards them. They give each other corrective feedback on body and racket position. Encourage learners to take up the ready position after hitting the ball, in preparation for the next hit.  Learners work in pairs with Player A having one ball and Player B one racket. Form a goal with two cones behind Player B. Player B gets into the ready position in front of the cone goal. Player A throws the ball in the air somewhere between the two goal cones. Player B moves to hit it away from the goal and then returns to their ready position. If Player B successfully intercepts the ball, they gain one point. If Player A manages to throw the ball past player B and score a goal, they gain one point. Each player has five turns in each position before they change roles. Player B can also play without a racket and try to catch the ball instead.  This activity can be extended by introducing a beanbag, shuttlecock or foam ball instead of a tennis ball.  Organise pairs in a long and narrow court with a low net or bench between them with a racket each. Learners play a rally game, scoring every time the ball touches the ground on their opponent’s side of the net or if the opponent does not manage to return a shot. If they win the point, they lead the next rally with a forehand drive from a self-drop. They can only score when they serve. If they lose the rally, their opponent wins the serve. The game is over after seven to nine points.  Extend this activity by varying the court size (wider, shorter, etc.). Learners can also exchange tennis rackets and balls for badminton rackets and shuttlecocks.  *Where are the spaces on a long, narrow court?* (front and back)  *Can you send your opponent to the back? Where is the space now?* (front)  *Can you hit the ball to the space your partner has left on their side of the court?*  *How can you give your opponent less time to take a shot?* (play it short, low or fast)  *How can you give yourself time to recover?* (play the ball high, long or deep)  *Which movement skills or techniques did you need to play this game?* (e.g. forehand drive, ready position, racket control, coordination, speed and balance)  **Resources:** rackets, tennis balls, low nets or benches, cones, beanbags, shuttlecocks, foam balls and badminton rackets. | Ask more experienced racket players in the class to make any static practice dynamic (i.e. move), walking or running forwards or backwards or side galloping on balls of feet.  Eastern forehand grip:   * Wrap your fingers around the handle and space them slightly apart. * Make sure your thumb and forefinger lie almost directly on top of the handle, forming a ‘V’ that points toward your right shoulder (or your left shoulder if you're left-handed). * Your thumb should lie across the top of the handle.   The Eastern (‘shake hands’) forehand grip can be used for the tennis forehand drive and most other shots. It allows learners to vary strokes, as well as the development of flat power and pinpoint accuracy. It is also easy to change grips from the Eastern grip, quickly moving from the tennis forehand to another stroke.  Ready position: the stance you take before your opponent hits the ball that allows you to move quickly around the tennis court in any direction. It helps your footwork to be quick, light and moving in the right direction.   * Focus eyes forwards. * Keep feet facing forwards, about shoulder distance apart, and weight slightly shifted forwards on the balls of feet. * Bent knees slightly, and keep them loose and relaxed. * Bend slightly forwards at hips. * Stretch arms out in front of body with hands on racket, holding it lightly but firmly (hitting hand at bottom of handle).   Forehand drive (back swing, swing and contact, and follow-through):   * From ready position, take racket back with elbow close to your body and turn upper body sideways onto the ball or the net. * If right-handed, keep left shoulder facing the net with arm out for balance and also track the oncoming ball. * Lean slightly on your back leg preparing to shift the weight to the front. * While looping your racket in a circular motion, move your weight onto the front leg and load your body for power to hit the ball. * Keep the face of the racket square to the ball at contact. Hit the ball at waist level. * Continue to rotate shoulders and hips through contact, finishing with shoulders and hips facing the net; this will allow the racket face to move in the direction of the intended target. * After contact, continue to keep head down and move racket in the direction you want the ball to travel towards. This helps you to keep your balance for the transition onto your next shot. * Finish your follow-through by keeping your arm relaxed and ensuring your racket is completely past your shoulder.   Observe learners’ abilities to select and apply racket-focused movement skills and techniques. Listen to their discussions and responses to questions. |
| **789MW.03** Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities.  **789TR.05** Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. | Learners work in pairs with one racket (Player B) and one ball (Player A) between them. Their aim is to hit the ball over the net after a bounce. Player A feeds by using an underhand throw to send the ball over the net to Player B. After the bounce, Player B hits the ball at waist height towards the hands of Player A, who catches it (cooperative activity). Change roles after five tries.  This activity can be extended by making it competitive and Player B sending the ball away from Player A’s hands so that they have to move to catch it. To do this, learners may need to be work on side-stepping actions by playing with you or another learner modelling these. Remind them also that they have to hit the ball when it is dropping, which requires the hitter to move their feet into the appropriate position.  Draw chalk lines on the court, indicating front, middle and back target spaces. The aim of this activity is to control the length of the hit. Learners work in pairs with Player A feeding the ball underhand to Player B (holding racket). After one bounce, Player B sends the first shot to the front court, the second to the middle court and the third to the back court. Learners change roles after six goes.  This activity can be extended by allowing the hitter to choose the area of the court in which they intend the ball to land, calling out the position as it bounces on the feed, e.g. bounce – ‘back’ – hit. The activity can also be turned into a game, allowing two players to attempt to maintain a one-bounce rally. They can decide the type of rally, e.g. every shot into the middle court, continuous sequence of front, middle, back and front.  Learners play a ‘hit and touch’ game: place two markers on the end line of the divided court. The aim of this game is to review the importance of moving quickly back into position after playing the shot. Learners work in pairs, with one tennis ball between two and one racket for Player A. Player A receives the ball from Player B (via an underhand throw) and hits the ball back over the net, resuming the ready position in the middle of the divided court. Player B runs to touch one of the end-line cones as soon as they have thrown the ball to Player A and they then return to their starting position (centre of their court half) and feed the ball once again to Player A. When the rally breaks down, A and B swap roles: Player B now runs and touches the cone on the end line after playing a shot and player A does not have to do this any longer. Continue playing this game for 8–10 minutes.  *How challenging was it to return to the ready position?*  *How many of you managed to maintain a rally?*  *How can you help your partner to keep a rally going?* (position the ball carefully for them and play the ball more slowly)  *What was your longest rally?*  *Why do we need to return to the ready position after a shot in a tennis game?*  *How can you improve your game play or your skills?*  *How can your partner improve their game play or skills?*  Watch a video about tennis. Review the key points as a class. Learners discuss in pairs their own skills in relation to the players viewed. Emphasise the importance of the ready position and movement of the player after they have returned the ball.  **Resources:** low nets, rackets, tennis balls, chalk, markers and cones. | Set up low nets and organise learners to work in fours (two pairs) per court for all of the activities.  Review skills with individuals or groups of learners when they need reinforcement during game play, then reintroduce these same skills back into the play context. Regularly ask questions during game play to encourage learners to reflect on their own and others’ movement performances. Encourage them to evaluate their partner’s game play at various appropriate intervals.  Backhand drive two-handed (preparation, backswing, swing and contact and follow through):   * If right-handed, grip racket with right hand on the bottom and left hand on top. * Pivot body sideways with right arm towards net. Racket should be behind body in position for the backswing. * Take racket back with right elbow close to body. Keep right shoulder facing the net with left hand gripping the racket, leaning slightly on back leg preparing to shift the weight to the front. While extending racket in front, move weight onto the front leg and load body for power to hit the ball. * Gripping racket tightly, keep eyes on ball and turn body towards its direction. Locking elbow, continue extending racket to the level of the ball. Keep racket parallel to the ground and positioned below the ball until moments before contact. * After contact, continue to keep eyes on ball and move racket in the direction you want the ball to travel towards. Body pivots to face the net to keep balance for the transition into next shot. Finish follow-through by keeping your arm relaxed and ensuring racket is completely past shoulder.   Observe learners’ precision, control, fluency and variety when playing. Listen to their discussions, self-reflections and feedback to each other. |

