



Westlake Girls High School

Physical Education Department



Unit Title: Learning to Learn

Level / Class: 11 Physical Education

Length of Unit: 6 weeks

Important Links

[The NZ Curriculum document](#)

[Achievement Standard 90967](#)
NZQA [Clarifications Document](#)
NZQA [Exemplars](#) (note these are not in the context of contemporary skill acquisition however)

[Physical Education Teaching and Learning Guidelines](#)

Achievement Objectives Level 6: [Achievement Objectives](#)

Students will :

- 6B1 - Acquire, apply, and refine specialised motor skills by using the principles of motor skill learning
- 6B2 - Demonstrate and examine responsible attitudes in challenging physical situations.
- 6B3 - Apply scientific and technological knowledge and resources to enhance physical abilities in a range of environments
- 6B4 - Demonstrate understanding and affirmation of people's diverse social and cultural needs and practices when participating in physical activities.

- 6C3 - Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.

What VALUES will be explored/developed? How will this happen? [Values](#)

Excellence

- Students will apply strategies in order to try and achieve their personal best in a given practical context

Innovation,

- Students will think critically about movement and will reflect on strategies used. Students will develop the confidence to

Inquiry, and Curiosity	question and challenge traditional ideas around skill acquisition.
Diversity	<ul style="list-style-type: none"> Students will respect diverse attitudes, values and beliefs within the class and community and approach activities with an open mind to welcome diversity.
Respect	<ul style="list-style-type: none"> Students will respect themselves and others at all times engaging in learning contexts and being committed to taking risks, making mistakes and adapting
Community and Participation	<ul style="list-style-type: none"> Students will participate actively and with a high level of effort and engagement when exploring what enhances their learning in a practical context
Equity	<ul style="list-style-type: none"> Students will include others, be receptive to all ideas, and use an open and explorative approach
Integrity	<ul style="list-style-type: none"> Students will act responsibly, and work for the greater good of others

What KEY COMPETENCIES will be explored/developed? How will this happen? [Key Competencies](#)

Thinking	<ul style="list-style-type: none"> Students will explore skill acquisition concepts and work to make sense of information, experiences and ideas to develop further knowledge around “learning to learn”
Using Language, Symbols, and Texts	<ul style="list-style-type: none"> Students will interpret conceptual information / knowledge and will make sense of it by putting it into practice - learning through doing (in, through and about movement). Students will inquire, question and challenge to help in the understanding of language and contexts relevant to constraints-led skill acquisition.
Participating and Contributing	<ul style="list-style-type: none"> Students will be actively involved in experiencing the constraints of learning, and will be actively involved in participating in and developing a programme in which they will explore what influenced their improvement/success/learning in that given context.
Managing Self	<ul style="list-style-type: none"> Students will be self-motivated to plan, implement and evaluate their skill acquisition programme. They will be responsible for accessing resources needed, seeking feedback and working with commitment to practically explore and then theoretically evaluate the programme. Students will be able to explain the strategies that enhanced their improvement / learning in the practical context.
Relating to Others	<ul style="list-style-type: none"> Students will actively listen and share ideas during group work and class discussion .Students will be confident to interrelate with their peers

Big Idea / Focus of Unit

How does the application of dynamic skill acquisition approach helps improve performance in a physical activity?
How can more contemporary approaches to skill acquisition benefit the performer?

Learning Knowledge	Learning Outcomes
<p>Students will need to build knowledge about:</p> <ul style="list-style-type: none"> - Contemporary dynamic systems skill acquisition theory (Constraints - Led approach) <p>Language Knowledge:</p> <ul style="list-style-type: none"> ● Newells model ● Dynamic systems approach to skill acquisition - Constraints Led ● Environmental constraints ● Task constraints ● Individual / organismic constraints ● Perception - Action coupling ● Degrees of Freedom ● Self organisation ● Variability ● Non linear 	<ul style="list-style-type: none"> ● To explore the impact a constraints - led approach to skill acquisition can have on learning in a physical activity context ● To understand the relationship between a performer, the environment and the task ● To experience perception-action coupling, how the environment drives action ● To become a skillful learner who is adaptable and can self organise to move in a variety of efficient ways according to the situation <p>Essential Questions:</p> <p>What strategies that I applied enhanced my learning / improvement? What did I learn about technique? Is there such a thing as an 'ideal' technique? How do I know if I am improving? Why should I not just do drills first?</p>

Learning Experiences, Outcomes and Resources (What the students should learn and how they will learn it)

See Teaching and Learning resources - split into series of topics

Reflection on the unit of work - what happened as a result of your teaching? What are the implications for next year? ([NZC teaching inquiry](#))

Successes:

Suggested Improvements:

