



PE Made Easy - Tailored Practical Workshop

Workshop Description

Bring in new ideas, games and activities to your Health & Physical Education (HPE) faculty by booking a tailored practical workshop. This workshop includes activities that can be implemented immediately to enhance your current HPE program. Examples include fun warm up activities, fitness games, game sense activities, skill development and teamwork games. All games are inclusive, engaging, easy to set up and modifiable to suit the needs of your students. The workshop is delivered at a time and location that suits you so all faculty members can participate.

Benefits of Workshop to your HPE Team

- Enhance your current program with new games and activities that can be implemented into your current units of work.
- Practical PD for teachers to understand how the games and activities feel as a participant.
- Team building activity for staff to work together and engage in physical activity.
- Be able to view the setup and transitions for the games and activities.
- Be able to hear the instructions, feedback and modifications of each of the games and activities.
- The whole team is available to participate and can then refer back to the workshop during curriculum development sessions and faculty meetings. Usually it is only one or two team members who are able to attend an external PD.
- Gain new resource packages for the faculty that include 'Fun Fitness Games', 'Warm Up Games & Activities', 'Agility Ladder Drills', 'Bodyweight Exercises' and 'Warm Up Exercises & Dynamic Stretches'. This will upskill your team members by providing them with access to instructional cards, editable game cards and videos of each of the games, activities and movements.
- Your students will love the new games and activities and be active members of your physical education class.

Workshop Learning Intentions

- Learn a variety of new and engaging warm up activities, fitness games, game sense activities, skill development and/or teamwork games that can be implemented into your current HPE program.
- Understand how these games and activities maximise participation and can be modified to suit a variety of units and ability levels.

Workshop Success Criteria

- Participate in fun and exciting warm up activities, fitness games, game sense activities, skill development and/or teamwork games.
- With reference to session materials, be able to implement these games and activities with your students - including set up, transitions and modifications to suit student needs and ability levels.
- Be able to suggest where these games and activities can be implemented into your current HPE program.

Victorian & Australian Curriculum Links: The games and activities selected are tailored to suit each school's HPE program, however the curriculum is addressed through:

Movement & Physical Activity

Sub-Strand	Curriculum - Content Description Levels 3 & 4	Curriculum - Content Description Levels 5 & 6	Pedagogy (how) – Through this workshop teachers will learn new games and activities so their students can:
<i>Moving the body</i>	<p>Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097 or ACPMP043)</p> <p>Practise and apply movement concepts and strategies (VCHPEM099 or ACPMP045)</p>	<p>Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115 or ACPMP061)</p> <p>Propose and apply movement concepts and strategies (VCHPEM117 or ACPMP063)</p>	<ul style="list-style-type: none"> • Perform warm up activities and movements that help to develop fundamental and specialised movement skills. For example, skipping, jumping and dodging in tag games and coordinated fitness movements that require the brain and body to work together. • Apply kicking, striking and/or throwing skills to propel an object and keep it in motion. • Plan and perform strategies to be successful in tag and dodge games. For example, using the corners as boundaries to assist with tagging. • Demonstrate and propose movement concepts and strategies to create scoring opportunities through a variety of modified games. For example, placing the ball in a certain area to assist with scoring or working with a partner to increase the scoring opportunities for the team. • Participate in physical activities which require problem-solving with a team to achieve a goal. For example, needing to locate specific objects or complete a set task as a team.
<i>Understanding movement</i>	<p>Examine the benefits of physical activity and physical fitness to health and wellbeing (VCHPEM100 or ACPMP046)</p> <p>Combine the elements of effort, space, time, objects and people when performing movement sequences (VCHPEM101 or ACPMP047)</p>	<p>Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118 or ACPMP064)</p> <p>Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (VCHPEM119 or ACPMP065)</p>	<ul style="list-style-type: none"> • Participate in fitness games and practise bodyweight movements that enhance fitness. The fitness games and bodyweight movements can also be used to examine the benefits of physical fitness and the impact of regular participation on health and wellbeing. • Use bodyweight movements to create fitness circuits designed to improve health- or skill-related components of fitness. • Perform a range of movements with focus on correct technique • Demonstrate and describe safe stretching activities which maintain and develop flexibility • Demonstrate acceleration and deceleration of movement in physical activities • Modify and manipulate the rules, space, time and objects used in different games and activities to help understand the impact these elements have on performance.
<i>Learning through movement</i>	<p>Adopt inclusive practices when participating in physical activities (VCHPEM102 or ACPMP048)</p> <p>Apply innovative and creative thinking in solving movement challenges (VCHPEM103 or ACPMP049)</p> <p>Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104 or ACPMP050)</p>	<p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120 or ACPMP067)</p> <p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121 or ACPMP068)</p>	<ul style="list-style-type: none"> • Use cooperative skills to complete a movement task, such as a partner exercise, partner passing strategy or team strategy • Work cooperatively with team members to maintain possession in a game by passing to other players and listening to team-mates • Understand the contribution of different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants. For example, through team games and activities students will take on roles where they will need to interact with and support their peers. • Modify the rules, equipment and playing space involved. All of the games and activities allow for fair play, safety and inclusive participation, so can then be modelled by students when modifying or creating their own games and activities. • Transfer and apply skills to solve movement challenges. For example, students discuss how they or their team were successful in the game and how the skills and strategies they used can then be applied in their current unit of work. • Contribute to fair decision-making in physical activities by applying the rules appropriately.

