



PDHPE

Early Stage 1

Catch

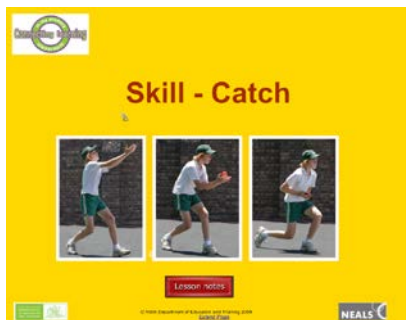
Activity context

The catch is a fundamental movement skill which is introduced in Early Stage 1. The focus for teachers should be on students developing the introductory components of the catch. Catching is a manipulative skill that involves being able to absorb and control the force of an object with a part of the body, preferably the hands. The ability to catch proficiently is important to most sports and games that involve an object, for example, cricket, football codes, netball, basketball, rhythmic gymnastics and playground games.

Syllabus links:

- ALES1.6 Develops a repertoire of physical activities in which they can participate
 - takes part in different types of physical activity
- GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment
 - moves and stops a ball with hands and feet
- COES1.1 Expresses feelings, needs and wants in appropriate ways
 - responds to simple instructions and rules
- INES1.3 Relates well to others in work and play situations
 - works happily with class peers.

Notebook page



Activity

Explain to students that the lesson will focus on the 'catch'.
 Ask students to talk about what is important when catching.
Discussion should centre around the components of the catch.
 Ask students to identify games where catching is an important part of the game.

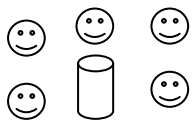
Introduction of skill

- Read the components of the 'catch' aloud.
- **Eyes focused on the object throughout the catch.**
 - Feet move to place the body in line with the object.
 - **Hands move to meet the object.**
 - Hands and fingers relaxed and slightly cupped to catch the object.
 - Catches and controls the object with hands only (well-timed closure).
 - Elbows bend to absorb the force of the object.

(Introductory components marked in bold)

Click on the paper clip icon at the base of "The Catch" title to link to video.

[NB if you do not have QuickTime installed on your computer, the

	<p>video may not play. In this instance use the <i>Get Skilled: Get active</i> resource (2005) available for purchase on the curriculum support website.]</p> <p>The video shows a proficient student, followed by a developing student performing the FMS 'catch'.</p> <p>After observing the proficient student, you should mute the sound. As the developing student performs the skill, ask students to indicate what the student is doing well and errors the student is making.</p> <p>Keep referring to the skill components of the catch outlined in the lesson plan.</p>
	<p>Outside Activity</p> <p>Take students outside for practise and development of the skill.</p> <p>Warm up Activity</p> <p>'Catch-a-tail'</p> <p>Define the playing area with markers. Students start with a braid tucked into shorts/skirts waist band. One student is 'IT'. To catch a player 'IT' must pull the braid out of their waist band. When caught, the braid is returned to container and the caught student then helps 'IT' to catch others.</p> <p>Skill Development Activity</p> <p>Instruct students to get into the position ready for catching</p> <ul style="list-style-type: none"> • Standing balanced • Hands lightly cupped • Eyes focused. <p>To familiarise students with the concept of approaching objects, begin by getting them to:</p> <ul style="list-style-type: none"> • Experiment with rolling and trapping balls • Rolls balls at different speeds • Rolls balls directly towards or slightly to one side of a partner • Move towards the rolling ball. <p>This will allow students to get the idea of focusing on the object and moving their hands towards the object.</p>
	<p>Minor Game Activities -</p> <p>'Keep the balls alive'</p> <p>Equipment: Half the students have a medium size ball, music, CD player, one bin.</p> <p>Groups of students (5 or more) stand about three metres apart spaced at random within the set area. Place a bin in the centre. When the music begins, students throw and catch the ball with each other. Any student who drops the ball, picks it up, puts it in the bin and returns to their place to continue. Count how many balls are alive after the music stops.</p> <div style="text-align: right;">  </div>

'Straddle ball'

Equipment: 3 ball per group.

Place students in groups of 6 in a circle formation. Students stand astride with their feet touching the feet of the player on either side. The students with a ball attempts to roll the ball through the legs of another student. Students attempt to stop the ball with both hands.

Variation: increase the number of balls per group depending on the students' skill levels.

Assessment strategies:

The teacher:

- observes student involvement and execution of the introductory components of the catch (eyes focused on the object throughout the catch and hands move to meet the object).

Assessment criteria:

The student:

- participates in games where cooperation is important for success
- takes part in different types of physical activity
- moves and stops a ball with hands and feet
- responds to simple instructions and rules.

These criteria relate to outcomes GSES1.8, INES1.3, ALES 1.6 and COES1.1.

The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.