

**School of Sport and Recreation**

**Department of Coaching, Health and Physical Education**

**Topic 1 ‘How do we learn’**

**Possible Practical Activity Ideas**

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| Concept | Practical Activity | Additional notes |
| Law of effect | Grid game on rubber spots students trying to find the ‘correct’ route through.  In groups of 3-4, one person decides on the route (not known to the others) and one at a time they stand on a spot and then move to another one, if correct they carry on, if incorrect, they go to the back of the line. Aim is to find the correct route as fast as possible | <https://www.youtube.com/watch?v=er92AWG3Ho4> |
| Observational learning | Use the same game as above - you could play it where they don’t watch their team mates and try each time, compared to watching their peer do it and then they learn from watching them – what do students notice? |  |
| Law of effect (effect of environment) | Paper toss – Give students paper with the aim to get the paper in the rubbish bin.  Could use different colours to signify different attempts.  Students could track how close they got and even graph this to show that it is not a linear relationship between the number of attempts and accuracy.  Consider adding a fan near the bin – see how this affects students ability hit the target |  |
| Instructions | Students sit back to back and both have a pipe cleaner (or another object) in their hand and one instructs the other what shape to make with it, by only using instructions.  Could also do the same with students drawing a picture of a house or similar |  |
| Instructions/feedback (this may also fit later in the unit) | Students trying to throw tennis balls into a hoop/bucket – Students work in groups of 3 for this activity. | [Practical for Feedback](https://docs.google.com/document/d/1g4lID-8gm1hrwZnTSX1YG5wISjiO8wN3MtMldI_3fwM/edit) |
| Environment shapes action | Students walk through an obstacle course, or into a room with furniture that has moved-  see how they automatically adjust to the environment. This is most often achieved sub-consciously.  Could do this by splitting class into 2 groups. 1 group complete activity, other group observes. | Could also get students to complete this as a homework task – students observe how people walk/move around a shopping mall or up stairs/ |
| Rewards | Teacher sets up a game where there are different scoring zones – eg Football/touch style game.  1 point for scoring in the main goal/middle of the field  2 points for scoring in one of the goals in the corner.  Students observing need to look at what happens to the behaviour of those playing when the scoring zones change (does the reward affect our behaviour?) | Could be good to lead class discussion with this activity.  How has the activity shaped the way we move/learn? |

 