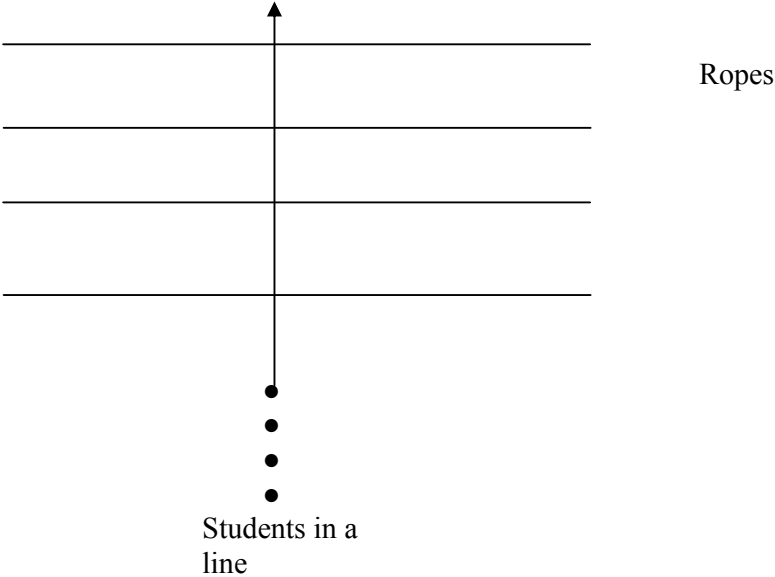
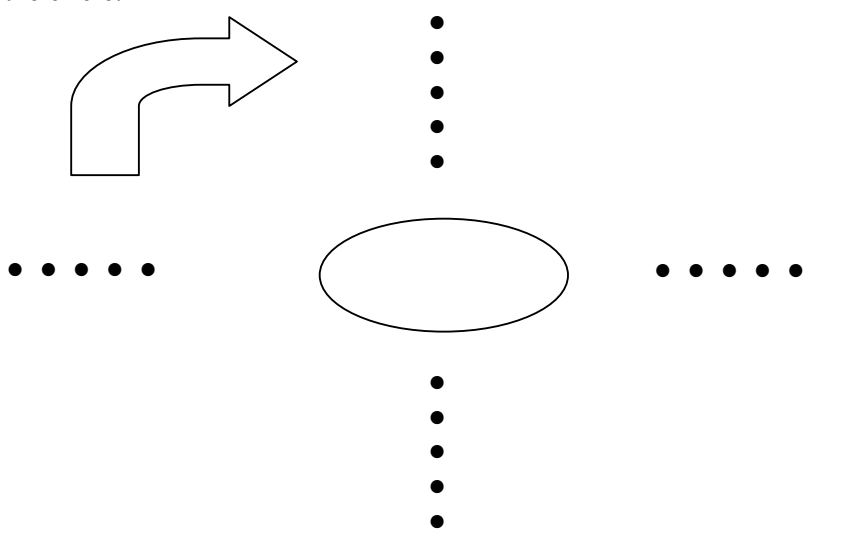


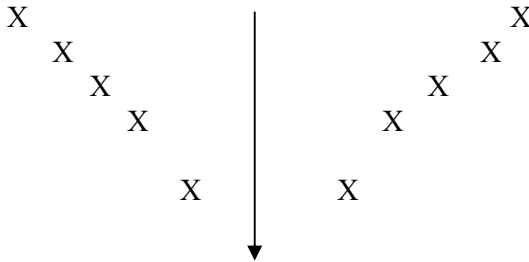
## *Years 7-10 Personal Development, Health and Physical Education*

<b>Unit Title:</b>	<b>7.6 RJT - Run, Jump, Throw</b>			<b>Stage/Year:</b>	Stage 4/Year 7
<b>Strand(s):</b>	Strand 2 Movement Skill and Performance			<b>Unit length:</b>	10 lessons
<b>Unit Description:</b>	This unit focuses on developing movement skills and identifying physical attributes important in athletics. Students initially participate in a range of running, jumping and throwing activities for athletics, after which specific focus is then placed on developing skills in one activity from each category.				
<b>Major outcomes</b> A student:			<b>Evidence of Learning</b> A student:		
<ul style="list-style-type: none"><li>4.4 – demonstrates and refines movement skills in a range of contexts and environments</li></ul>			<ul style="list-style-type: none"><li>Students peer teach a range of athletic events &amp; provide feedback regarding technique &amp; assist to record partner’s performance. Pairs create 3 skill development cards with teaching tips for their events.</li></ul>		
Contributing outcomes					
<ul style="list-style-type: none"><li>4.14 – engages successfully in a wide range of movement situations that displays an understanding of how and why people move</li></ul>					
<b>Cross Curriculum Content</b>	✓	<b>Key Competencies</b>	✓	<b>Catholic Dimension:</b>	
ICT	✓	Collecting, Analysing	✓	Strand 2: This strand recognises the enjoyment and active participation present in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Just as Strand 1 focused on the link between self and others, so too this Strand is understood in the Catholic Christian tradition in terms of a link between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. This tradition is based on God’s word in Genesis that all creation is good, as well as the Incarnation where Jesus took on human, bodily form and lived as fully human yet fully divine. The clearest expression of this unity of body and spirit comes from Paul: ‘Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own?’ (1Cor 6:19).	
Work & Employment		Communicating Ideas			
Aboriginal & Indigenous		Planning			
Civics & Citizenship		Working with others	✓		
Difference & Diversity		Work mathematically	✓		
Environment		Solving problems			
Gender		Work with ICT applications	✓		
Literacy					
Multicultural					