Unit 8.3 Suggested activities

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| Unit 8.3 Topic 2 Pair net play |
| Outline of topic: |
| In this topic, learners develop their understanding of space on the court, as well as specific racket skills such as the forehand volley and the underarm service. They engage in a range of activities with specific learning objectives in pairs, in order to improve their movement confidence and competence. They review what fair play is and how they have collaborated with their partner during the activities they have undertaken together. |
| Language: |
| * Nouns (racket, forehand, backhand, grip, ready position, rally and court). * Vocabulary related to action (volley, bounce, catch, throw, release and underarm service). * Vocabulary related to body parts (elbows, feet, hands, arms, head and trunk). * Vocabulary related to equipment and other resources (rackets, tennis balls, nets, hoops, beanbags, shuttlecocks, foam balls and badminton rackets). * Vocabulary related to reflection (review and discuss). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.04** Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them.  **789TR.03** Apply knowledge, skills and understanding of behaviours that reflect fair play to different physical activity contexts. Demonstrate and articulate instances of fairness and unfairness during collaborative/competitive physical activities. | Explain that this topic focuses on pair play that is close to the net. Learners will develop their understanding of space on the court, as well as specific racket skills such as the forehand volley and the underarm service.  Remind learners of basic safety guidelines when using a racket and when hitting a ball (e.g. keeping well-spaced and controlling the power of the shot).  In pairs, with one learner on each side of the net, learners engage in a throwing and catching practice with tennis balls. The aim of the game is for each learner to get the ball over the net and into the court boundaries, and to place the ball away from their partner. In pairs, they throw and catch (no rackets), using only the service box (area closest to net) as a mini-court. They throw the ball underhand, over the net, into a space away from their partner. The opponent attempts to catch the ball and throw it back into a space, developing a rally. Learners must release the ball from where they catch it. They can catch the ball before the bounce (volley) or after the bounce (groundstroke). They have 3 seconds to release (send) the ball across the net.  This activity can be extended by varying the size of the playing area so learners exploit its depth and angle. If learners catch the ball on a volley, they can return it with an overhand throw. Other variations include playing with one learner using a racket, playing racket to racket, playing with a shuttlecock (and badminton rackets as appropriate) and playing doubles (two versus two), using both service boxes.  *How can we play this game fairly?*  *What rules or behaviour do we need to have in place?*  *What sorts of skills and understanding do you need to play this game well?*  Model the underarm service. Learners practise the underarm service, working in pairs to help each other to improve, giving corrective feedback. They have 10 goes each to serve. They place a hoop on either side of the net (player’s left-hand side of the court) and each learner takes it in turns to serve the ball from their own hoop to land in the diagonally opposite one. After each serve the partner collects the ball by hand.  This activity can be extended by placing two hoops on one side of the net, one close and one further back. On the other side, mark three parallel lines at different distances from the net. The server chooses the line to serve from and calls out ‘near’ or ‘far’ to identify the target in which they aim to land the ball. Let learners try lots of variations of distance and choice of target. Encourage them to make accurate services in a row.  *Can you hit the ball from the furthest line into the furthest target?*  *What roles have you taken in the activities you participated in?*  *Were there any safety points in any of the games you played? How did you manage these?*  *How would you rate yourselves out of 10 (for movement abilities) in the activities you played? How can you improve?*  **Resources:** nets, tennis balls, tennis and badminton rackets and hoops. | Set up low nets and work in fours (two pairs) per court for all of the activities.  Emphasise the ready position required between sending the ball over the net, anticipation, maintaining a good central position on court and quick recovery to a central position.  Underhand throw teaching cues:   * Stand face on to direction of throw. * Keep head and trunk stable, eyes focused on target area. * Hold ball held in front of body. * Step forwards with opposite foot to throwing arm. * Swing your throwing arm backwards and follow through forwards to release ball. * Time the release well (between knee and waist level). * Follow through with straight arm.   Underarm service:   * Hold the racket with regular forehand grip. * Set up service with weight loaded on your back leg. * Drop ball out of hand and take a controlled low-to-high swing while transferring weight forwards.   Underarm service: allow learners to choose where they place the hoops in relation to the net and to challenge themselves with different distances. You can make the task easier by lowering the net or providing larger target areas for the service, marked out with chalk.  Observe learners’ movement confidence and competence when playing, as well as their management of risk. Listen to their discussions and ask them questions about fair play. |
| **789MW.02** Perform, combine and apply a variety of movement skills in complex sequences.  **789TP.03** Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives. | Model the forehand volley with a racket. In pairs, learners number themselves 1 and 2. Number 1 gets two rackets (one for them and their partner) and Number 2 gets a small foam ball. The aim is to toss the ball close to the net for the partner standing on the opposite side to use a forehand volley return. Learners have 10 goes each and then swap roles.  This activity can be extended by introducing the backhand volley and alternate forehand and backhand volleys. Learners can also try to serve the ball to their partner with their racket before undertaking volleys.  In pairs, learners aim to keep the ball off the ground while volleying the ball gently to each other, trying to reach a target of a certain number of volleys in a row that they set themselves (e.g. rally of five volleys).  *How many times can you volley without letting the ball bounce?*  *How can you help keep the rally going?* (e.g. hit straight to partner)  *How can you prepare yourself for the next volley?* (ready position)  Learners stand in pairs, on opposite side of the net, with two cones placed on the feeder’s side of the net a few metres apart. The feeder (without a racket) throws the ball to their partner from one cone and then runs across to catch the returning ball at the other cone. The learner receiving the ball has a racket and volleys the ball to the cone where the ball feeder is not standing. Learners have 10 goes each and then swap roles.  *Can the hitter stay in the middle of their court and direct the volley shots accurately to the cones?*  *How well did you work together on this activity?*  *Did you achieve the aims of this activity? What kinds of movement skills did you need in this activity?* (e.g. throw, run and volley)  Learners play a bounce-volley game in pairs, with a racket each. The aim is for learners to realise how returning a ball before it bounces gives the opponent less time to play it. One player serves the ball underarm from behind the end line (or nearer if this if too difficult for them), to bounce anywhere in the opposing court. The service must bounce before being hit, but for the remainder of the rally, players may hit the ball before or after the bounce. Count how many successful volleys are achieved during a given time limit.  Using an underhand service to start the game, learners work in pairs, volleying the ball to each other. After every point, the service line is moved back on the side that scored the point. Once the court is as long as possible, increase its width to use the whole court. Reset the game after five points.  Pairs review the volley activities played through discussion and self-reflection.  *Did any of you become leaders during any of the activities? If so, how?*  *Can you identify areas of strength or areas to improve in your and your partner’s skills?*  *Where can you position yourselves on court to best play forehand or backhand volleys?*  *How did changes to space in the volley-based games affect your skills and general play?*  **Resources:** nets, tennis balls, foam balls, beanbags, rackets and cones. | The forehand volley is one of the shots used when a player is attacking the net. Often, players use the forehand volley when the ball comes to their dominant side.  All volley activities can be simplified by having rackets with larger faces, or objects that move more slowly (e.g. foam balls and beanbags).  Forehand volley (tennis):   * Eastern (shake hands) or Continental (chopper or hammer) grip. Continental grip: hold the racket as if it were an axe. * Keep feet shoulder width apart. * Keep weight on balls of feet. * Make a split step followed by a push-off with the foot opposite to the direction the ball is going (allowing for movements in either direction). * Hold racket firmly directly in front of body with left hand or non-dominant hand (for right-handed players) slightly supporting the racket’s throat. * Keep elbows off body, more or less parallel to ground.   Angle racket head to direct ball to target.   * Meet ball in front of your head or your body and transfer your weight gently forwards. Right-handed players step forwards with left foot. Left-handed players step forwards with right foot. * The hit: short ‘punchy’ movement of racket. * Short follow-through in the direction of the ball’s flight.   Learners who are less successful with the volley usually have a closed racket face and therefore find the ball difficult to control, or they are swinging too much.  Observe learners’ skill levels when playing, as well as their teamwork and leadership skills. Listen to their discussions and ask them questions that specifically relate to the learning objectives. |

Unit 8.3 Suggested activities

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| Unit 8.3 Topic 3 Introduction to volleyball activities |
| Outline of topic: |
| In this topic learners develop their understanding of basic volleyball skills (e.g. set, volley and dig) and team play. They regularly review what collaborative skills they are developing in their teams and they plan how they can all fully participate in team tasks. They take on different roles of players, officials and coaches, enhancing their analysis of game play in volleyball-based activities. |
| Language: |
| * Nouns (court, net, ball, circle, setter, official, observer, collaboration, social skill, rules, tactic and strategy). * Vocabulary related to action (sit, volley, catch, throw, hit, release, underarm service, set, dig and jump). * Vocabulary related to body parts (feet, hands, arms, head, forehead, balls of feet, arches and wrists). * Vocabulary related to reflection (review, discuss, explain and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789UM.04** Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities.  **789TP.02** Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations.  **789TP.06** Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed.  **789TR.02** Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance. | Explain that in this topic, learners will be developing their skills (movement and social skills) and understanding in volleyball-focused activities.  Learners work in pairs, sitting opposite one another with one large foam ball. The aim is for them to control the height and direction of the volley. Learners try to throw and catch the ball back and forth just above forehead height. As they familiarise themselves with the skill, they can speed up and thereby reduce the contact time with the ball until they are making a soft, hitting action.  This activity can be extended by having learners sit astride a bench and repeat the same collaborative throw and catch activity.  *How did you and your partner work together?*  *How could you improve?*  *Who managed to do 10 or more good throws and catches in a row?*  Learners work in pairs with a large foam ball between them, throwing and catching the ball across a net. The throw needs to be above the head and not taken back behind the head at all. To develop the throw to a volley, learners have to hold the ball by the fingertips, make a window with the hands, push the ball away by extending the arms and look through fingers to volley it up and over the net. Players cannot take more than two steps if throwing, but they can jump on release of the ball. This can develop into a soft hitting action between pairs (volley) as appropriate.  This activity can be made competitive with learners trying to push their partner around the court by sending the ball in different directions to the side, back or front of court.  *How did you play differently in your collaborative and competitive roles?*  *What tactics or strategies did you use in the competitive activity?*  Learners work in fours with one large foam ball. Player A stands on the opposite side of the net to Players B, C and D. The aim is to develop a throw and catch game into a hitting game; and to learn how to get the ball high and close to the net (which is a powerful attacking stroke). Player A serves the ball by throwing it underarm to be caught by Player B, who then throws it to Player C. Player C immediately throws it high for Player D who hits it over the net and down into the opposing court (sequence: ‘catch-throw-hit’ as a team). If Player A can catch and return it, the ball remains in play and the sequence is repeated, although Players B, C and D may play the ball in any order. The server (Player A) wins a point if the opposition let the ball hit the ground, send the ball to bounce out of court or play the ball into the net. The server loses a point if they serve into the net or if they fail to catch or return the ball. Learners change roles after five goes in each position.  This activity can be extended by allowing the server to hit the ball rather than throw it (underarm service). The catch or throw can be restricted to the player who receives a ball which has crossed the net – the other players have to hit the ball cleanly on their first attempt. Ask learners for further ideas to improve game play and let them implement these.  In groups of five or six, learners make a large circle and have one large foam ball. This activity is a setter’s challenge. Explain that a set is a controlled two-hand hit to another player. Model what a good set looks like. One learner tosses the ball up into the middle of the circle and calls out the name of someone on their team. That learner has to go into the circle, set up the ball again and call out another learner’s name. The balls should be set up high into the centre of the circle and not to the named learner. Points are given for each miss of a set, by setter or receiver. After 5 minutes, the learner with the fewest points wins.  Learners play three versus three or four versus four on a court divided by a net. They use an underarm service or underhand throw to start the game. The ball can only be played (caught or hit) three times per side and on the third play it has to be sent (hit or thrown) over to the opposing side of the net. Allow volley, catch and throw (within 3 seconds), set, dig, punch, fist and head. Each team decides on three rules they would like to employ when playing (e.g. when a ball goes out of bounds and what happens to a player if they play a ball twice by accident). They share this with their opponents and agree on three key rules. Make sure each team is given regular planning time to improve their team performances.  This activity can be extended by having one player from each team rotate out of the game every 3–4 minutes to observe the tactical play and also be an official. They give advice to others on their team during and after play. Players discuss the roles of observer and official, reflecting on how well they were undertaken by individuals.  *Where is it easiest to attack from?* (front court)  *How can you make sure that this happens?* (by passing the ball to teammates at the front of the court to set up the attack)  *How can you create time for your team?* (by keeping the ball higher on your own side while organising a good effective attack)  *What kinds of social skills can you develop in this kind of team game?* (e.g. communication and collaboration)  *Which rules did you need to remind players of as an official?*  *What did you observe in your team’s play that was good, and what did you observe that needed improvement?*  **Resources:** nets and large foam balls. | Stop the activities at various intervals to focus on the learning objectives. For example, review the different roles in an activity and what goes wrong if they are not undertaken correctly.  Seated pair throw and catch: learners need to work together, ensuring they communicate well and perform the skills in a controlled manner so that fair play is maintained.  Tactic: a way to achieve an objective; a plan or procedure. It is often used in the context of a game or challenging physical activity; in games, tactics are usually categorised as attacking and defensive.  Strategy: action that a participant takes or a decision made in order to improve their performance levels in, for example, a game.  Volleyball underarm service:   * Hold the ball in medium-size space with your non-striking hand (imagine the ball sitting on a batting tee). * Use a bowling motion (step with the opposite foot and bring your striking hand back). * As your open hand comes forwards, strike the ball with the heel of your hand.   Volleyball dig:   * Make a flat surface with arms by placing back of one hand in the palm of the other. * Move feet to get under the ball. * Place one foot in front of the other with knees bent. * Extend arms, body and knees to the ball. * Do not swing your arms, meet the ball with your arms.   Volleyball set:   * Get to the airborne ball quickly. * When in position, make sure hips, feet, and shoulders are directly facing the spot the ball is going to come down, not the direction it came from. * Extend arms up over your head. Your hands should be directly above your forehead and your elbows should be pointed to the sides. * Keep hands about 10 centimetres above your forehead, with fingers spread out in shape of the ball, as if someone were about to rest the ball in your hands. * Place feet about shoulder width apart. * Before you set, bend knees slightly and distribute your weight evenly from the balls of your feet to the arches. * Make contact with the ball just above the centre of your forehead, roughly at the hairline. * As soon as the ball touches your fingers, straighten your arms and legs as you push the ball upwards. * At the end of your set, with arms fully extended, follow through with hands by straightening wrists after releasing the ball.   Observe learners’ collaboration skills, as well as their planning and understanding of rules, tactics and strategies. Listen to their discussions and ask them questions that specifically relate to the learning objectives. |

