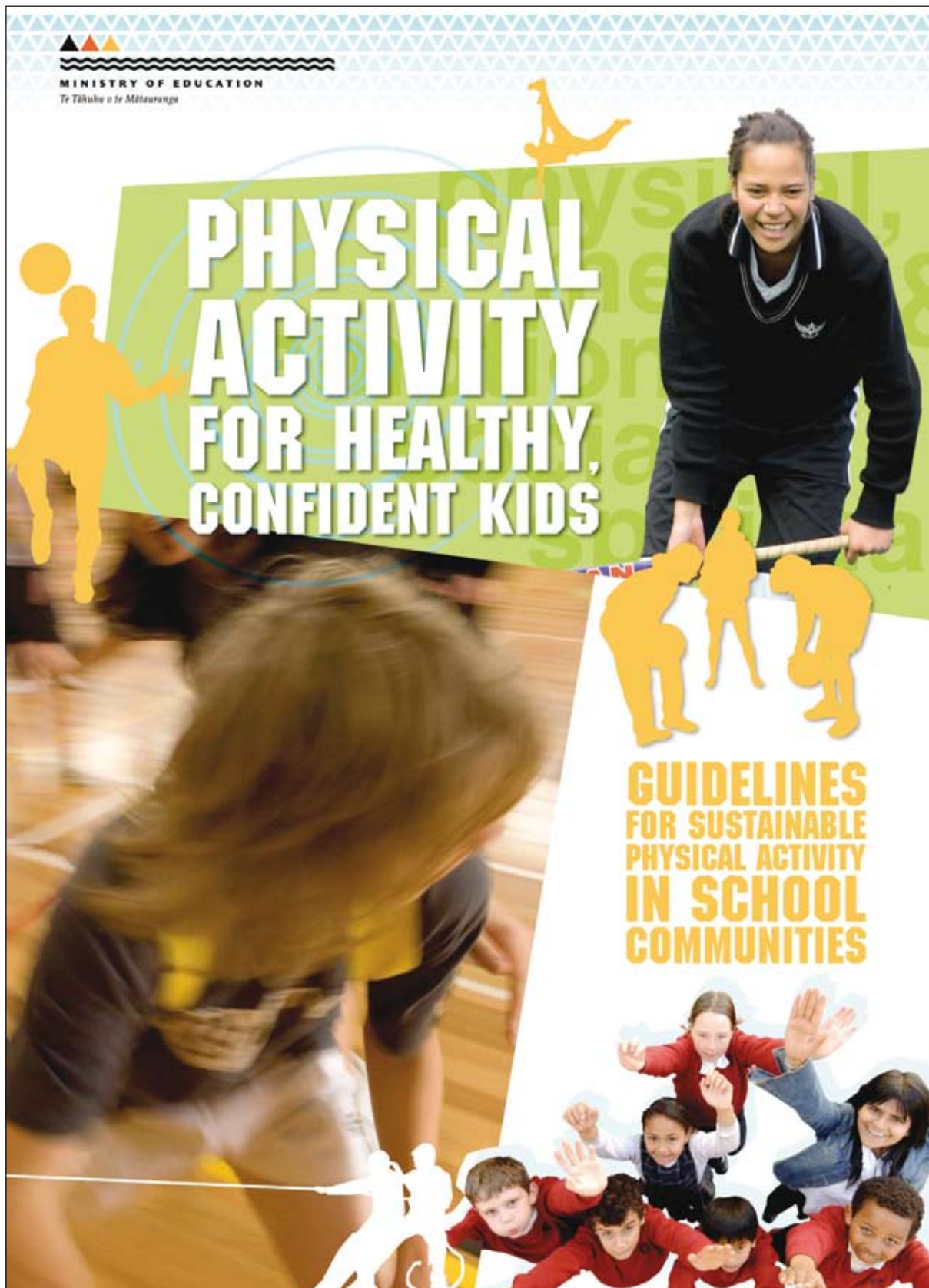


Physical Activity For Healthy, Confident Kids Appendices



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Appendix 11: A Possible Physical Education Programme for Years 9–10

