**PE Level 1 Course Outline 1**

Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices, and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

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| **Significant Learning** | Learning activities and assessment opportunities  Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration**  Total of 32 weeks |
| *Make meaning from how movement may influence hauora*  *Develop an understanding of tikanga in movement contexts*  *Understand that sociocultural factors influence the moving body and movement contexts*  *Develop movement skills* | Movement and Hauora  This block of learning establishes the importance of participation in practical movement, while also focusing on hauora, te ao Māori, and sociocultural factors.  **Activities:**  Whakawhanaungatanga - introduce ice breakers, problem solving, or adventure-based learning activities to develop interpersonal connections and an understanding of each other’s capabilities. As an introduction to kotahitanga, make use of teachable moments and reflective questioning to guide ākonga in their exploration of how groups function best together.  Practical experience #1 – it is expected that ākonga will participate in a range of movement contexts throughout the year, which reflect Aotearoa New Zealand’s unique identity. Through this block of learning, ākonga will explore at least two movement contexts in depth that they can use as evidence for assessment.  Examples of movement contexts include:   * local place-based environments (sea, lake, mountain, park) * te ao Māori activities (Kapa Haka, Kī-o –rahi) * Pacific activities (Kilikiti, Polyfest) * competitive and social activities (badminton ladder, four-way badminton) * individual or team sports (tennis, football) * mindfulness activities (yoga, tai chi) * fitness activities (CrossFit, circuit classes).   Hauora discovery – ākonga explore the meaning of hauora. Here, they may use [Te Whare Tapa Whā](https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha)[[1]](#footnote-2) as well as other cultural wellbeing models such as the [Fonofale model](https://d3n8a8pro7vhmx.cloudfront.net/actionpoint/pages/437/attachments/original/1534408956/Fonofalemodelexplanation.pdf?1534408956)[[2]](#footnote-3) to consider how relevant dimensions of wellbeing influence, and are influenced by, movement.  Personal wellbeing – ākonga assess their own needs throughout participation in a range of movement contexts, taking into consideration what factors influence their own participation. This could include consideration of personal (motivation, confidence), interpersonal (friends, peers), and societal (media, youth culture) influences on participation in movement.  Ongoing reflection – as an individual, pair, and/or group, ākonga should regularly consider their participation and involvement in movement, and how this impacts wellbeing through the lens of Te Whare Tapa Whā (taha tinana, taha whānau, taha wairua, taha hinengaro) or other cultural models.  They might also consider the ways in which this relationship is:   * reciprocal * impacted by many factors; and/or * connects to their wider community.   Investigate te ao Māori – ākonga should consider movement from a Māori worldview. This could include an exploration of pūrākau and tikanga, through consultation of whānau, or local hapū and iwi. This investigation should focus on the influences on movement and activities.  Sociocultural factors – consider extrinsic influences and unpack how they impact on participation in movement:   * Investigate perspectives, such as those derived from Pacific knowledges and practices, and take into consideration [cultural values](https://tapasa.tki.org.nz/values/pacific-values/) and beliefs which influence movement. These may include social status, gender roles/role expectations, socio-economic influences, values, body shape, and environmental influences. * Recognise harmful values, perceptions, and beliefs associated with accessibility, gender, and racism and their impact on participation in movement, and physical activities. * Conduct a ‘media watch’ activity where ākonga note ways in which representation is/is not inclusive of all who make up our society. Note: This activity needs to be conducted in a way that is safe for all participants. * Explore the value of movement to individuals, groups, and communities. For example, encourage ākonga to think about why we move, what motivates us, and different cultural perspectives on these matters. * Conduct a second media watch and investigate how media influences ideas about movement. For example, ākonga could conduct a survey on the portrayal of physical activity on social media and use this to identify enablers and barriers to movement.   **Suggested Assessment Opportunities**  This learning allows students to collect evidence towards:  AS 1.1 *Demonstrate movements in contexts* (Internal, 5 credits)  AS 1.2 *Demonstrate understanding of strategies that promote kotahitanga in movement* (Internal, 5 credits)  These activities develop understanding and allow students to collect evidence that will be assessed externally via:  AS 1.3 *Demonstrate understanding of the relationship between movement and hauora* (External, 5 credits)  AS 1.4 *Demonstrate understanding of influences on movement in Aotearoa New Zealand* (External, 5 credits) | 10 weeks |
| *Recognise that the body as a whole is made up of parts which hold unique significance and tapu, and must be protected and nurtured through movement*  *Develop movement skills*  *Understand biophysical principles in movement contexts.* | Understanding our bodies - The body is made for moving  This block of learning builds on knowledge of hauora, te ao Māori, and sociocultural factors, which were introduced in the previous block of learning. Each of these concepts should be taken into consideration here, along with biophysical factors.  **Activities:**  Practical experience #2 – ākonga continue to participate in a range of movement contexts. However, as evidence for assessment, they should explore at least two movement contexts in depth.  Biophysical knowledge - through a range of movement contexts ākonga should develop an understanding of the relationship between movement and:   * functional anatomy * biomechanics * exercise physiology * sports psychology * skill acquisition * nutrition.   