Unit 8.3 Suggested activities

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| Unit 8.3 Topic 4 Getting creative with net games |
| Outline of topic: |
| The focus throughout this topic is on creativity, with learners working with each other to be able to play a more active and responsible role in group decisions and activities. They work to improve their creativity by devising ‘new’ net games, which they describe in their task cards. Learners play a variety of net games that have been created by their peers. They reflect on their own and others’ net game creations, evaluating these in specific ways, guided by you. |
| Language: |
| * Nouns (game, court, rules, scoring system, safety guidelines, equipment list, task card, skill, help, strategies and tactics). * Vocabulary related to fitness (heart rate, breathing rate, body temperature, speed, stamina, breathless, sweaty and intensity: low, medium or moderate and high or vigorous). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789TP.04** Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures.  **789HB.03** Lead and engage in physical activities at different levels of intensity.  **789TR.01** Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities.  **789TR.04** Evaluate own and others’ help-seeking strategies when trying to overcome problems and challenges in a range of group physical activities. | Explain to learners that throughout this topic they will be engaging in a range of ‘new’ net games that they will be creating in various groups.  Learners review the core aims of a net game through discussion and modelling:   * to score by hitting an object into the opposing court so that it cannot be returned to land in their own court * to have the higher score by the end of an agreed period of playing time * to manoeuvre the opponent to create space on the court * to cover your own court area to make sure the opponent is denied space * to send the object so that it is difficult to return.   Learners work in groups of four to invent a ‘new’ net game for four players (two teams of two, or one team of four). Learners choose from a range of equipment (nets, benches, cones, balls, shuttlecocks, rackets, hoops and chalk). They need to make sure the following are in place:   * clear rules * a simple scoring system * safety guidelines * an equipment list * a clear focus skill from the ones learned in this unit (e.g. serve, volley).   Each group of four considers all these requirements and writes out instructions for their game, making a game task card. They play the game and while doing so, they consider the intensity level of their game and discuss this afterwards with each other.  *What intensity level is our game?* (low, moderate and vigorous)  *Is it the same intensity level for all learners?*  *What does our game help to develop?* (e.g. speed, stamina and social skills)  *How does our game make us feel afterwards?* (e.g. breathless, sweaty and happy)  Learners swap their game task card with another group of four. They set up the game and play it. If learners have any questions about the game, they ask the game creators to help them. Learners observe the other group playing their game. They evaluate the performances using two stars (for two things they managed well in the game) and a wish (for one thing they could do better) appreciation system. Learners continue to swap task cards with other groups until they have played all the games that have been created by the class (depending on time available).  The whole group reviews the various new games that have been designed and played, considering which aspects of the games worked well and which aspects need improving (looking for clear rules, a simple scoring system, clear safety guidelines, a complete equipment list and a clear focus skill).  *What are the strengths of the team games you played?*  *How could you improve any of the team games you played?*  *What safety guidelines did you feel were the most important to remember when creating or playing a game?*  *Where did you get help from to create or play your or another group’s game?*  *What challenges did you face when creating or playing a game?*  *What role did you play in creating your new net game?*  *What responsibilities did you have in the games-making process?*  *What strategies and tactics did you create for attacking or defensive play?*  Learners write a self-evaluation, considering the topic’s core learning objectives:   * how active and responsible they were in group decisions and activities * what different levels of intensity they experienced in the various net games * how effectively and safely they worked with individuals and groups when sharing space, equipment, roles and responsibilities * where they went to get help when trying to overcome problems and challenges in the various net games.   **Resources:** nets, benches, cones, balls, shuttlecocks, rackets, hoops, chalk and materials for task cards. | Throughout the learner-led activities, regularly ask learners questions about the intensity with which they are engaging in something (low, medium or moderate and high or vigorous). Draw out fitness aspects such as heart rates, breathing rates and body temperature.  Before allowing any games to be played, discuss with learners the key safety points that they have identified.  Laminate the task cards that learners create for their games and keep these as examples for future learners.  Observe learners’ collaboration skills and their levels of responsibility. Listen to their discussions about intensity levels of the games. Ask them questions that specifically relate to the learning objectives. Make personal notes and keep copies of learners’ written self-reflections to add to your own notes on them. |

# Unit 8.4 Physical activity and health across the lifespan

| Unit 8.4 Physical activity and health across the lifespan |
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| Outline of unit: |
| This unit focuses on developing learners’ understanding of the importance of being physically active and how this contributes to health. They review how physical activity can develop healthy hearts and lungs, and they participate in and lead ways to warm up and cool down. They focus on their own nutrition and reflect on how they might improve their daily diet, devising recommendations for themselves. They revise intensity levels of physical activity (low, moderate and vigorous), heart rates (resting, working and recovery) and the components of fitness (strength, speed, stamina and flexibility) through a range of practical experiences. They regularly reflect on the health benefits of physical activity and their own movement performances through discussions that take place before, during and after participation in physical challenges. |
| Knowledge, understanding and skills progression: |
| Learners will have built up their knowledge and understanding of health and fitness during previous physical education units and in their home or extra-curricular environments. They will be aware of what healthy lifestyle choices are and will be able to explain how being physically active is important for them now and as they get older. They should have an understanding of the body, especially bones, muscles and joints that are used during different types of physical activity. They should also know that what they eat affects their health and energy levels. |

| Learning objectives covered in Unit 8.4 and topic summary: | | 8.4 Topic 1  Healthy hearts and lungs: ways to warm up and types of stretches | 8.4 Topic 2  Personal food intake and recommend-actions | 8.4 Topic 3  Plan/engage in activities of varying intensities and manage risk |
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| **789MC.02** | Develop and use imaginative ideas and a range of responses when completing tasks and responding to challenge in familiar and unfamiliar contexts. |  |  | ✓ |
| **789TP.02** | Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations. |  |  | ✓ |
| **789TP.04** | Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures. |  | ✓ |  |
| **789TP.05** | Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. | ✓ |  |  |
| **789HB.01** | Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life. |  |  | ✓ |
| **789HB.02** | Locate and name the major muscles, bones and joints. Explain the components of fitness, outline basic field-tests for assessing and monitoring these, and understand the validity and reliability of different fitness testing methods. | ✓ |  |  |
| **789HB.03** | Lead and engage in physical activities at different levels of intensity. |  |  | ✓ |
| **789HB.04** | Understand the difference between risk avoidance and risk management, and when they should be used. Discuss and plan strategies for physical activities in different contexts and how to reduce the risk and severity of injury in physical activities. |  |  | ✓ |
| **789HB.05** | Understand the physiological and psychological reasons for a warm up and cool down. Create and lead appropriate warm ups and cool downs for specific physical activities. | ✓ |  |  |
| **789HB.06** | Discuss how contextual factors influence food choices and eating habits. Review dietary patterns and energy needs of young people. |  | ✓ |  |
| **789TR.01** | Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. | ✓ |  |  |

Unit 8.4 Suggested activities

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| Unit 8.4 Topic 1 Healthy hearts and lungs: ways to warm up and types of stretches |
| Outline of topic: |
| In this topic, learners will discuss and experience ways to warm up and cool down, and they will be guided to value their importance. They will apply this knowledge in a range of activities, following, creating and leading related movement ideas. They will learn about static and dynamic stretching through activities led by both you and learners. They will also review the importance of safety in all activities. Through practical experiences and discussion, learners will enhance their knowledge of the body, especially bones, muscles and joints. |
| Language: |
| * Nouns (intensity, temperature, test and shuttle run). * Body parts (heart, lungs, muscles, joints, back, legs, chest, arms, elbows, eyes, feet, head, trunk, calves, quadriceps group, hamstring group, bones: skull, spine, arms, hands and pelvis). * Vocabulary related to action (bouncing, twisting, strides, running, dancing and jumping). * Vocabulary related to fitness (heart rate, breathing rate, warm up, cool down, static and dynamic stretch, fitness components: strength, speed, stamina and flexibility). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789HB.02** Locate and name the major muscles, bones and joints. Explain the components of fitness, outline basic field-tests for assessing and monitoring these, and understand the validity and reliability of different fitness testing methods.  **789HB.05** Understand the physiological and psychological reasons for a warm up and cool down. Create and lead appropriate warm ups and cool downs for specific physical activities.  **789TR.01** Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities.  **789TP.05** Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. | Discuss how this unit focuses on developing learners’ understanding of the importance of being physically active throughout their lives and how they can improve their health more generally. This topic is based on how we can help our hearts and lungs to become more healthy and different ways in which to warm up and stretch safely.  In pairs, learners discuss what healthy means to them. Some prompts may include having lots of energy, being happy, spending time with friends and family, eating fruits and vegetables, exercising and drinking water. Emphasise that health comes in many different forms and is related not only to physical wellbeing but also to mental, emotional and social wellbeing.  Divide the class into four discussion groups and ask them to discuss one of the four fitness components: strength, speed, stamina, flexibility.  *What is strength? What type of movements help to build strength?*  *What is speed? What type of movements help to build speed?*  *What is stamina? What type of movements help to build stamina?*  *What is flexibility? What type of movements help to build flexibility?*  Ask learners to then explain their key discussion points to the rest of the class.  Discuss why the fitness components are important for a person’s health, fitness and wellbeing.  Ask learners to discuss in pairs why we need to warm up and cool down before and after physical activity. They then share their answers with the whole group. Make sure you draw out the following key points:   * A warm up prepares the body for physical activity. Warm-up exercises move from low intensity to high intensity and from general movements to sport specific movements. They increase the heart rate, the breathing rate and the blood flow to the muscles being used. Warm ups also increase the body temperature, which increases joint mobility and decreases the risk of injury. They also prepare the person mentally for physical activity. * A cool down involves movements that help speed up recovery enabling the body to slowly adjust its systems and bring the body back down to rest. Cool-down movements move from medium intensities to low intensities and from sport specific movements to general movements. They can also enable a person to relax their mind after a physical workout.   Engage learners in a series of warm ups that increase their heart and breathing rates. As they perform them, point out the different muscles, bones and joints that they are using. Activities might include:   * bouncing on the spot * taking big strides about the space * twisting the body from the waist, moving from left to right with wide and relaxed arms * lifting knees up high while running on the spot * lifting heels up to touch hands that are placed (palm up) on the bottom while running short distances * dancing on the spot with large arm and leg movements * jumping with the feet together from side to side with the arms twisting the opposite way.   Ask learners to make up their own warm ups in pairs and share these with another pair. These should include two pulse-raising activities and two dynamic stretches. The activities must be performed safely (ask learners to check this with you). Learners give each other feedback on the activities and discuss, as a group, which muscles, bones and joints are being used.  Explain that there are various fitness tests that learners of their age can do, but that these are guidelines only as there are many variables (e.g. how well they are on the test day, how physically developed they are for their age and how well the person times them). Emphasise that fitness test results are for personal development and individual target setting only. They should not be used for comparison with other learners.  Learners work in groups of four, with two running and two recording the runners’ results. They conduct a speed test: running for 20 metres on a level surface (e.g. tarmac). Encourage learners to run through the finish line when being tested to gain their best time. Learners perform the speed test each week for 3–4 weeks and compare their own individual results each time. They discuss ways to improve speed.  Explain the multi-stage fitness (beep) test. This test requires the runner to perform continuous 20-metre shuttle runs, reaching the opposite end of the 20-metre grid before the next beep sounds. The time between the beeps decreases each minute, forcing the individuals to increase their running speed. It is this increase in speed which reflects the increase in difficulty/intensity. Learners undertake the beep test over a series of two or three lessons, discussing any improvements in stamina.  In groups, learners research alternative stamina tests that they can find on the internet (e.g. 12-minute Cooper test). They decide as a class which test they will undertake to test their stamina (this can be modified from their research to be based on class needs) and undertake it each week for 3–4 weeks and compare their own individual results each time. They discuss ways to improve stamina.  Explain the importance of stretching to maintain or gain flexibility. Review different types of stretching, focusing particularly on the differences between static and dynamic stretching and when they might be used (before and after physical activity). Discuss the importance of dynamic stretching before stamina-building activity and static or dynamic stretching afterwards.  Learners work in pairs on static partner stretches that they hold for 8–10 seconds only. Model these two:   * Backs and legs: stand facing each other and hold hands. Begin to step away from each other, rounding your back until you cannot step back any further (knees bent). Pull hands to feel the stretch. Your back has to be rounded and not flat by bending at the hips. Move further away as you ease into the stretch. * Chest stretch: stand back to back, holding hands. Step forwards, moving away from each other. Raise your arms out to the sides and pull away by pulling each other's hands and feel the stretch in your chest. Move further away as you ease into the stretch.   Give learners time to create their own partner stretches and ask them regularly which muscles they are working on. Give safety guidelines to pairs as necessary. Learners share two or three partner stretches with another pair, giving each other feedback on ideas and relevant safety advice that was given.  *How does your body feel after your partner stretches?*  *How often do you stretch each week and why is it important to do so?*  **Resources**: music, digital playing device, internet access and stopwatches or digital timing devices. | Play upbeat music to engage learners whenever appropriate during the course of these activities.  Four fitness components:   * Strength: the amount of force a particular muscle group can produce in one maximum effort. * Speed: able to perform a movement or cover a distance in a short period of time. * Stamina: able to maintain prolonged physical effort over time. * Flexibility: able to move the muscles and body joints through a maximum range of motion – to use a joint to its fullest.   Individuals with lower levels of fitness are more likely to be injured and so improving fitness lowers injury risk. Those who are fitter perform activity at a lower percentage of their maximal capability and so can perform the task for a longer period of time, fatigue less rapidly, recover faster, and have greater capacity for subsequent tasks.  The human skeleton is made up of many bones, including the following:   * skull: cranium, jaw bone * spine * chest: ribs * arms: shoulder blade (scapula), collar bone (clavicle), humerus, radius and ulna * hands: wrist bones (carpals), metacarpals and phalanges * pelvis * legs: thigh bone (femur), kneecap (patella), shin bone (tibia) and fibula * feet: talus, tarsals, metatarsals and phalanges.   The functions of the skeleton include:   * protecting and supporting organs * enabling movement * giving shape to the body'   Freely moveable joint types:   * ball-and-socket * hinge joints.   Some of the key muscles:   * pectorals * biceps * triceps * abdominals * gluteals * hip flexors * hamstring group * quadriceps group.   Ways to improve speed:   * Maintain good form when running. * Practise running drills in between the weekly tests, e.g. high knee drills, back kicks (heels flick backwards to touch buttocks) and run holding chiffon scarves to check forwards and backwards movement of arms.   Sprint run teaching cues:   * Land feet along a narrow path. * Use heel-toe action. * Raise feet close to buttocks. * Keep head and trunk stable, body leaning forwards. * Focus eyes forwards. * Bend elbows at 90 degrees. * Drive arms vigorously forwards and backwards. * Keep hands relaxed or closed loosely in a fist.   Ways to improve stamina:   * Run on an incline to build strength in calves, quadriceps group and hamstring group. * Run and walk at equal intervals (e.g. run for 1 minute and walk for 2 minutes, or run for 2 minutes and walk for 2 minutes).   Stretching increases mobility and helps warm up the body for physical activity. Importance of flexibility: poor flexibility can be a cause of poor performance and inefficient technique, as well as a possible cause of many of the strain and tear muscle injuries sustained by athletes.  Dynamic stretches are active movements that take the body through ranges of motion that will better prepare the person for a workout or physical activity. Static stretches are stretches that are held still. An appropriate length of time for a static stretch is 10–15 seconds. Static stretches are best performed after a physical activity (rather than before) when muscles need to cool down.  Observe learners’ interactions with each other. Listen to their discussions about fitness-related aspects. Ask them questions that specifically relate to the learning objectives. |