Year 9 Physical Education	Unit 1: Physical education at secondary school: 20 lessons	Unit 2: Playing an invasion game: 20 lessons	Unit 3: Ways my body can move: 20 lessons	Unit 4: Striking and fielding: 12 lessons
	Students' needs	Students' needs	Students' needs	Students' needs
	<ul style="list-style-type: none"> Investigating the relationship between involvement in physical education and hauora Investigating the differences and similarities between the school they have come from and secondary school, and/or different parts of the school in an area school or shared campus school Meeting new people and working together 	<ul style="list-style-type: none"> Identifying what can be done and what needs work Taking time to practise strategies and techniques Not giving up Identifying links to sports teams either in school or outside school 	<ul style="list-style-type: none"> Having the opportunity to participate in a range of physical activity contexts Challenge Creativity Investigating the role that festivals play in our understanding and appreciation of physical activity 	<ul style="list-style-type: none"> Identifying what can be done and what needs work Time to practise strategies and techniques Not giving up
	Possible learning:	Possible learning:	Possible learning:	Possible learning:
	<ul style="list-style-type: none"> Understanding the relationship between physical education, other physical activity opportunities, and well-being (A1) Learning to work together (C3) Developing skills in participation/practice and perseverance (A2) 	<ul style="list-style-type: none"> Giving feedback to teams and individuals (C3) Practising strategies and skills (B1) and (B2) Making opportunities to take learning beyond physical education class (D) 	<ul style="list-style-type: none"> Putting movement patterns together (B1) Physical and emotional safety (B2) Investigating the role that festivals play in our understanding and appreciation of physical activity (D1) 	<ul style="list-style-type: none"> Giving feedback to teams and individuals (C3) Practising strategies and skills (B1) and (B2)
	Key competency focus	Key competency focus	Key competency focus	Key competency focus
<ul style="list-style-type: none"> Relating to others Participating and contributing 	<ul style="list-style-type: none"> Relating to others Thinking Participating and contributing Using language, symbols, and texts 	<ul style="list-style-type: none"> Thinking Participating and contributing 	<ul style="list-style-type: none"> Relating to others Thinking Participating and contributing Using language, symbols, and texts 	
			Possible learning:	Unit 5: I'm bored what can we do? 6 lessons
			<ul style="list-style-type: none"> Giving feedback to teams and individuals (C3) Practising strategies and skills (B1) and (B2) 	<ul style="list-style-type: none"> Responsibility for self and others Physical activity
			Possible learning:	Possible learning:
			Teach each other games to use at lunchtime or after school (A2, C2)	

Possible contexts Adventure-based learning The range of different activities that they will be participating in throughout the year: athletics, aquatics, activities to develop fitness	Possible contexts Any game that focuses on one team invading the space of another to score a point: hockey, unihoc, soccer, basketball, netball ultimate frisbee, lacrosse, softcross	Possible contexts Gymnastics Aerobics Dance Martial Arts	Key competency focus <ul style="list-style-type: none"> • Relating to others • Participating and contributing • Thinking
			Possible contexts Students' choice of games and activities

Year 10 Physical Education	Unit 1: Back together again 6 lessons	Unit 3: Space invaders 20 lessons	Unit 4: Dance competition 6 lessons	Unit 5: Net-Wall games 12 lessons	
	Students' needs. <ul style="list-style-type: none"> • Working together • Interpersonal skills • Responsibility 	Students' needs <ul style="list-style-type: none"> • Observation of performance • Problem solving and decision making • Transfer of learning 	Students' needs <ul style="list-style-type: none"> • Creativity • Problem solving • Negotiation 	Students' needs <ul style="list-style-type: none"> • Identifying what can be done and what needs work • Time to practise strategies and techniques • Not giving up 	
	Possible learning <ul style="list-style-type: none"> • Using interpersonal skills to work together (C3) • Role of responsibility when working together (C1) 			Possible learning <ul style="list-style-type: none"> • Giving feedback to teams and individuals (C3) • Practising strategies and skills (B1) and (B2) 	
	Key competency focus <ul style="list-style-type: none"> • Relating to others 			Key competency focus <ul style="list-style-type: none"> • Relating to others • Thinking • Participating and contributing • Using language and symbols 	
	Possible contexts <ul style="list-style-type: none"> • Adventure-based learning • Activities that require working together 	Possible learning <ul style="list-style-type: none"> • Observing performance and giving feedback (B1) • Planning and putting strategies into practice (B2) 	Possible learning <ul style="list-style-type: none"> • Investigating "quality movement" (B1) • Planning a mini competition or competition like "dancing with the stars" or a similar display within class time or at lunchtime 	Key competency focus <ul style="list-style-type: none"> • Relating to others • Thinking • Participating and contributing • Using language and symbols 	Possible contexts Volleyball, badminton, padder tennis, tennis, table tennis, squash
Unit 2: Physical activity for a reason 12 lessons					

Year 10 Physical Education	Students' needs <ul style="list-style-type: none"> Regular physical activity Physical activity and hauora Making decisions based on knowledge 	Key competency focus <ul style="list-style-type: none"> Thinking Participating and contributing 	Key competency focus <ul style="list-style-type: none"> Thinking Participating and contributing 	Unit 6: Let's go outdoors 6 lessons
	Possible learning Learn how to improve performance (B1) Investigate current trends in PA (D2)			Students' needs <ul style="list-style-type: none"> Challenge Decision making Preparing to go on camp
	Key competency focus <ul style="list-style-type: none"> Thinking 	Possible contexts Hockey, unihoc, soccer, basketball, netball, ultimate frisbee, lacrosse, softcross	Possible contexts Gymnastics, aerobics, dance, martial arts	Possible learning <ul style="list-style-type: none"> Students develop "top town" challenges or activities, and each group shows the class. The class select the best one and take it to use with other classes at camp. Learn about and practise skills they might need at camp
				Key competency focus Relating to others
	Possible contexts Aquatics, athletics Fitness activities, minor games Investigating "trends" to get you fit or active			Possible contexts Students' choice of activities

Potential school links	School sports team, Stage Challenge, cultural festivals, Duke of Edinburgh Awards, outdoor education, coaching of sports teams, school gym, dance, lunchtime activities, physical activity clubs such as martial arts, walking groups, and so on
Potential community links	Sports teams and sports clubs, recreational facilities, dance classes, community physical activity events, church physical activities, gym facilities