

SPECIAL EDITION: PLANNING AT-HOME HPE LESSONS

Over the past few days, we have had multiple requests from teachers asking for ideas to support online lessons or students working from home. Some of you are required to prepare lesson content for students who remain at home, or for those cases where schools are facilitating online learning to all students.

This is a new challenge for all of us. The purpose of this Tip of the Week HPE (TOTW) is to provide you with ideas to begin the process of facilitating students learning HPE from home.

We want to continue to support you, particularly in this unusual time – to do this, we would love to hear from you around your specific needs to help drive our work and resources. This TOTW is an initial resource, and our Professional Learning team is working hard behind the scenes to develop and share more content for you.

So... what does learning from home mean in the case of health education, physical education and outdoor education? The fact that we often run practical sessions with groups of students interacting and involving use of equipment in our curriculum area doesn't mean we can't run HPE from home or away from peers. It simply requires us to keep our core lesson planning principles at the front of our minds and think a little differently about our activities.

It is important teachers remind those students who are working from home to move regularly. In fact in a [recent tweet](#), the Program Manager of Non-Communicable Diseases at the World Health Organisation (WHO), Dr Fiona Bull, called for educators, innovators and physical activity advocates to provide examples of activities and suggestions / opportunities for all to be less sedentary and more physically active during these times.

Regular physical activity and brain breaks will help students work more productively and help reduce stress and anxiety levels. Students would also normally be active during recess and lunch breaks, which should still be maintained while at home.

Advice around setting up at-home lessons

Each lesson you plan needs to have an educative purpose – set learning intentions for what you want your students to achieve in the work you are setting, and make sure it links to content descriptions and achievement standards. Your lessons will still have a similar structure to what you would run at school (introduction / set learning intentions, lesson content and activities, and a reflection / closure), but the activities which students do will be different as they need to work individually or may have different / limited equipment at home.

To ensure students are working towards and demonstrating learning intentions, provide students with opportunities to reflect and articulate their learnings each lesson. This could be through a journal, blog, Flipgrid / Padlet / Class Dojo responses, or online class discussions.

Some of the activities in our [Generic Assessment Pack](#) connected to Game Sense Unit Plans provide options for you to give to your students as an at home reflection task. Click [here](#) to view a recent TOTW for a range of assessment ideas.

Advice around setting up at-home lessons (continued)

Is it possible for students to borrow some equipment if you know they do not have any at home? Not all students will have access to the same type of equipment provided during school PE.

You might also want to have a brainstorm of the types of equipment students have at home or could substitute to use for activity.

For example: throwing and catching skills could be practiced with a soft toy, or a ball made out of paper and tape for F-2 students, a plastic milk bottle (washed of course) makes a great catching implement.

Consider the following approaches when planning your at-home lessons:

- Create task cards, circuits or checklists, with activities and options for extension (where possible, include pictures or video links along with descriptions to demonstrate physical activities). Students should be provided with reflection
- Share videos and apps which students can follow to perform fitness or dance activities
- Personal challenges
- Flipped learning – something which you may be familiar with from teaching in other subject areas. Provide students with the content to familiarise themselves with the basics (in the form of text or videos), then the time you spend with them in virtual classes can focus on applying content knowledge, providing feedback and having discussions
- Video analysis tasks – provide students with videos to watch and a series of questions / analysis tables for students to complete around skills performance, activity analysis or to see movement strategies in action. If students have technology at home, they may be able to record themselves or family members performing skills to analyse

Lesson content ideas

The lesson ideas on the following pages relate to Health Related Physical Activity and Movement Skills which relate to content descriptions and allow for students to work individually or with family members to complete at home.

At this point your main focus may be on getting and keeping your students active but, over time, it will be important to ensure what we do has an educative purpose. This could be an opportunity to inform parents as well as students.

Movement skill related lesson ideas

Lesson ideas	Content descriptions relating to movement skills
<p>FMS / skills practice and assessment Click here to download the Victorian FMS resource. Students can get their family members to assess them against criteria associated for each fundamental movement skill, or, if students have access to tablets / phones / laptops, they could use film themselves performing the skills. Students could self-assess to improve their performance of selected / each FMS (equipment dependent). Older students may also look to assess their family members and become the coach.</p> <ul style="list-style-type: none"> ▪ FMS Skills Challenge Levels 1-4 ▪ FMS Skills Practice F-2 ▪ PE Challenge Stations F-2 ▪ Physical Activity Around the House F-2 ▪ FMS Skills Challenge Levels 1-4 	<ul style="list-style-type: none"> ▪ Foundation (VCHPEM064) ▪ Levels 1 and 2 (VCHPEM080) ▪ Levels 3 and 4 (VCHPEM097)
<p>Sport specific movement skill analysis As per FMS example above, but students identify a sport specific skill (e.g.: basketball shot, soccer penalty kick, tennis volley etc.), research to find its components and self-assess performance. Students could also provide feedback to themselves.</p>	<ul style="list-style-type: none"> ▪ Levels 5 and 6 (VCHPEM115) ▪ Levels 7 and 8 (VCHPEM133) ▪ Levels 9 and 10 (VCHPEM152)
<p>Skill Task Cards Task cards or station cards are a great way to engage students and provide direction on what they need to complete. Create a checklist or scorecard for skills with a Yes / No (Y / N) completion response, or set tasks where students need to identify how many they can complete in one attempt. In the example below our focus is one learning to perform the forehand strike:</p> <ul style="list-style-type: none"> ▪ Station Card Activity ▪ Reciprocal Teaching Push Up Task 	<ul style="list-style-type: none"> ▪ Foundation (VCHPEM064) ▪ Levels 1 and 2 (VCHPEM080) ▪ Levels 3 and 4 (VCHPEM097) ▪ Levels 5 and 6 (VCHPEM115) ▪ Levels 7 and 8 (VCHPEM133)
<p>Self-Assessment Provide students with a task card, which provides a checklist of what to perform in the activity, as well as components required and common errors to look out for. Students can provide an overview of their performance and selected feedback to improve.</p> <ul style="list-style-type: none"> ▪ Reciprocal Teaching Push Up Task ▪ Student Portfolio Assignment Task 	<ul style="list-style-type: none"> ▪ Levels 5 and 6 (VCHPEM115) ▪ Levels 7 and 8 (VCHPEM133) ▪ Levels 9 and 10 (VCHPEM152)