Victorian & Australian Curriculum Links: The games and activities selected are tailored to suit each school's HPE program, however the curriculum is addressed through:

Movement & Physical Activity

Sub-Strand	Curriculum - Content Description Levels 7 & 8	Curriculum - Content Description Levels 9 & 10	Pedagogy (how) – Through this workshop teachers will learn new games and activities so their students can:
<i>Moving the body</i>	<p>Use feedback to improve body control and coordination when performing specialised movement skills (VCHPEM133 or ACPMP080)</p> <p>Practise, apply and transfer movement concepts and strategies (VCHPEM135 ACPMP082)</p>	<p>Perform and refine specialised movement skills in challenging movement situations (VCHPEM152 or ACPMP099)</p> <p>Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154 or ACPMP101)</p>	<ul style="list-style-type: none"> Perform warm up activities and movements that help to improve body control and coordination in a variety of movement skills. For example, dodging and evading in tag games and coordinated exercises that require the brain and body to work together. Transfer skills learnt in one movement situation to a different situation. For example, ball movement skills are practised that can then be applied to a variety of invasion games. Adapt and respond to changes in equipment that increase the complexity of a movement task. For example, using a netball vs. a soccer ball vs. a football. Perform specialised movement skills in situations where the rules or conditions have been modified to vary complexity. For example, changing the number of offense vs. defence, the way in which points can be scored, the space in which the game is played. Practise movements concepts and strategies of invasion, striking and fielding, net and wall, and/or target games in modified activities that can then be transferred to current units.
<i>Understanding movement</i>	<p>Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (VCHPEM136 or ACPMP083)</p> <p>Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (VCHPEM137 or ACPMP084)</p>	<p>Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPEM155 or ACPMP102)</p> <p>Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156 or ACPMP103)</p>	<ul style="list-style-type: none"> Participate in fitness games and practise bodyweight movements that develop health-related and skill-related fitness components. The fitness games and bodyweight movements can also be easily included into student's personal fitness plans. Use non-specialised equipment to develop health- or skill-related fitness activities and games. Perform a range of movements with focus on correct technique Modify and manipulate the rules, space, time and objects used in different games and activities to help understand the impact these elements have on performance.
<i>Learning through movement</i>	<p>Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139 or ACPMP086)</p> <p>Evaluate and justify reasons for decisions and choices of action when solving movement challenges (VCHPEM140 or ACPMP087)</p> <p>Modify rules and scoring systems to allow for fair play, safety and inclusive participation (VCHPEM141 or ACPMP088)</p>	<p>Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158 or ACPMP105)</p> <p>Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159 or ACPMP106)</p>	<ul style="list-style-type: none"> Adopt roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes. For example, through team games and activities students will take on roles where they will need to interact with and support their peers. Students will also have the opportunity to reflect on their role and discuss how their actions led to the achievement of successful outcomes. Provide encouragement to motivate themselves and team members to continue to participate and improve performance through the team-based games. Reflect and identify factors that enabled them to achieve success in movement activities and explain how these factors can be transferred to new movement challenges. For example, students discuss how their team was successful in the modified game and how the skills and strategies they used can then be applied in their current unit of work. Modify the rules, scoring systems and movements involved. All of the games and activities allow for fair play, safety and inclusive participation, so can then be modelled by students when modifying or creating their own games and activities.

Presenter Information

Airlie Tudhope: Co-Founder of PE Made Easy & HPE Consultant - Specialising in curriculum design and resource development for engaging Health and Physical Education programs. HPE teacher for 15 years and Leading Teacher (Head of Sub-School) for 7 years.



Bio: Airlie graduated from RMIT with a Bachelor of Applied Science (Physical Education) with Distinction in 2006. She has been teaching and developing Physical Education curriculum in Victorian schools since 2007. Airlie became a Leading Teacher in 2011 as Head of Junior School at Craigieburn SC. She then joined the leadership team at Northcote High School in 2015 as Head of Middle School. Airlie has been an Education Manager at Richmond Football Club since 2018. Airlie has worked with and presented for ACHPER and Peak Phys Ed since 2011. Her work has included textbook reviews, VCE PE SAC writing and various presentations at conferences and seminars to hundreds of PE teachers throughout Victoria. These sessions have included Fun Fitness Games and Warm-Up Activities, Sport Science in the Secondary Curriculum and Developing a Growth Mindset. In 2011, Airlie co-founded the online network PE Made Easy which provides professional development and resources for Health & PE teachers through our online membership: <https://www.pemadeeasy.com/the-pe-storeroom/>, Facebook [@PE Made Easy](#) and our website www.pemadeeasy.com

Workshop Details

Please email theteam@pemadeeasy.com the following information to receive a quote:

- School Name:
- Address:
- Location of Session (e.g. one court gym):
- Preferable dates and starting time of session:
- Duration (60 or 90min sessions available):
- Focus / Aim of Session:

* Number of participants: The workshops are not charged on a per person basis, so you're more than welcome to invite other staff and/or sport coaches to join the practical workshop session.

The cost of the workshop is inclusive of:

- Preparation of a tailored practical workshop. Further discussion surrounding your HPE program can be arranged prior to quote or upon booking.
- Travel to and from the workshop.
- Session materials for all participants with detailed activity information provided.
- A discount for PE Made Easy membership.

Contact

Please call Airlie on 0402 902 510 or email theteam@pemadeeasy.com if you have any questions or would like to discuss your session further.