Unit 8.4 Suggested activities

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| Unit 8.4 Topic 2 Personal food intake and recommendations |
| Outline of topic: |
| In this topic, learners will enrich and extend their understanding of diet. They will undertake activities that focus on food groups and food portion sizes. They will review and analyse their personal food intake and propose dietary recommendations. Learners will also consider how certain contextual factors can influence food choices. They will design a health promotion campaign to encourage themselves and others to achieve dietary requirements. |
| Language: |
| * Nouns (diet, health, energy, choice, portion size, recommendations, intake, campaign, body systems). * Vocabulary related to nutrition (protein, carbohydrates, fats and oils, water, fibre, minerals and vitamins). * Vocabulary related to food choice (vegetarian and vegan). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789TP.04** Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures.  **789HB.06** Discuss how contextual factors influence food choices and eating habits. Review dietary patterns and energy needs of young people. | Explain that in this topic, learners will enrich and extend their understanding of basic nutrition and relate this to their own personal food intake. They will explore recommendations for themselves and others in terms of basic nutrition.  Discuss what is meant by eating ‘healthy’ foods (i.e. good amounts of the right types of food that are high in fibre and nutrients). Lead a question and answer session in relation to the importance of having a balanced diet that contains adequate amounts of water, fibre, carbohydrates, protein, fats and oils, vitamins and minerals. Emphasise the following:   * We need food and water to keep our bodies alive and functioning well. * Food fuels our brains, muscles and all our body systems. * Food is stored in the body and used as energy. * Water is used in all our body fluids.   Explain that adequate nutrition is essential during periods of rapid physical development, particularly adolescent growth spurts and puberty. By early adolescence, learners should have a basic understanding of different food types and be able to differentiate healthy foods and drinks from less healthy options. It is important to avoid labelling foods as being either ‘good’ or ‘bad’, as these types of labels can create negative associations with food.  Review the scientific food groups with learners. Allocate groups of learners one of these (e.g. carbohydrates and protein) which they are responsible for reading about, on the internet or in relevant books. Learners sit with another group and explain their key findings. Rotate groups until each food group has been shared with each group of learners.  Explain what food portion sizes are. You may wish to show learners the recommendations for your country or to look at examples from different countries. Ask learners to research dietary recommendations for teenagers on the internet or in relevant books. In pairs, learners reflect on the foods they eat every day and which food groups they belong to. They complete a table to determine if they are meeting their requirements and how they could improve their diet. This table should include the following headings:   * Food groups * Number of portion sizes I need every day * Number of portion sizes I am currently eating * What, if any, changes do I need to make to meet my requirements? (provide examples).   Learners consider how certain contextual factors can influence food choices, e.g. being vegetarian or vegan. Discuss these with them, and what animal product alternatives might be. Elicit that vegetarians need to eat suitable meat alternatives such as legumes, nuts and eggs to help provide them with nutrients (protein and iron) that meat would otherwise provide.  *What influences might there be on a person’s food choices?* (e.g. biological, economic, physical, social, psychological, attitudes, beliefs and knowledge about food)  Pairs of learners identify an area of improvement in their own nutritional intake and design a health promotion campaign to encourage themselves and others to achieve their dietary requirements. They can create a poster, video or presentation, or select another activity of their own choice (agreed by you). They present their health campaign to other learners and receive feedback from each other on how well they have understood and presented key aspects, especially in terms of dietary requirements.  Learners reflect on the way they have engaged in this topic and how active and responsible they were. They discuss their thoughts with a partner.  **Resources:** pens/pencils, paper and internet or books (diet and nutrition). | Learners may have studied the functions of the main constituents of a balanced diet in science. The key points to elicit or explain are:   * Carbohydrates (sugars and starch) are an important source of energy. * Fats and oils are an important source of energy and are needed to make cell membranes. * Protein is important for growth and repair. * Water is needed for the fluids in and between cells. It is vital for many of the chemical reactions that take place in the body. * Fibre helps the muscles in the digestive system keep the eaten food moving through the digestive organs. * Vitamins and minerals are needed in small amounts but are vital for the body to work properly.   A vegetarian diet does not include meat – red meat, poultry, seafood or the flesh of any other animal. Other types of vegetarian diets include:   * ovo vegetarian: eating eggs but not dairy products * lacto vegetarian: eating dairy products but not eggs * lacto ovo vegetarian: eating eggs and dairy products * vegan: excludes all animal flesh and animal products, such as dairy, honey and eggs.   Some of the factors that influence food choice include:   * biological factors such as hunger, appetite, taste, allergies, intolerances and other medical conditions * economic factors such as cost, income and availability * physical factors such as access, education, skills (e.g. cooking) and time * social factors such as culture, family, peers and meal patterns * psychological factors such as mood, stress and guilt * attitudes, beliefs and knowledge about food.   Observe and make personal notes on learners’ interactions with each other and their levels of engagement and responsibility. Review also their health campaigns. |

