



**YEAR LEVEL & SUBJECT:** 3 & 4 Health and Physical Education

**NO. OF STUDENTS:** 15 - 25

**LESSON DURATION:** 60 minutes

**TOPIC/FOCUS:** Movement and Physical Activity:  
*Learning through movement, Moving the body*

**GOALS AND OBJECTIVES:**

Students will be able to:

- Skate forwards, slow down and turn on ice
- Using cooperative skills to complete a movement task, such as balance, partner passing strategy or team strategy
- Working cooperatively with team members to maintain possession in a game by passing and listening to other team mates
- Perform activities where loco motor and object control skills are combined to complete a movement
- Performing fundamental movement skills to demonstrate weight transference in different physical activities
- Exploring and practicing different techniques to propel objects towards a target
- Explore centre of gravity and stability as they perform balance activities

**RESOURCES REQUIRED:** Skates, Helmets, Pucks or Tennis Balls, Seals

**LESSON PROCEDURE**

| TIMING          |       | STEPS OF THE LESSON   | EXPECTED STUDENT REACTIONS OF RESPONSES | TEACHER RESPONSES TO STUDENTS<br>(Including consideration of the need to adapt, reteach or extend) | GOALS AND METHODS OF EVALUATION<br>(Including informal and/or formal assessment links to VCAA) |
|-----------------|-------|---|---|--|--|
| Event           | Total |   |   |  |  |
| <b>Opening:</b> |       |   |   |  |  |
| 2               | 2     | <b>Off - Ice Introduction</b><br>Once students have their skates on, students are directed to skaters lounge<br><br>Coaches demonstrate marching, squatting and stride path off the ice |   |  | "Who has skated before?"<br>"Who's been skiing/inline skating before?"                         |

|                            |    |   |   |   |   |
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| 5                          | 7  | <b>On - Ice Introduction</b><br>Students get onto the ice and get comfortable before moving to specified location   |   |   |   |
| 3                          | 10 | Coaches demonstrate how to fall down and get back up safely<br>Students practice safely falling down and getting back up with proper procedure  | <b>Students will be anxious, scared, excited to go on the ice.</b>      | Coaches should reassure students of safety    | <b>Goal:</b> Students to be comfortable standing on the ice and minimal falling   |
| 2                          | 12 | Coaches then get students to practice marching, squatting and stride path on the ice.   | <b>Scared, hesitant and uncomfortable</b>                               | Coaches help students one on one and reassure | <b>Goal:</b> Students to fall down and get back up safely and independently   |
| 3                          | 15 | Coaches demonstrate how to stop using the snow plough technique.<br>Students then practice skating forwards and stopping using this technique.  |   |   |   |
| <b>Lesson Development:</b> |    |   |   |   |   |
| 5                          | 20 | <b>Under Over</b><br>Coaches demonstrate and explain game rules and benefits:<br><ul style="list-style-type: none"> <li>- Coordination</li> <li>- Focus</li> <li>- Balance</li> <li>- Teamwork</li> <li>- Skating practice</li> </ul> | <b>Students will still be hesitant but should be gaining confidence</b> |   | <b>Goal:</b> Using cooperative skills to complete a movement task, such as balance, partner passing strategy or team strategy |
| 3                          | 23 | Line up students in two equal lines from shortest to tallest  |   |   |   |
| 15                         | 38 | Games begin:<br>Ball starts at the front of the line and students send it to the back by alternating passing sequences of over head and in between the legs.  | <b>Students will be excited to play a game on the ice</b>               | Coaches demonstrate game; if any students are | <b>Goal:</b> Working cooperatively with team members to maintain  |

|                 |    |  |  |  |  |
|-----------------|----|--|--|--|--|
|                 |    | <p>When the ball reaches the back of the line, the last student in the line must skate to the front of the line and repeat the sequences.</p> <p>To win the game each student must have had a turn skating the ball from the back of the line to the front of the line (when students return to starting positions)</p> <p>Team who wins best out of three games is the overall winner</p> |  | struggling give one on one assistance  | possession in a game by passing and listening to other team mates  |
| <b>Closure:</b> |    |  |  |  |  |
| 12              | 60 | <p><b>Seal races:</b></p> <p>Arrange students into 5 teams<br/>First player sits on a seal while a team mate pushes them from point A to point B and back.</p> <p>The skater then becomes the sitter and the next team mate pushes the seal</p> <p>The first team to rotate through all skaters wins!</p> <p>If time permits, repeat game.</p>   | <p><b>Students will be excited to use a new piece of equipment</b></p> | Coaches will need to observe and ensure seals are being used correctly and safely. | <p><b>Goal:</b> Perform activities where loco motor and object control skills are combined to complete a movement</p> <p><b>Goal:</b> Exploring and practicing different techniques to propel objects towards a target</p> |