



## Planning Quality Physical Education

### Active Schools in Action #3

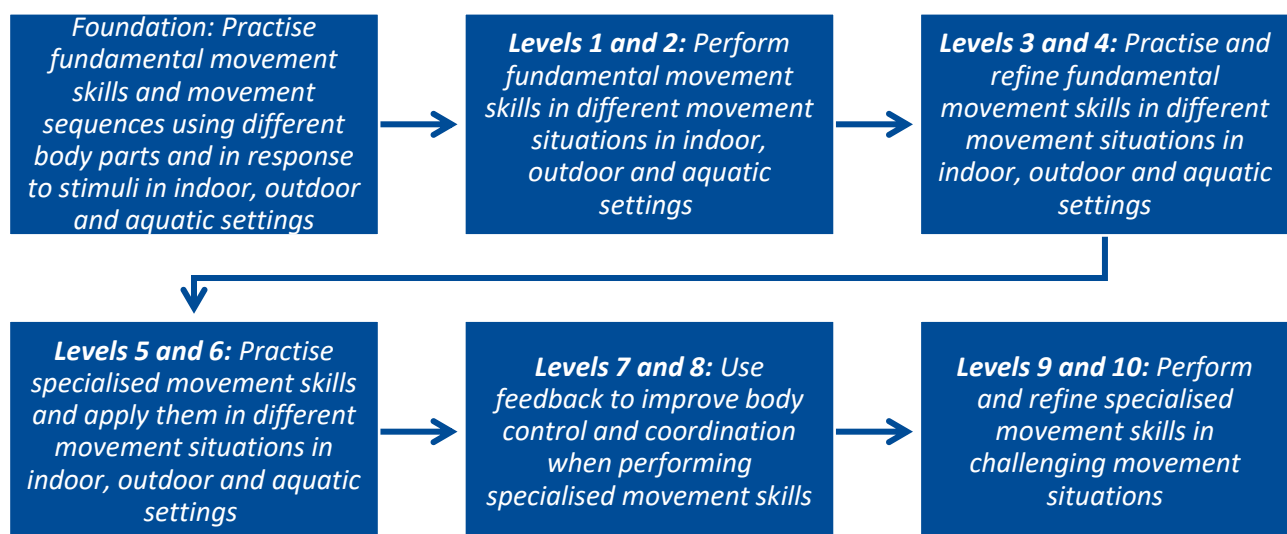
Physical Education is often referred to as the most ‘fun’ session of the week. Many view it as the session where students get to ‘play’ games, run around a bit and let off a little steam before they go into their academic subjects for ‘classroom learning’. As Physical Educators, our number one goal should be to create an environment which is still enjoyable but also conducive to the development of the child’s ability to confidently engage in physical activity for the duration of their life. Physical Education goes beyond ‘fun’ and ‘games’ - these can be the tools used to facilitate learning for all students. A quality Physical Education program is key to this learning, and we will look at this from a planning perspective in this week’s issue of Active Schools in Action.



## Quality Physical Education

### Understanding the sequential nature of the curriculum

Quality Physical Education is based on the teacher understanding the curriculum, in this case the [Victorian Health and Physical Education Curriculum F-10](#) (Victorian Curriculum and Assessment Authority, 2019). The content descriptions and achievement standards contained within this curriculum state what a student is aiming to achieve at any particular level, however the statements are still broad enough for individual teachers to interpret, plan and adjust according to their students’ needs. The beginning of planning a quality Physical Education program is understanding that the content descriptions and achievement standards are scaffolded statements that progress a student through the recommended course of learning. For example, in the Sub-Strand *Moving the Body*, an example of the sequence of content descriptions are:





Understanding the sequential content description statements allows for the teacher to plan age-appropriate learning tasks and scaffold each child's learning to ensure every student is developing at their level of need. It is important to note that due to the nature of the sequential approach, teachers can plan for children to enter the learning at any level and are not bound by their age, experience or year level.

## Understanding the end product

The other key point to note is that understanding the content descriptions and their sequential nature is only part of the process. Explicitly defining the key outcomes is essential for developing clear learning activities and appropriate assessment. When planning your Physical Education program, each of the learning areas aligned to the content descriptions must clearly state what the desired outcome looks, sounds or feels like.