Unit 8.4 Suggested activities

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| Unit 8.4 Topic 3 Plan/engage in activities of varying intensities and manage risk |
| Outline of topic: |
| This topic focuses on different types of physical activities with varying intensities (low, moderate and vigorous). Learners review ‘resting’, ‘working’ and ‘recovery’ heart rates, and discuss how a healthy heart is more efficient than the one that is less healthy. Learners plan and engage in tasks, led by both you and learners, which have specific fitness components underpinning them (e.g. stamina, strength and flexibility). They review how to manage risk in the specific context of creating and participating in physical activity. They regularly review the activities in which they have participated through questioning and discussion to deepen their general understanding of health and fitness. |
| Language: |
| * Nouns (mental, social, physical, activity, exercise, oxygen, game, target and roles: leader, creator and supporter). * Fitness and health specific vocabulary (intensity, cardiovascular, heart rate: resting, working and recovery; components of fitness: strength, speed, stamina and flexibility; FITT principle (frequency, intensity, time and type). * Body parts (fingers, thumb, wrist, neck, knees and heels). * Vocabulary related to action (running, jogging, skipping, walking, cycling, swimming, stretching, bench jump, tricep press, sit up, split jump, circuit and safety). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789HB.01** Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life.  **789HB.03** Lead and engage in physical activities at different levels of intensity. | Explain to learners that this topic focuses on different types of physical activities. They will be engaging in and planning a range of these which have varying intensities. They will also review how to manage risk in the specific context of creating and participating in physical activity.  Review intensity levels (high, moderate and low) of different types of exercises, physical activities and sports. Discuss and model an example of a high-, moderate- and low-level physical exercise.  Review ‘resting’, ‘working’ and ‘recovery’ heart rates. Discuss how a healthy heart is more efficient than one that is less healthy, and that to become healthier, regular aerobic activity (with oxygen) needs to take place to build up stamina. A healthy heart should recover 2 minutes after exercise to below 100 beats per minute (this does depend on age and is a guideline only).  Ask learners to take their heart rate at the wrist (radial artery) or the neck (carotid artery) by placing three fingers on the artery; (not the thumb which has its own pulse). Count for 30 seconds and multiply by 2 to get the beats per minute (BPM).   * Resting heart rate: the number of beats in 1 minute while at a complete rest state. * Working heart rate: the number of beats in 1 minute while you are working (i.e. exercising) at a moderate- or vigorous-intensity level. * Recovery rate: how quickly the heart rate drops after exercise – usually taken at regular intervals of 1 minute until the resting rate is achieved.   *What effects does physical activity have on health?* (mental, social and physical effects)  *How much time per day should you be active at your age to maintain health?* (60 minutes of moderate- to vigorous-intensity activity in small amounts spread throughout the day)  Ask pairs to discuss each activity that they undertake in this topic at regular intervals, focusing on:  *What intensity level is this activity?* (low, moderate and vigorous)  *What does this activity help you to develop?* (e.g. speed and stamina)  *How does this activity make you feel afterwards?* (e.g. heart rate feels high, breathless, sweaty and happy)  Learners engage in a 5-minute running activity to help develop their stamina. Ask them to pair up with somebody of a similar running speed and follow a course of cones around the movement space in which they jog or power walk (walking very fast and pumping their arms). Call out the time at 1-minute intervals. After 5 minutes, learners record working and recovery heart rates. Repeat this 5-minute run on a weekly basis to track learners’ stamina progress.  *How did this physical activity feel?*  *What intensity level was it for you?*  *How can you aim to do better next week?*  *What was your working heart rate and how quickly did your heart rate recover?*  Learners engage in a 5-minute skipping activity with ropes to help develop their stamina. Learners pair up with somebody of a similar skipping skill, and encourage and time each other with stopwatches, recording heart rate results (working and recovery levels).  *Was this easier or harder than running? Why?*  *How did your heart rate change in the 5-minute* *skipping activity compared with the 5-minute running activity?*  Learners work in small groups of three or four and engage in a continuous 5-minute stamina-building activity of their own choice (e.g. ball game and dancing). Play music (fast and rhythmical), as appropriate, to motivate learners in this open-ended activity.  Encourage learners to complete three continuous 5-minute physical activity sessions during the next week. After each session, they can record how they feel (e.g. bit tired, OK and worn-out). The following week they can aim to increase the length of time they move. Learners could also keep a more formal record by measuring their heart rates after each session and recording the data on a chart. If learners already do regular physical activity, they can instead focus on having a balance of the fitness components (strength, speed, stamina and flexibility) across their week.  Review activities undertaken each week and discuss the need to keep hearts healthy through such cardiovascular activities as running, skipping, cycling, dancing and swimming. These activities build stamina in the body. Learners set themselves targets to become more active (e.g. cardiovascular activity such as cycling, dancing, jogging and fast walking three to five times per week, building up to every day), and evaluate and report on their own performances against their targets at set points during and at the end of this topic.  *How will you continue with physical activities such as these as you get older?*  *What are your favourite physical activities?*  *What activities do your family members participate in?*  **Resources:** cones, skipping ropes, stopwatch, music and digital playing device. | Intensity levels:   * High-intensity activity: running, jumping and circuit training. * Moderate-intensity activity: fast walking, jogging, cycling and dancing. * Low-intensity activity: stretching and yoga.   Remind learners that a fitter person’s heart rate will return more quickly to its resting rate after exercise than the heart rate of a less fit person (this is the heart’s recovery process).  Ask learners to take their resting, working and recovery heart rates at regular intervals after high-, moderate- and low-level physical exercises that they undertake. Provide discussion opportunities for them to share their results with a partner and you.  Remind learners to be aware of other learners as they travel about the space (peripheral vision). Running might be slow, fast, with high knees and heels, forwards on different pathways, backwards and sideways.  Observe and make personal notes on learners’ understanding in relation to the health effects of physical activity and intensity levels. |
| **789MC.02** Develop and use imaginative ideas and a range of responses when completing tasks and responding to challenge in familiar and unfamiliar contexts.  **789TP.02** Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations.  **789HB.04** Understand the difference between risk avoidance and risk management, and when they should be used. Discuss and plan strategies for physical activities in different contexts and how to reduce the risk and severity of injury in physical activities. | Learners consider what type of strength-building activities they know and share these with you (e.g. press-ups, sit-ups, wall presses and squats). They learn what is meant by the term muscular endurance (i.e. how well a muscle can perform repetitive contractions against a force for an extended period of time).  Set up a mini-circuit for the class. Make sure that learners know which muscles are targeted at each station and that they perform the exercises correctly and safely. Ask learners for any risk they might encounter at each of the four stations (e.g. slipping on a bench and tripping) and how they might manage these. Divide the class into four groups to undertake the following circuit (each group starts at a different station), working for 30 seconds at each station and completing a 30-second power walk, jog or sprint around the hall in between each station:   * Bench jumps (quadriceps, calf muscles and hamstring group): stand upright on top of a bench, knees soft and arms by sides. Jump feet apart to either side of bench and bring bottom downwards towards the step. Jump back onto bench and repeat. * Tricep presses (triceps): sit on the edge of a bench with hands placed either side of the hips and fingertips facing forwards. Lift the bottom off the bench and push the feet further away from the bench with the knees bent (in a crab position). Bend elbows and lower whole body towards floor, then straighten elbows again (do not lock them) to raise the body again. Repeat up and down. * Half sit-ups (abdominals): lie on a mat with knees bent and hip-width apart. Slowly raise head and shoulders off floor, sliding hands up towards knees. Return to floor and repeat, breathing out when coming up and breathing in when lowering. * Split jumps (quadriceps, calf muscles and hamstring group): go down into a semi-crouch position (back straight) with the right leg forwards and prepare to jump. Jump into the air, switching the left leg forwards. Land on bent knees with the left leg forwards and return to semi-crouch position (back straight) to get ready for the next jump. Repeat split jumps, switching legs each time.   Learners work in small groups to create one more strength-focused station that works a named muscle. They share their ideas with the rest of the class and the whole class votes for their favourite two ideas, adding these to the existing circuit.  Learners undertake the same strength-based circuit as before in a subsequent lesson (with the two new stations that were voted in), adding a 5-minute rest period after one entire circuit and then repeating each station for 20 seconds. Discuss how muscles felt the second time round during the 20-second circuit.  *Were muscles more tired the second time? Why do you think this is?*  *Do you remember which stations work which muscles?*  *Can you feel particular muscles working in your body?*  In small groups of four or five, learners create a four- or five-station circuit to promote flexibility, ensuring that the stretches are safe, accessible and enjoyable for the whole class. Encourage the use of ideas from the internet or books. These stretches could have a theme to enhance enjoyment (e.g. seaside: starfish and swimming; sport-specific: gymnastics). They teach another group their flexibility circuit and then ask them to provide feedback on the safety levels, suitability and their enjoyment of activities.  *How safe were the stretches?*  *What safety advice were you given?*  *Do you feel your body has become warm and your heart rate has increased?*  *Which stretches did you enjoy the most and why?*  Consider the flexibility exercises learned, and review the aspects of frequency, intensity, time and type (FITT principle):   * Frequency: stretch each muscle group daily if possible, but at least three days per week and perform static stretches after moderate-to-high intensity activities such as swimming, running, dancing and cycling. * Intensity: the muscle is stretched beyond its normal length in a static stretch – a partner or equipment (such as an elastic belt), or the learner’s own body weight can provide an overload (caution: no stretch should cause pain, only tension should be felt; and cold muscles should not perform static stretches). * Time: once the body is warmed up, hold each static stretch for 10–15 seconds then rest for 10–15 seconds. Stretch each muscle group. Start with one set of one repetition and progress to three sets of one repetition each. * Type: there are many different stretches you can do to help increase the range of motion of all your joints. Dynamic stretches prepare the body for physical activity. You usually perform static stretches after physical activity.   Ask learners to try to stretch each muscle group at least three times during the week throughout this topic and review progress made across time.  In pairs, learners discuss how well they have worked with others when leading and being led in this topic. They also reflect on the different roles they have adopted (e.g. leader, creator and supporter) and how successful they were at these. They give themselves marks out of 10 for these aspects and highlight areas for improvement.  **Resources:** benches, mats and internet or books (for stretching ideas). | At all times, but particularly when learners are designing their own activities, emphasise the importance of safety. Try to develop learners’ understanding of risk management through questioning before and during their selected activities.  It might be helpful to explain to learners of this age that strength is needed to lift a heavy object once, whereas muscular endurance is needed to lift a less heavy weight a number of times.  Dynamic stretches are active movements that take the body through ranges of motion that will better prepare it for a workout or physical activity. For example, a lunge with a twist is a dynamic stretching exercise that engages the hips, legs and core muscles.  Static stretches are stretches that are held still. At this age, 10–15 seconds is an appropriate length of time for a static stretch. Static stretches are best performed after a physical activity (rather than before) when muscles need to cool down.  Observe and make personal notes on learners’ imaginative ideas when designing their own physical activities. Notice also how well they adopt different roles and their understanding of risk management. Listen to their discussions with each other. Use your personal notes for assessment purposes. |

# Unit 8.5 Developing skills in athletics

| Unit 8.5 Developing skills in athletics |
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| Outline of unit: |
| This unit introduces learners to running, jumping and throwing skills in athletics. These are developed in individual and group situations that are collaborative and competitive. Learners are actively involved in their own learning and are given opportunities to design their own activities with specific running, throwing and jumping skills being developed, selected and applied in various contexts. Learners experiment with various types of athletic skills and develop their experiences in pacing across running challenges. They take on the roles of performer, observer, official and coach. The topic culminates in a learner-designed class athletics competition. |
| Recommended prior knowledge: |
| This unit is designed to refine and extend running, jumping and throwing skills that have been learned in a variety of physical activities across Stages 1 to 7. The unit also aims to build on group learning in both collaborative and competitive contexts. Learners will have experienced a range of roles in previous physical education units, and these will be revisited and further developed. |

| Learning objectives covered in Unit 8.5 and topic summary: | | 8.5 Topic 1  Preparing for the jumps | 8.5 Topic 2  Improving running techniques and pacing | 8.5 Topic 3  Refining throwing | 8.5 Topic 4  Designing a class athletics competition |
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| **789MW.01** | Select and apply a range of increasingly complex movement skills and techniques. | ✓ |  | ✓ |  |
| **789UM.01** | Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes. |  | ✓ |  |  |
| **789UM.03** | Create and apply success criteria to own and others’ movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities. | ✓ |  |  |  |
| **789MC.03** | Persevere and share ideas with others, when responding to given and self-created tasks and challenges, working towards creating own solutions and contributing to group solutions. |  |  |  | ✓ |
| **789TP.01** | Concentrate and stay involved across the full spectrum of physical activities, situations, roles and responsibilities, showing an understanding of self-motivation. | ✓ |  |  |  |
| **789TP.02** | Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations. |  | ✓ |  |  |
| **789TP.03** | Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives. |  |  |  | ✓ |
| **789TP.04** | Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures. |  |  |  | ✓ |
| **789TP.05** | Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. | ✓ |  |  |  |
| **789TP.06** | Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. |  | ✓ |  |  |
| **789HB.03** | Lead and engage in physical activities at different levels of intensity. |  | ✓ |  |  |
| **789TR.01** | Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities. |  |  | ✓ |  |
| **789TR.02** | Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance. |  |  |  | ✓ |
| **789TR.05** | Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. |  |  | ✓ |  |