Possible options for exploring biophysical aspects include:   * movement sessions based on a single movement. For example, hitting a hockey ball, or shooting a basketball. Students should film themselves and then apply biomechanical principles to analyse their movement. * follow a programme that applies biophysical knowledge to explore movement skills * developing a movement sequence and identifying muscles used in three parts of the sequence * identifying energy systems used in a range of familiar and unfamiliar movements * exploring what activities are offered and what skill learning is taking place at a local community recreation facility * designing a short movement programme for the class (in groups), and then reflecting on the role of motivation * participating in a series of movement sequences over time and exploring how goal setting can improve performance in these * engaging with a series of fitness apps, then doing a self-analysis on the effectiveness of the programmes offered by these apps * exploring movement through the lens of various atua in te ao Māori to develop movement patterns and increasing physical capability, eg, [Māori Movement website](http://www.maorimovement.co.nz/)[[3]](#footnote-4) * exploring the whakapapa of movement through [Atua Matua Māori Health Framework](https://toitangata.co.nz/wp-content/uploads/2020/11/Atua-Matua-Health-Framework.pdf)[[4]](#footnote-5).   Reflection and evidence - throughout the above learning activities ākonga should be encouraged to reflect on, and explain how and why, factors affect movement. They should provide specific examples or evidence from applied settings.  **Suggested Assessment Opportunities**  This learning allows students to collect evidence towards:  AS 1.1 *Demonstrate movements in context*s (Internal, 5 credits)  These activities develop understanding and allow students to collect evidence that will be assessed externally via:  AS 1.3 *Demonstrate understanding of the relationship between movement and hauora* (External, 5 credits)  AS 1.4 *Demonstrate understanding of influences on movement in Aotearoa New Zealand* (External, 5 credits) | 9 Weeks |
| *Develop capabilities and explore strategies to enhance kotahitanga in movement contexts*  *Manage self in challenging movement contexts*  *Develop an understanding of tikanga in movement contexts*  *Develop movement skills* | Everyone's contribution matters - Leadership takes many forms  This block of learning further develops understanding of kotahitanga in movement contexts.  **Activities:**  Practical experience #3 – ākonga continue to participate in a range of movement contexts. However, as evidence for assessment, they should explore at least two movement contexts in depth.  Kotahitanga strategies – engage in a range of movement contexts to implement strategies to promote kotahitanga.  These strategies may be developed through:   * manaakitanga * self-esteem * interpersonal skills * social responsibility * communication * support * co-operation * respect * problem solving * goal setting * leadership   Activities through which to explore and implement these strategies could include:   * choosing a strategy (for example, defence) and applying it in a range of games (tapu ae, netball) * working in group or team situations as both leader and follower, whether in applied or role play movement situations. This could take the form of challenge activities, where different ākonga are tasked with not contributing, contributing fully, or only contributing someone else’s ideas to the group * exploring leadership models or styles, such as tuākana/tēina, ako, or aro, and how these impact kotahitanga. Ākonga could, for example, analyse two different styles of leadership * exploring personal strengths and weaknesses, and considering how these contribute to group dynamics * exploring the value of kotahitanga in solving problems, developing responsibility, and achieving group objectives * developing strategies as a group over time to enhance kotahitanga * completing self and peer assessments of capabilities through group activities   + A specific example of this could look like:     - small groups develop a movement sequence and present it to the other students.     - the group reflects on       * how they worked together and what it means to be in a group       * the challenges that were experienced and the solutions used       * the personal qualities developed by the individuals.     - groups peer review one another by giving feedback on observed capabilities and strategies.   Reflection and Evidence - throughout the above learning activities ākonga should be encouraged to reflect on and gather evidence of the capabilities they have developed and the impact that these have had on kotahitanga, eg, log, blog, vlog.  Teacher observations - capture evidence of ākonga in action demonstrating capabilities throughout the learning sequence, eg, use a tracking spreadsheet.  **Suggested Assessment Opportunities**  This learning allows students to collect evidence towards:  AS 1.1 *Demonstrate movements in contexts* (Internal, 5 credits)  AS 1.2 *Demonstrate understanding of strategies that promote kotahitanga in movement* (Internal, 5 credits)  These activities develop understanding and allow students to collect evidence that will be assessed externally via:  AS 1.3 *Demonstrate understanding of the relationship between movement and hauora* (External, 5 credits) | 9 Weeks |
| *Make meaning from how movement influences hauora*  *Reflect on how places and spaces influence movement with reference to whenua* | Movement takes many forms, and all forms of movement matter  This block of learning focuses on evaluating the involvement of ākonga in movement throughout the year and considering the importance of lifelong involvement in movement.  Movement evaluation – based on their own learning programme, and on previously collected reflections and evidence, ākonga should form judgements about the relationship between movement and wellbeing.  Ākonga should also identify strategies to promote wellbeing, in relation to movement, through considering:   * their learning in movement contexts; in relation to physical experiences within movement contexts; and about movement contexts through te ao Māori, sociocultural, and biophysical influences * the range of movement experiences they have engaged in, and how they have developed through these * factors that have affected their own and others’ attitudes to, and participation in, movement * what movement means to them, and the future influence or importance movement might have for them.   **Suggested Assessment Opportunities**  These activities develop understanding and allow students to collect evidence that will be assessed externally via:  AS 1.3 *Demonstrate understanding of the relationship between movement and hauora* (External, 5 credits) | 4 weeks |

1. <https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha> [↑](#footnote-ref-2)
2. <https://d3n8a8pro7vhmx.cloudfront.net/actionpoint/pages/437/attachments/original/1534408956/Fonofalemodelexplanation.pdf?1534408956> [↑](#footnote-ref-3)
3. <http://www.maorimovement.co.nz/> [↑](#footnote-ref-4)
4. <https://toitangata.co.nz/wp-content/uploads/2020/11/Atua-Matua-Health-Framework.pdf> [↑](#footnote-ref-5)