Students learn about:	Students learn to:
<p><b>Contexts for specialised movement skills</b></p> <ul style="list-style-type: none"> <li>- athletics</li> </ul> <p><b>Aspects of movement skill development</b></p> <ul style="list-style-type: none"> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate movement skills through a range of experiences including:             <ul style="list-style-type: none"> <li>- track and field activities</li> </ul> </li>   <li>▪ participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing</li> </ul>

Teaching, learning and assessment activities	Resources
<p data-bbox="69 256 898 289"><b>Fly – practise for long jump, hurdles, triple jump, sprint striding</b></p> <ul data-bbox="69 292 1499 527" style="list-style-type: none"><li data-bbox="69 292 1499 527">▪ In teams of 4-6, students place skipping ropes on the ground approx. 50 cm apart. One student at a time steps between the skipping ropes, ensuring that they do not step on the rope &amp; only take one step between each rope. The last student in the line steps between all the ropes &amp; then jumps over the last rope &amp; holds their landing position. The student selects one of the ropes (not the first or last) &amp; moves it to their landing position. (This increases the distance between ropes). The game continues &amp; students run between the ropes. Students who step on the ropes or take more than one step between a rope are eliminated or have to sprint to a line &amp; back or other ‘penalty’. The last student ‘in’ is the winner.</li></ul> <div data-bbox="472 565 1241 1138"><p>The diagram illustrates the setup for the 'Fly' game. It features four horizontal lines representing skipping ropes, spaced evenly apart. A vertical line with an arrow at the top indicates the starting point. Below the ropes, a vertical line with four dots represents the starting line for the students. The text 'Ropes' is placed to the right of the horizontal lines, and 'Students in a line' is placed below the vertical line with dots.</p></div>	<p data-bbox="1528 256 1711 289">Skipping ropes</p>

Teaching, learning and assessment activities	Resources
<p><b>Modified Hammer</b></p> <ul style="list-style-type: none"><li>Using a soft ball/dimple ball in a stocking, students practise the hammer throw. Designate scoring areas by placing hoops on the ground &amp; students score points by landing their ‘hammer’ in the red hoop (5 points), green hoop (10 points etc).</li></ul> <p><b>Vortex Golf - javelin</b></p> <ul style="list-style-type: none"><li>Using a vortex, students play 9 ‘holes’ of golf. The holes can be hoops on the ground or suspended. Students score points by counting the number of throws it takes to complete their golf course.</li></ul> <p><b>Relay Wheel - sprints</b></p> <ul style="list-style-type: none"><li>In teams of 5, students are seated in rows facing a centre circle. On ‘go’ the student at the head of the line passes a ball over their head to the next student &amp; so on. When the last student in their line receives the ball, they stand &amp; run clockwise around the entire circle &amp; return &amp; are seated at the front of their line. The game continues until all players have run the circle.</li></ul> 	<p>Softball Stockings</p> <p>Vortex</p> <p>Small balls Marker cones</p>

Teaching, learning and assessment activities	Resources
<p><b>Run the Gauntlet – shot put</b></p> <ul style="list-style-type: none"><li>Students form 2 lines facing each other approx 5 metres apart. Students practise their shot put technique using bean bags &amp; put to their partner. One student is nominated to ‘run the gauntlet’ by running between the 2 lines as they put their bean bags. Students can only put their beanbags below the knees of the runner. Runner is out if they are tagged 5 times before reaching the end of the line.</li></ul> <p><b>Frisbee Frenzy - discus</b></p> <ul style="list-style-type: none"><li>In teams of 4, students use a Frisbee to practise the discus throw. 2 teams play a game of ‘keeping off’ – 5 continuous successful passes to team mates scores a point. After students score a point, possession goes to their opponents. (Emphasis the discus throw when passing).</li></ul> <p><b>Runaway Train - sprint</b></p> <ul style="list-style-type: none"><li>In pairs, students face each other about 50cm apart. One student places their hands in front of their partner at waist high – palms are facing the ground. On ‘go’, the partner runs with high knee lift &amp; attempts to tap the palms of their partner’s hands. Students score points for the number of successful taps in 15 seconds. Partners swap positions.</li></ul> <p><b>Team Sprint</b></p> <ul style="list-style-type: none"><li>In teams of 4-6, students stride out &amp; try to keep in a straight line from start to finish line (approx. 15 metres). Students may initially hold hands to keep in line. To challenge students build up numbers until all class members are running in one line.</li></ul> <p><b>Pack Crush</b></p> <ul style="list-style-type: none"><li>Using marker cones that ‘funnel’ from wide to narrow, students practise pack starts. Ensure student safety.</li></ul> 	<p>Bean bags</p> <p>Frisbees</p> <p>Marker cones</p>

Teaching, learning and assessment activities	Resources
<p><b>Hugging the curve</b></p> <ul style="list-style-type: none"> <li>Using marker cones, students practise running the bend. Emphasise the lean into the curve &amp; outward arm pumping.</li> </ul> <p><b>Funny walks</b></p> <ul style="list-style-type: none"> <li>Students explore ways to sprint – leaning forward, backward, upright, slight forward lean, arms side-to-side, pumping forward, head moving side-to-side, looking forward. Which techniques were most effective/efficient &amp; why?</li> </ul> <p><b>(A) My strengths</b></p> <ul style="list-style-type: none"> <li>Students identify one run, jump &amp; throw that they will practise. In pairs, students peer teach &amp; provide feedback regarding technique &amp; assist to record partner’s performance. Pairs create 3 skill development cards with teaching tips for their events. Students may use computer technology to record results over several lessons. Emphasis is on self-improvement, rather than comparison to others in the class.</li> </ul> <p><i>FEEDBACK: Students gain feedback from their times/distances recorded on their event cards.</i></p>	<p>Marker curves</p>