Unit 8.5 Suggested activities

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| Unit 8.5 Topic 1 Preparing for the jumps |
| Outline of topic: |
| Learners will practise and refine their jumping skills, focusing particularly on long jump, high jump (scissor and jump for height) and triple jump tasks. They will work in pairs and groups to follow jumping challenges, and they will also design various obstacle courses that promote jumping skills. They will regularly review their own and others’ jumping skills, and give each other feedback to improve their performances. They will take on the different roles of athlete, official and coach. |
| Language: |
| * Nouns (run-up, take-off, landing, energy, pace, obstacle, feedback, distance, approach, feedback, roles and responsibilities). * Vocabulary related to body parts (ankles, knees, feet, legs, hips and eyes). * Vocabulary related to action (jumping, running, throwing, travelling, bouncing, walking, hopping, skipping, swing, stride, scissor jump, high jump, jump for height, triple jump and hop-step-jump). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789TP.01** Concentrate and stay involved across the full spectrum of physical activities, situations, roles and responsibilities, showing an understanding of self-motivation.  **789UM.03** Create and apply success criteria to own and others’ movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities. | Explain that in this unit learners will be undertaking a range of athletic activities that focus on jumping, running and throwing, and will include an athletics class competition. In this topic, the focus is on jumping.  Explain that jumping is an explosive skill and can get tiring as it demands a great deal of energy. Review safety considerations in jumping: knees are shock absorbers and must be bent in take-off and landing.  Place enough cones for each learner in the movement space, about 3–4 metres apart. Learners move in and out of the cones at a walking pace. They gradually increase the pace to include jogging and skipping. Ask them to move to a cone and do five jumps side to side over it. They resume travelling between the cones and listen for the next jumping-related task. Add other ideas, e.g. forwards and backwards over a cone, hopping around cones and bounding strides or high skips around the area.  Learners work in pairs to practise their bounding for distance. Use a stretch of 3–10 metres on a dry surface and mark metres with cones. From a standing start on a starting point or line, learners take turns to make five continuous large bounding strides. They lift the thigh of the leading leg to horizontal with each bounding stride. The learner needs to aim for long strides, reaching for distance. After several attempts at trying to improve their distance, learners can use a short three-stride approach to see if this will help them improve the distance. Learners give each other feedback on their bounding skills, focusing on arm action and the leading leg action (lifting to horizontal).  Learners work in pairs to practise their standing long jump (jump for distance) using a two-legged take-off. Using a strong swing of the arms and a double-legged drive, learners cover as much distance as possible. Partners observe each other and record the distances jumped (five or six jumps each). They give each other feedback on their performances, focusing on different body parts (e.g. knees, arms and legs).  Learners work in pairs and try six to eight jumps each (one foot to two) from a five-stride run-up. They need to mark (with chalk or a cone) the beginning of each five-stride run-up to see what stride length they have each time and also have a chalk take-off mark so that they can identify their take-off foot and make sure that they begin their five-stride run-up with the same foot. (There is no need to measure the jump here, only the stride length; this is a training process to improve consistency in the long jump run-up.)  In small groups of three or four, learners set up and then jump over a series of low obstacles (elevated elastic lengths, plastic hurdles, cones and box tops). They increase the distance between objects as necessary to challenge learners and achieve long reaching strides and explosive leg action. They also start the series of jumps first from the right foot and then from the left to see if this changes their jumping distances. Learners ask another group to observe their jumps and give them feedback on their abilities, and then they swap roles. Groups can also swap obstacle courses to see whether this affects their jumping abilities.  *Which starting foot helps you to achieve the greatest distance?*  Learners research on the internet the current world record for the long jump (men and women). They measure this out on a hard surface and mark the distance with chalk. Learners estimate how many two-legged and one- to two-legged jumps they think it would take them to achieve that distance. They compare these estimates with their actual attempts.  *Were you good at estimating how many jumps it took you to cover the long jump distance?*  In pairs, learners discuss how well they can concentrate and stay involved across the jumping activities, as well as their levels of self-motivation (they might give themselves a rating out of 10 for these aspects). They also consider the different roles and responsibilities they have had. They share what they have done well and what they can improve.  **Resources:** cones, chalk, elastic lengths, plastic hurdles and box tops. | Bounding teaching cues:   * Swing arms up and forwards with each bounding stride. * Try to achieve a wide stride position at the mid-point of each bounding stride. * Try to get a feeling of ‘floating’ at the mid-point of each stride.   Jump for distance (standing long jump or broad jump) teaching cues:   * Bend ankles, knees and hips. * Focus eyes forwards. * Swing arms behind body. * Straighten legs. * Make sure both feet leave the ground together. * Swing arms forwards and upwards. * Land on both feet at the same time. * Bend ankles, knees and hips to absorb impact.   Single-legged take-off:   * Extend the jumping leg as powerfully as possible. * Swing the leading leg up to the horizontal. * Use your arms in the same way as with the two-legged jump. Swing both of them up and forwards in unison with the leading leg.   Observe and make personal notes on learners’ levels of concentration and motivation. Listen to their discussions with each other and feedback shared. |
| **789MW.01** Select and apply a range of increasingly complex movement skills and techniques.  **789TP.05** Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective. | In small groups of four to six, learners work around two or three stations which develop the skills for jumping for height. Encourage learners to take on the roles of both athlete and coach, taking turns to jump and give feedback to each other based on the teaching cues in the teaching notes.   * Scissor jump: using a small obstacle such as a plastic hurdle, a supported cane (on tall cones) or a low elastic crossbar, learners take turns to jump over an obstacle from a standing take-off position attempting jumps from both sides before deciding which is their preferred starting position and take-off foot. * Scissor jump with a 6–10 stride approach: the run-up should be in a straight line at an angle of about 30-40 degrees from the crossbar. * Jump for height: learners record and measure each other’s performances taking turns as athlete, coach and recorder. You can chalk markers can on the wall to indicate heights and learners have several attempts to improve their performance. To mark the reaching height of the learner on the wall, the learner stands with their back to the wall, feet flat on the floor and arms upstretched. The recorder marks the furthest point of the fingertips with chalk. The learner then stands side on to the wall and jumps, reaching to touch the wall at the highest point possible. The recorder marks this point with chalk and the height jumped is the measurement from the reaching height of the learner to the mark reached with a jump (usually between 20 and 50 centimetres).   In groups of six to eight, learners take turns to complete a vertical jump challenge recording, measuring and calculating how many jumps as a team it takes them to jump the average height of:   * a woman (1.4 metres) * a cow (1.5 metres) * a male African elephant (3.19 metres) * a double-decker bus (4.3 metres) * a giraffe (5.7 metres).   Learners work in pairs to practise the triple jump foot pattern. One learner jumps, and one learner gives feedback and records jumping achievements. They initially place three cones approximately 1 to 1.5 metres apart in a line. One learner practises the correct sequence of the triple jump: hop-step-jump. Each cone indicates each part of the pattern (e.g. Cone 1: hop, Cone 2: step and Cone 3: jump) and can be moved by their partner according to the learner’s skill level. Encourage learners to stand on their strongest foot to begin the take-off. They follow this sequence:   * Hop: take off and land on the same foot. * Step: take off and land on the opposite foot. * Jump: take off and land with the feet together.   They repeat this three or four times. This activity can be extended by giving learners a short run-up (five to nine strides) before the hop-step-jump.  *How easy did you find the triple jump pattern?*  *How did the run-up change your triple jump pattern or distances jumped?*  *How well did you and your partner follow advice given to improve your triple jump technique?*  **Resources:** chalk, internet access, plastic hurdles, bamboo canes or plastic sticks, tall cones, high jump posts, elastic crossbars and task cards made by you for scissor jump and jump for height. | Model each jump as required before and while learners work in groups. You can also provide task cards for learners on each jump with basic teaching cues. You could laminate them and keep them as a useful teaching resource for future classes.  Scissor jump technique:   * Stand side on to the barrier. * Drive the inside arm and knee up at take-off, extending through the hip, knee and ankle of the take-off leg. * Make the second leg follow. * The scissor action occurs in mid-air as the legs separate. The body remains upright. * Drive arms upwards at take-off. * Land on the free or non-take-off leg, followed by the take-off leg. * When adding a run-up, accelerate progressively. The last two strides are made with a ‘daa-de’ rhythm (take off from the outside foot with a quick last stride and a fast flat-foot plant). Run-ups for scissor jumps should not be curved; they should be performed in a straight line. * Less experienced learners can use a 6–10 stride approach. More experienced learners can try 11–13 stride run-ups.   The jump for height is also called a Sargent jump after the person who developed it – Dudley Sargent, who was one of the pioneers in American physical education.  Jump for height teaching cues:   * Bend ankles, knees and hips. * Keep head up, trunk upright. * Swing arms behind body. * Straighten legs in air. * Make sure both feet leave the ground together. * Swing arms forwards and upwards in time with leg actions. * Land on both feet at the same time. * Bend ankles, knees and hips to absorb impact.   Triple jump teaching cues:   * Land on same foot, other foot and feet together (e.g. left, right and both). * Try to make the hop, step and jump equal in size. * Swing the thigh of the leading leg to horizontal at take-off and simultaneously swing arms forwards and upwards.   To make sure the step follows the hop learners can hold onto their right foot (if jumping off their left) and then say ‘hop’ as they hop and then ‘drop’ as they step. This stops the learners making two hops or a hop and jump.  Observe and make personal notes on how able learners are at selecting and applying more complex movement skills and jumping techniques. Listen to their discussions with each other and feedback shared and make notes to inform future activities. |

Unit 8.5 Suggested activities

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| Unit 8.5 Topic 2 Improving running techniques and pacing |
| Outline of topic: |
| In this topic, learners focus on how to develop their running and pacing techniques. They participate in a series of activities that promote speed, stamina and social skills. They follow and create activities to develop their individual and group running abilities. They work with others, share ideas and take on various roles in their groups. They discuss the running challenges and give each other feedback on their movement performances and social skills. |
| Language: |
| * Nouns (finish, lanes, cones, markers, distance, pace, metres, evaluation, challenge and intensity: low, moderate and high/vigorous). * Vocabulary related to action (running, stride, sprint, over-stride, stride and dribble). * Vocabulary related to body parts (heels, toes, buttocks, head, trunk, eyes, elbows and arms). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789HB.03** Lead and engage in physical activities at different levels of intensity.  **789UM.01** Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes. | Explain to learners that in this topic the focus is on improving running techniques and pacing in runs of longer distances.  Review key points for a proficient sprint run through questioning:  *What can we do to improve our arm action when sprint running?*  *Where should we place our feet when running fast?*  *Where do we look when sprint running?*  Learners work in pairs to refine the sprint arm action. Initially they need to run 20 metres with very fast arms, taking small, quick steps. They then run 20 metres with a big arm action, taking longer, slower strides – over-stride. Finally, they attempt to find a midway model between fast arm action and a big arm action, where arms drive vigorously forwards and backwards.  Learners work on a fast finish for the sprint run. They mark out two lanes of 60 metres with cones positioned at the half-way point. Working in pairs, with learners at opposite ends to each other, they run towards the centre point in adjacent lanes to see who can reach it first. Pairs can work together, digitally recording and evaluating each other’s sprint actions.  This activity can be extended by increasing distances to 80 and 100 metres. Learners note who reaches the centre first when they attempt these longer distances and whether this changes with longer distances.  Learners undertake a sprint pressure activity in which they work in groups of four. Racing over 30 metres and recording their times with a stopwatch, they run as follows:   * Learner 1 races against Learner 2 and they walk back to the start. * Learner 1 races against Learner 3 and they walk back to the start. * Learner 1 races against Learner 4 and they walk back to the start. * Learners repeat this sequence, racing each other in turn over successive runs: Learner 2 starts by racing Learner 3, then 4, then 1; Learner 3 starts by racing Learner 4, then 1, then 2; Learner 4 starts by racing learner 1, then 2, then 3.   Work in pairs, one running while one observes. The runner starts and runs as hard as possible. The observer counts and places a marker on the spot where the runner’s tenth stride lands. The observer and the runner swap roles. Each learner makes several runs and tries to extend their mark by trying harder on each run.  In pairs, learners review and discuss the different intensity levels (low, moderate and vigorous) they have worked at in the various activities. They also discuss the different evaluation processes they have experienced (e.g. one-to-one feedback, digital recording and group discussion) and any new vocabulary they have learned.  **Resources:** cones, markers, stopwatches and digital recording device. | Sprint run teaching cues:   * Land feet along a narrow path. * Use heel-toe action. * Raise feet close to buttocks. * Keep head and trunk stable, body leaning forwards. * Focus eyes forwards. * Bend elbows at 90 degrees. * Drive arms vigorously forwards and backwards. * Keep hands relaxed or closed loosely in a fist.   Sprint pressure activity: learners record each loss, win and draw, as well as their times. They might use this data in subsequent mathematics lessons when reviewing graphs and charts.  Observe and make personal notes on how well learners lead and engage in activities of different intensity. Listen to their discussions with each other and feedback shared. Use your personal notes for assessment purposes. |
| **789TP.02** Use knowledge and understanding of team/group work skills to influence others’ participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations.  **789TP.06** Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed. | Learners work in groups of four, jogging around a 200-metre track marked out by cones. Each learner takes it in turns to lead the group for 50 metres, running at a different speed to the person before. All learners try to keep the same pace as the leader. Discuss what adjustments were made for different running abilities in the group.  Learners work in pairs in the middle of a large movement space. Each pair has five cones that they place at varying distances from themselves. Learners take it in turns to pick a cone to run to, and estimate how long (in seconds) it will take them to run there and back. They repeat this process five times, picking a different cone each time. Their partner times them so that they can compare the estimated and the actual time. Learners then estimate how long (in seconds) it will take them to run to all five cones without stopping before they attempt this next pacing challenge one at a time. Partners time each other and compare estimated times and actual times. Learners discuss how well they estimated their running pace. They repeat this challenge but decide the intensity level of their runs (low, moderate and high/vigorous). You can record times for future attempts and make comparisons between paired learners.  Learners work in groups of four running in single file. Leaders take their teams over a random course (anywhere they like around the movement space), bringing their teams back to the starting place in exactly 45 seconds. Change leaders and times with each run. Teams need to stay together as they run and they can run in any direction they wish.  Mark out a 200-metre track with cones or markers. Working in groups of four, one pair of learners runs around the track while the other pair performs a skill such as a football dribble around a cone circuit, counting the number of turns they manage. Learners then swap roles and try to better the other pair’s score. Learners make up their own pair challenges to accompany the pair running challenge and try them out in their fours.  *How well did you work together in your groups?*  *What did you need to plan and how did you do this?*  *How did you influence learners in your group to do their best in activities?*  *What roles did you take on in these activities? What impact did that have on the group?*  **Resources:** cones, markers, stopwatches and footballs. | Remind learners to keep well-spaced and always move with their heads up to avoid collisions.  Observe and make personal notes on learners’ social skills (e.g. cooperation and communication). Listen to their discussions, and observe their planning and how they take on and share roles in their groups. Use your personal notes for assessment purposes. |