This sequence of explicit learning outcomes demonstrates that the components in each level are the building blocks for the student to help them successfully advance through the continuum from Foundation to Level 10.

If the teacher understands what the student must accomplish at the end of the learning by stating the desired outcomes, the planning of what to teach can then be aligned. The activities the teacher selects should correlate to the outcomes and target the intended learning. This may also be referred to as the school's Scope and Sequence and further information can be found in ACHPER Victoria's resource - [How to develop a Physical Education Scope and Sequence](#).

**On the following page**, you can see a sample of how to progress from the content descriptions through to more explicit learning intentions for the catch. The complexity of the catch increases from simple and controlled to more difficult and complex environments. Each of the outcomes listed can be seen as the success criteria for the learning and can be itemised as the assessment strategies.

## Who is demonstrating good practice in Quality Physical Education?

Like all key priorities within the Active Schools Framework, developing quality practices takes time and continuous evaluation. There are many examples of schools we are currently working with who are in the early stages of building their Quality Physical Education programs, so we thought we would share an example of a school which, over many years, have now built a strong program, which you can model from. Plenty Parklands Primary School, located in the northern suburbs of Melbourne, continually evaluate and update their Physical Education program and consider how to link in with other areas of the school and local community. The case study unpacks elements of what makes their Physical Education program an example of good practice.

The next **Active Schools in Action** will provide you with some tips on

"Sustainable Extracurricular Programs".

If you are interested in finding out more about Active Schools, please go to the [Active Schools Toolkit](#), the [Active Schools Online Community](#) or email [activeschools@achper.vic.edu.au](mailto:activeschools@achper.vic.edu.au).

### PROGRESSION OF THE CATCH FROM FOUNDATION TO LEVEL 10

Levels	Content Description	What could this look like?	Success Criteria
Foundation	<b>Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings</b>	Students will be exposed to a variety of activities using the skill of catch with slow moving and large shaped objects. This is done in a controlled and stable environment with limited external influences.	<ul style="list-style-type: none"> <li>Eyes are focused on the ball throughout the catch</li> </ul>
1 and 2	<b>Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings</b>	Students will continue to develop the skill of catch using medium and smaller sized objects with limited external influences and a stable and controlled environment.	<ul style="list-style-type: none"> <li>Preparatory position with elbows bent and hands in front of body</li> <li>Hands move to meet the ball</li> <li>Hands and fingers positioned correctly to catch the ball</li> <li>Catch and control the ball with hands only</li> <li>Elbows bend to absorb force of the ball</li> </ul>
3 and 4	<b>Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings</b>	Students consolidate the skill of catch in differing contexts and are introduced to modified catch games with simple constraints.	<ul style="list-style-type: none"> <li>Absorb the force and catch a ball on the run</li> <li>Catching a variety of different size balls</li> <li>Catching a ball at different heights (etc. above shoulders, below knees)</li> </ul>
5 and 6	<b>Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings</b>	Students will demonstrate their ability to catch the ball while moving and pass the ball on while under pressure from opponents and external influences.	<ul style="list-style-type: none"> <li>Receiving a ball on the run and passing the ball on</li> <li>Catching a ball while completing another FMS/skill (e.g. catching a ball and dodging a defender)</li> <li>Catching a ball under pressure (e.g. with a defender or time constraint)</li> </ul>
7 and 8	<b>Use feedback to improve body control and coordination when performing specialised movement skills</b>	Students apply specific feedback given to them to analyse and improve their performance of the catch.	<ul style="list-style-type: none"> <li>Break down the catch into the components to determine where errors are occurring</li> <li>Using a variety of feedback methods (teacher, peers or intrinsic) to improve performance of the catch</li> </ul>
9 and 10	<b>Perform and refine specialised movement skills in challenging movement situations</b>	Students will perform the catch in a small-sided game, making decisions under increasing pressure from defenders. They will use feedback to refine their performance and decision making.	<ul style="list-style-type: none"> <li>Complete a catch under multiple pressure situations that replicate game play</li> <li>Catching a ball and then making a decision on where and when to throw the ball under pressure</li> <li>Performing an analysis on their or others catching technique (video or observation)</li> </ul>