Health related physical activity (HRPA) lesson ideas

Lesson ideas	Content descriptions relating to HSPA
<p>Play some yard games (e.g.: hopscotch, elastics, skipping) or work through the checklist below. How do these make you feel when you participate? Which ones are easier / harder?</p> <ul style="list-style-type: none"> ▪ Physical Activity Around The House F-2 	<ul style="list-style-type: none"> ▪ Foundation (VCHPEM066) ▪ Levels 1 and 2 (VCHPEM083)
<p>Create some simple fitness activity cards for students to follow (age appropriate activities which do not require too much coaching to ensure they are done safely. e.g.: inchworm, bear crawls, high knees on the spot and star jumps for F-2 students). For older students, provide more challenging activities, and provide some sample training methods to unpack (e.g.: circuit, AMRAP, interval etc). Upper secondary students can create their own circuits to participate in and evaluate.</p> <ul style="list-style-type: none"> ▪ Home Circuit Activity 5-6 ▪ Let's Get Active F-4 	<ul style="list-style-type: none"> ▪ Foundation (VCHPEM066) ▪ Levels 1 and 2 (VCHPEM083) ▪ Levels 3 and 4 (VCHPEM100) ▪ Levels 5 and 6 (VCHPEM118) ▪ Levels 7 and 8 (VCHPEM136) ▪ Levels 9 and 10 (VCEPEM152)
<p>Go for a walk or ride with your family, play in the park or run free play in the backyard. Talk about the different activities students can participate in and how they feel (e.g.: which ones are harder, which parts of the body do they feel are working harder etc...). Older students can discuss the aspects of fitness components they are working on.</p>	<ul style="list-style-type: none"> ▪ Foundation (VCHPEM066) ▪ Levels 1 and 2 (VCHPEM083) ▪ Levels 5 and 6 (VCHPEM118) ▪ Levels 7 and 8 (VCHPEM136)

Health-related physical activity (HRPA) lesson ideas - continued

<p>Have students copy a dance routine from a video-sharing platform, or create their own. Students can discuss how they feel participating in the activity and how it helps improve their fitness.</p> <ul style="list-style-type: none"> ▪ Try Zumba Kids on YouTube 	<ul style="list-style-type: none"> ▪ Foundation (VCHPEM066) ▪ Levels 1 and 2 (VCHPEM083) ▪ Levels 5 and 6 (VCHPEM118)
<p>Use a video-sharing platform to guide a fitness-based routine. Students can reflect on their performance, how that type of routine might help improve their fitness and the types of fitness components the routine relates to. Try Fitness Blender, Popsugar Fitness on YouTube.</p> <ul style="list-style-type: none"> ▪ Fitness activities secondary 	<ul style="list-style-type: none"> ▪ Levels 3 and 4 (VCHPEM100) ▪ Levels 5 and 6 (VCHPEM118) ▪ Levels 7 and 8 (VCHPEM136)
<p>Review daily/weekly personal activity and sedentary behaviour against the NPAGs, and set daily activity goals to meet these. Students can add to a journal or Padlet / Flipgrid to share their daily feedback. Older students can develop physical activity plans based on the recommendations.</p> <ul style="list-style-type: none"> ▪ Let's Get Active ▪ How active should you be? 	<ul style="list-style-type: none"> ▪ Levels 3 and 4 (VCHPEM100) ▪ Levels 9 and 10 (VCHPEM155)
<p>Set a short-term objective goal for improving an aspect of their fitness or some fitness skills / activities, (e.g.: sit ups and burpees – be able to improve maximum number completed in a row from start to end of the week)</p> <ul style="list-style-type: none"> ▪ Home circuit activity 5-6 ▪ Reciprocal teaching – Push up 7-8 	<ul style="list-style-type: none"> ▪ Levels 5 and 6 (VCHPEM118) ▪ Levels 7 and 8 (VCHPEM136) ▪ Levels 9 and 10 (VCHPEM155)

Facebook Live chat

Did you catch our Facebook Live on 19 March 2020?

Click [here](#) to hear from our PL Coordinator Adriana as she discusses resources, answering your questions about teaching HPE remotely in real-time and more...

PLEASE NOTE: you don't need to be logged in to Facebook to access this video.



If you have an activity or lesson ideas you want to share with the HPE community, please email them through to our PL Manager Bernie Holland bernie.holland@achper.vic.edu.au or call on 0411 268 902 to discuss any needs, issues or concerns you may have.

All activities received will be shared soon via Google Drive. Keep an eye out for further details in an email and via our social feeds.

Should you have further questions or need advice, please don't hesitate to [get in touch](#) - we're here to help!