Unit 8.5 Suggested activities

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| Unit 8.5 Topic 3 Refining throwing |
| Outline of topic: |
| Learners work to improve their throwing skills in this topic. They focus on refining their heaving and pushing techniques in particular. They explore a wide variety of throwing stances using a number of different objects, learning which kinds of throws they are good at and which ones need improvement. They consider the importance of safety at all times and create their own safety rules in their small-group competitions. They regularly review their own and each other’s throws, and engage in both collaborative and competitive throwing activities. |
| Language: |
| * Nouns (straddle, position, body part, pressure, release, safety, feedback and extension). * Vocabulary related to action (throwing, heaving, pushing, turn, swinging, underhand and overhead). * Vocabulary related to body parts (eyes, fingers, heels, elbows, arms, palms, chest, hips, shoulders, legs and knees). * Vocabulary related to equipment and other resources (balls, Wellington boots, beanbags, bin liners, socks, rubber shot puts, hoops and task cards). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
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| **789MW.01** Select and apply a range of increasingly complex movement skills and techniques.  **789TR.01** Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities.  **789TR.05** Evaluate own and others’ feedback processes in a broad range of physical activities. Compare and contrast own with others’ endeavour to improve movement performance following feedback. | Explain that in this topic learners will be experiencing different types of throws. These will include heaving and pushing, using a range of throwing objects.  Pairs of learners stand opposite each other and practise throwing a large ball to each other. Ask them to explore some of the following throwing stances for a push throw:   * Legs in a seated straddle position. Two-handed throw from the chest. * Kneeling in straddle position with hips high. Two-handed throw from the chest. * Standing straddle position. Two-handed throw from the chest. * Standing position with one foot forwards. Two-handed throw from chest. * In line position (chest turned to right if right-handed, lunge on right leg half turning away from throwing direction). Holding the ball at chest, thrower turns chest and hips to the front before throwing two-handed.   *Which is the best position to throw the ball from and why?*  *Which body parts do the most work in a two-handed throw?*  Discuss safety with learners and how heaving throws are unpredictable and can go anywhere in the movement space. Model safe practice and ask learners safety questions. Emphasise that learners need to remain alert and well-spaced.  Learners work in pairs to practise heaving throws. One learner throws a large ball and one collects it, taking it in turns. The thrower stands backwards and releases an underhand, overhead throw from a straddle starting position (bending knees, clasping ball low in two hands and releasing it through an extension of the knees and body, swinging the arms upwards and over their heads). Ask learners to try heaving different objects (e.g. rubber quoits) and how it affects the throw (using the same technique as before with the large ball). Learners discuss their performances in their pairs, comparing techniques and what to improve in their throws. They reflect on the feedback they have received and whether it has helped them to improve their performances.  This activity can be extended by practising a heave throw which is similar to a hammer throw, by standing backwards and performing an underhand throw over the right or left shoulder as they make a half turn. They use a long sock (or bin liner) with one or two beanbags in the toe (or bottom of bin liner) instead of a ball. The container for the beanbags needs to be knotted at the top. This heave throw begins at a low level and rises as the body makes a half turn and the object is released upwards and forwards. Learners finish with their chest facing their partner who stands opposite them (10–15 metres away). Learners swap sides for the heave to find out which side is best for their throw. They swap roles after five goes each.  Learners work in pairs with a rubber shot put (or beanbag) between them. They practise the following activities, with one throwing and one collecting the shot put, and then swap roles:   * using the correct handhold for the put * a two-handed push from chest to a target (e.g. hoop) * a standing put facing the throwing direction * a standing put with shoulders rotating 90 degrees from the direction of the throw * a standing put from an initial stance of 180 degrees from the direction of the throw.   They organise a shot put competition between themselves, deciding on the rules and safety procedures. They join with another pair and evaluate each other’s shot put techniques and safety procedures. They consider how useful the feedback they received was.  *Which shot put throwing technique did you find the easiest and why?*  *How can you improve your putting skills?*  *How do we hold a shot put correctly?*  *How important are our legs in the shot put?*  **Resources:** rubber quoits, large balls, beanbags, bin liners or long socks, rubber shot puts (or beanbags), hoops and task cards made by you with throwing teaching cues. | Emphasise the need to respect safety guidelines throughout this topic as throwing objects is a high-risk activity for all learners. Learners need to be well-spaced and only throw and collect objects when advised by you. Non-throwers should remain behind a safety line, 4–7 metres from the thrower.  Heaving throws include events such as hammer. Heaving throws involve lifting an object or causing it to move upwards and rapidly through the air.  Pushing throws include events such as shot put. Pushing throws involve applying force to an object in order to move it forwards, away from the body.  You can put throwing teaching cues on task cards for learners to use in their groups while working on their skills.  Large ball two-handed throws:   * Focus eyes on target. * Spread fingers around ball, thumbs behind ball. * Keep elbows down. * Follow through with arms and fingers, palms turned out. * Encourage even pressure through both arms during release.   Shot handhold: emphasise that the shot sits on the base of the fingers with three fingers behind the shot and the thumb and little finger to the side. The shot should not touch the palm. The shot in the hand resembles a scoop of ice cream sitting in a cone.  Two-handed put from chest:   * Place feet parallel in straddle stance. * Start holding the shot in two hands in front of chest, under chin. * Hold elbows up to the side, away from the body, ‘like wings on a plane’. * When holding the shot in the starting position, the thumbs should be pointing down, the palms should face outwards and the fingers should be behind the shot. * Emphasise an ‘elbows up, thumbs down, palms out’ position. * During the two-arm putting action, keep the elbows up and the thumbs pointing down. * Bend legs when preparing to throw and extend them on release to increase the power of the throw. * After releasing the shot, the learner should finish in a ‘thumbs-down’ position with fingers outstretched. They should also be up on their toes in a ‘tall’ position.   Standing put facing the throwing direction:   * Stand in a front-on position to the target, feet parallel * Start with the shot placed in the dominant hand under the jaw and against the neck, elbow high. * Feel the shot touch the neck right up until the put is begin (imagine something stuck on neck). * Step forwards with left foot (if right-handed) and put the shot. * Move hips forwards and keep chest high and square to the direction of the throw. Extend legs. * Push shot from fingers not palm. * Extend or ‘snap’ wrist to ‘flick’ the shot off the fingers as it leaves the hand (which is raised to just above head level).   Standing put with shoulders rotating 90 degrees from the direction of the throw:   * Step towards direction of throw with the left leg (if right-handed). * Rotate shoulders 90 degrees to the right (away from direction of throw). * begin put with right leg extending and driving hips and then chest in direction of throw. * Extend arm and thrust of fingers to complete putting action. * Some learners might find the following rhyme useful, which aims to support their technique: ‘chin – knee – toe – make a bow – let it go’.   Standing put from an initial stance of 180 degrees from the direction of the throw:   * Begin facing 180 degrees from the direction of the thrown with the right leg forward (if right-handed). * Lower body downwards and flex right leg to a quarter-squat position. * Keep chin, knee and toes in a line. * Rotate the feet and extend right leg upwards, forcing hips around and in direction of throw. * The action of the hips and legs extending fully thrusts chest forwards. * Extend the throwing arm to complete the standing put.   Observe and make personal notes on learners’ throwing skills and techniques. Listen to their discussions, feedback and evaluations of each other’s movement performances. Use your personal notes to inform future activities. |

Unit 8.5 Suggested activities

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| Unit 8.5 Topic 4 Designing a class athletics competition |
| Outline of topic: |
| In this final topic of the unit, learners work together in groups to design running, jumping and throwing challenges for a class competition. They consider rules and health and safety aspects, creating competitive tasks for the class athletics event in which they take on the various roles of organising, performing and officiating. Group performances in the class athletics competition are recorded for review. Learners write a self-evaluation, reflecting on the topic’s core learning objectives. |
| Language: |
| * Nouns (challenge, skill, ideas, competition, rules, scoring system, points, safety procedures, emergencies and hazards; and roles: organiser, official and performer). * Vocabulary related to action (running, throwing, jumping, measuring and recording). * Vocabulary related to reflection (review, discuss and evaluate). |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **789MC.03** Persevere and share ideas with others, when responding to given and self-created tasks and challenges, working towards creating own solutions and contributing to group solutions.  **789TP.03** Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives.  **789TP.04** Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures.  **789TR.02** Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance. | Explain that in this topic the core activity is a class athletics competition, drawing together all the running, jumping and throwing skills learners have practised in this unit.  Divide the class into three groups, asking each group to design two competitive challenges for either a run, throw or jump for the whole-class event. Discuss group ideas as a whole class then get each group to write up their own challenges. They need to be responsible for the associated rules and health and safety considerations.  *What will be the scoring system for each of your two activities?*  *Which rules will apply and how will you decide these rules?*  *How will you make sure there is fair play?*  *What health and safety considerations will be needed in your two activities?* (make sure that set procedures are followed and that all participants know how to deal with their own and others’ emergencies and hazards)  Learners participate in the class athletics competition involving running, jumping and throwing. You can divide the class into several teams, and count up points for each team until an overall winner is found. Learners need to take on a range of roles throughout the competition, acting as performers, organisers and officials. As officials, they should have experience of measuring and recording athletic achievement.  Learners write a self-evaluation, considering the topic’s core learning objectives:   * how well they planned their athletics challenges for others * how well they supported others in their groups * how active and responsible they were in group decisions and activities * how well they persevered and shared ideas with others * what kinds of roles they played and how well they undertook these * how well they respected the contributions of officials in the various athletics challenges.   They discuss their self-evaluations in pairs, sharing areas of achievement and areas for improvement.  **Resources:** a range of running, throwing and jumping resources according to the class activity choices (e.g. beanbags, rubber shot puts, large balls, hoops, cones, markers, chalk, stop watches and measuring tapes). | This class athletics competition is learner-led, with learners designing each activity. You facilitate, overseeing safety and rules.  Data from this whole-class competition can be tabulated or graphed in future mathematics lessons.  Observe and make personal notes on learners’ planning and designing processes for their group challenges. Note any leaders and how they manage the group dynamics. Listen to learners’ discussions and observe how they work with others at all stages of the class competition. Collect in learners’ written self-evaluations and provide feedback. |

# Sample lesson 1 Unit 8.1 Topic 3 Adventurous challenges in small groups

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| CLASS: | |
| DATE: | |
| **Learning objectives** | **789MW.03** Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities.  **789MW.04** Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them. |
| **Lesson focus /**  **success criteria** | Working to develop movement skills through collaborative learning activities in familiar and unfamiliar activities. |
| **Prior knowledge / Previous learning** | Learners will have learned to work collaboratively with others through a variety of physical activities in other stages. They will be used to working together to find solutions to given movement problems in adventurous contexts. |

**Plan**

| **Lesson** | **Planned activities** | **Notes** |
| --- | --- | --- |
| **Introduction** | Explain that this lesson’s activities focus on adventurous challenges – tasks that use different types of equipment or ideas. Introduce the learning objectives. They may need to be explained in simpler terms that all Stage 8 learners will understand. You can give direct examples from this lesson too. For example, ‘fluency’ could be explained as something that flows, e.g. running, which is a movement pattern that is repeated using head and arms, legs and trunk. ‘Control’ might refer to managing an object or your own body while moving in space or on apparatus.  Create five obstacle stations by placing a range of objects in the space (e.g. mats, hoops, cones, benches and balloons) with a task card on each giving a specific instruction. Instructions might include:   * Cross the mats sideways on your knees. * Keep the balloon up by hitting it with your head, knees or back. * Walk along the inverted bench on tiptoes. Bend down and touch the bench in the middle of the walk. * Run backwards in and out of the cone slalom course. * Skip with a hoop in place 10 times without stopping, or roll it and skip alongside it 10 times as you follow its release from your hand.   Learners work in groups of four, linked together by their elbows. They initially side gallop about the space in and out of the obstacle stations to warm up and get used to the space. After this, they release their elbows and take it in turns as a group to complete each task at each station, as directed by you. Review how well learners worked together as groups:  *How did you work together to complete the tasks?*  *Which station did you find the hardest and why?* | Large, clear space, cones, mats, benches, hoops, balloons and task cards made by you.  Remind learners to keep well-spaced throughout this activity and have their heads up to always be aware of others. |
| **Main activities** | Learners work in groups of five or six playing a game called ‘hot tin’. They sit in a circle with legs extended with a large (full) tin can. Their aim is to pass the ‘hot tin’ from person to person using only their feet to see how fast they can do this without dropping it. If a learner drops the tin can, the team needs to restart the challenge.  *How easy or difficult did you find this group activity?*  *Where did you show control in this activity yourself and as a group?*  *Which team managed this activity easily? Can you explain why?*  *Which team managed to move the tin quickly?*  *Why do we need to learn to work together in physical education?*  Place some tennis balls (‘golden goose eggs’) at one end of the movement space for each team of five or six learners. In their teams, give learners a range of different objects to reach the golden goose eggs (e.g. planks of wood, bench, milk crates and mat). They need to set up a course to the golden goose eggs after a few minutes of discussion and planning. They are not allowed to step on the floor, only the equipment. Each learner aims to bring one egg back to the start. Review this activity through a range of questions at various appropriate intervals:  *What movement skills do you need as individuals to reach the golden egg?* (e.g. balance, control, agility and speed)  *How did you design your equipment and why?*  *What safety issues did you need to consider when designing your equipment?*  *How well did you take on the different roles that were required in this activity?* (e.g. designer, leader, follower and organiser)  *How confident are you in these kinds of activities?*  *What do you need to improve in order to be better at this kind of group activity?* | Large (full) tin cans, tennis balls, planks of wood, bench, milk crates and mats.  Observe how safety issues are managed in this activity and intervene, as necessary, when learners design their courses. Time the golden egg activity to see which team can bring their golden eggs back in the shortest amount of time.  Observe learners’ movement skills, control of objects while passing them as they move, and confidence levels. Make personal notes for assessment purposes. |
| **End/Close/ Reflection/Summary** | As a whole class, learners hold onto a parachute (or large bed sheets in smaller groups if a parachute is unavailable). They work together to lean back away from the parachute and hold a counter-tension position still for 10 seconds (arms extended, feet together and body leaning backwards in a straight line from ankle to head). They repeat this counter-tension stretch facing backwards, away from the parachute. For the third group counter-tension stretch, they try both the forwards- and backwards-facing stretches but lift one foot off the floor. Ask learners which group counter-tension stretches they found more challenging and why (e.g. social skills and balance).  Learners reflect in groups of three or four:  *Were the learning objectives for this lesson achieved?*  *What kinds of movement skills did you perform during this lesson?*  *What movement skills or social skills do you think you need to improve and what will you do to improve them?*  *Did you work well today and behave responsibly in your different roles?* | Parachute or large bed sheets.  Hold parachute/sheet with an over-grip (with thumbs underneath).  Listen to group discussions and make personal notes on learners’ responses for assessment purposes. |

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| **Reflection Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson.** |
| *Were the learning objectives and lesson focus realistic? What did the learners learn today? What was the learning atmosphere like? What changes did I make from my plan and why?*  *If I taught this again, what would I change?*  *What two things really went well (consider both teaching and learning)?*  *What two things would have improved the lesson (consider both teaching and learning)?*  *What have I learned from this lesson about the class or individuals that will inform my next lesson?* |
| **Next steps**  **What will I teach next based on learners’ understanding of this lesson?** |

# Sample lesson 2 Unit 8.2 Topic 2 Scarves, ropes and ribbons

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| CLASS: | |
| DATE: | |
| **Learning objectives** | **789MC.04** Experiment with and combine compositional ideas to express themes, moods and emotions, and evaluate their application to different contexts. |
| **Lesson focus /**  **success criteria** | Reviewing what space and dynamics are through practical, exploratory experiences with gymnastic ribbons. |
| **Prior knowledge / Previous learning** | Learners will have developed their gymnastics knowledge, skills and understanding through a range of locomotion, balance, flight and rotation activities in previous units. The emphasis here is on working with a specific gymnastic object, a ribbon, encouraging learners to develop their compositional ideas when they use it. |

**Plan**

| **Lesson** | **Planned activities** | **Notes** |
| --- | --- | --- |
| **Introduction** | Introduce the learning objectives. They may need to be explained in simpler terms that all Stage 8 learners will understand. You can give direct examples from this lesson too. For example, ‘compositional ideas’ could be explained as being able to vary space or dynamics when making sequences with a certain objective or theme (e.g. theme: circling and spiralling a ribbon).  Play some upbeat music. Learners run lightly on the balls of their feet about the space, making different floor pathways (e.g. curved, angular and zigzag). When the music stops, they make a circle or the shape of the number eight with a partner. Remind learners of the different levels possible: low, medium and high (lying down, kneeling and standing up).  Ask learners to swing their arms forwards and backwards and then try swings in different directions or with different parts of the body. | Large, clear space and music, digital playing device.  Remind learners to keep well-spaced throughout this activity and have their heads up to always be aware of others. |
| **Main activities** | Review through discussion and demonstration (you and learners) the fundamental movements for the ribbon: swing, circle, figure of eight, spiral and snake.  Each learner works with a gymnastic ribbon on a stick. They experiment with swinging movements:   * Swing the ribbon backwards and forwards. * Swing the ribbon across and in front of your body. * Swing the ribbon overhead from side to side. * Swing the ribbon upwards and catch the end of it with your other hand. * While holding the end of the ribbon, swing it upwards, around and over your body.   Learners experiment with circling movements:   * Circle the ribbon at different levels. * Circle the ribbon horizontally, vertically and diagonally. * Circle the ribbon in front of, around and behind your body. * Run while circling the ribbon overhead and leap as you circle the ribbon backwards in a large circle. * Add any dance steps and turns while circling the ribbon on different levels.     *Which air pathways are you making with the ribbon in these activities?*  *Can you make small, medium-size and large ribbon circles?*  *Which levels can you circle the ribbon on?* (e.g. low, medium and high)  *Can you move your ribbon very fast or very slow?*  Ask learners to experiment individually with spiral and figure of eight movements with a ribbon. They then add different dance steps, turns and travels (e.g. skipping and galloping) to these ribbon shapes. Encourage them to use a range of space and dynamics. Play different kinds of music to inspire learners as they work on their compositions.  This activity can be extended by asking learners to make swings, circles and snakes (while travelling on different floor pathways). Explain that snakes are like waves. They are initiated from the wrist in a tight side-to-side or up-and-down movement. Spirals are a series of tight, small circles. These are initiated from the wrist, which creates small and fast circles. Spirals can be performed with an inward or outward movement in all three spatial planes (door, wheel, table).  Learners join with another learner and share two or three of their ideas, giving each other feedback on these (e.g. creativity, choice of skills or travels and interesting use of space or dynamics). | Large, clear space, music, digital playing device and gymnastic ribbons on a stick.  Dynamics: how something moves, e.g. slow, fast, heavy, light, strong, sudden, soft and smooth.  Space: where something moves, e.g. direction (backwards, forwards and side to side), levels (low, medium and high), floor and air pathways (curved, angular and zigzag), personal (close to body) and general space (far away in the larger movement space).  Observe learners’ compositional ideas and listen to their evaluation skills. Make personal notes for assessment purposes. |
| **End/Close/ Reflection/Summary** | In pairs, ask learners to find two or three shapes that stretch different parts of the body, while holding onto each other’s ribbons (e.g. sitting on floor 3–4 metres apart facing each other while leaning backwards and creating counter-tension with their held ribbons).  Pair discussion:  *Was the learning objective for this lesson achieved?*  *Were you good at coming up with ideas when working with your ribbon?*  *What do you think you need to improve on when working with a ribbon creatively?*  *Can you explain how to vary space and dynamics in ribbon work?* | Gymnastic ribbons.  Listen to pair discussions and make personal notes on learners’ responses for assessment purposes. |

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| **Reflection Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson.** |
| *Were the learning objectives and lesson focus realistic? What did the learners learn today? What was the learning atmosphere like? What changes did I make from my plan and why?*  *If I taught this again, what would I change?*  *What two things really went well (consider both teaching and learning)?*  *What two things would have improved the lesson (consider both teaching and learning)?*  *What have I learned from this lesson about the class or individuals that will inform my next lesson?* |
| **Next steps**  **What will I teach next based on learners’ understanding of this lesson?** |

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