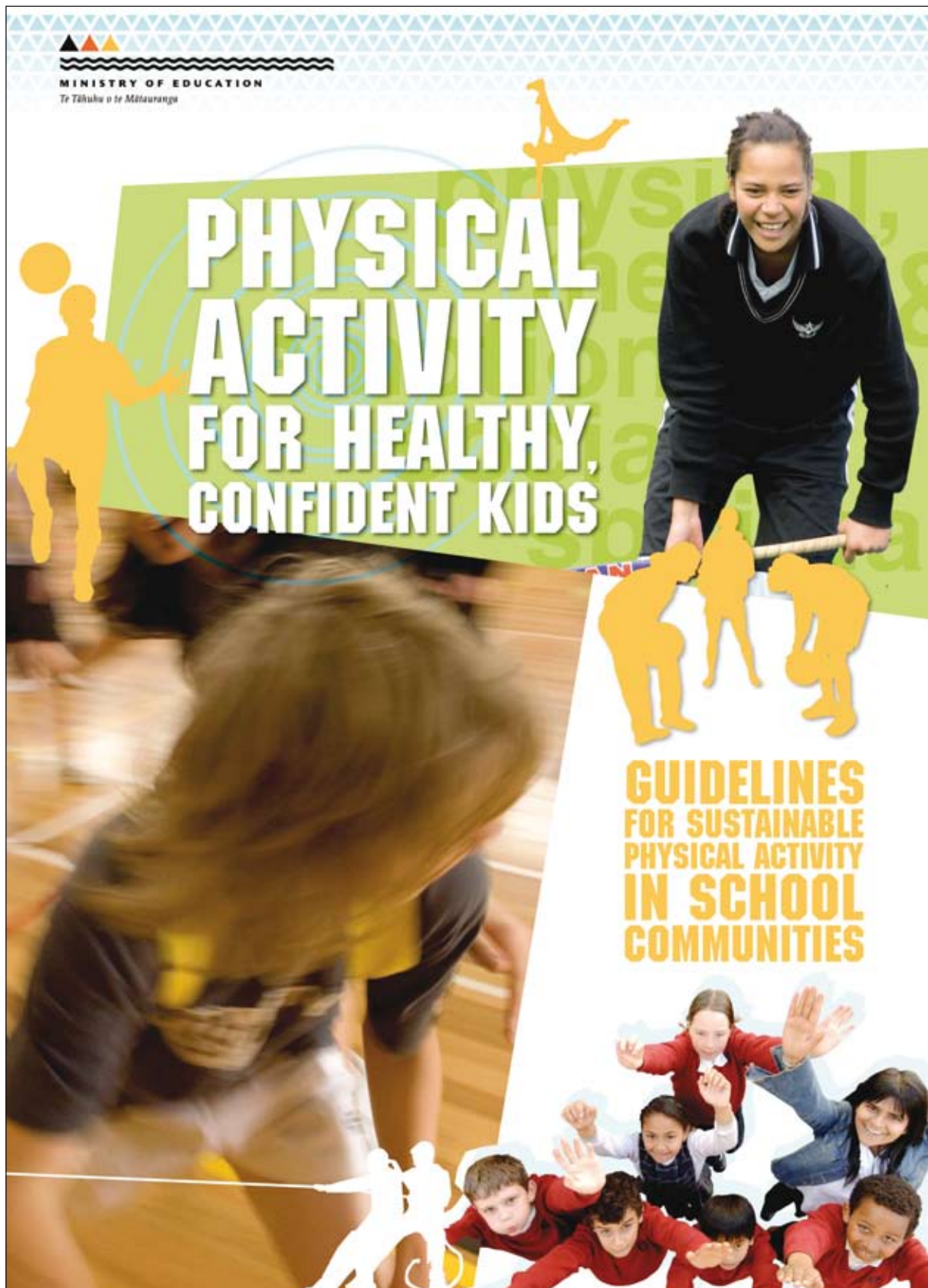


Physical Activity For Healthy, Confident Kids Appendices



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Appendix 9: A Template for Planning and Reflecting on a Physical Education Unit of Work

Physical Education Unit Planning Checklist

Planning criteria	How do you know? What evidence supports this?	Changes/additions/adaptations required
The unit is based on student needs.		
Underlying concepts are explicitly planned for in the unit.		
Learning intentions are linked to curriculum achievement objectives.		
The unit focuses on two or more curriculum strands.		
Learning intentions are written in language that is accessible to students.		
Where appropriate, success criteria have been written/negotiated with students.		
There are indications of when and how the learning intentions and success criteria will be shared with students.		
The learning activities direct students towards the learning intentions.		
Student-centred and/or co-operative strategies are planned for in the unit of work.		
Strategies for gathering evidence for assessment purposes have been included.		

Physical Education Unit Reflection Checklist

Reflection criteria	How do you know? What evidence supports this?	Changes/additions/adaptations required
What knowledge did students bring with them to the unit?		
Was there enough time for students to process and practise learning?		
Was the learning challenging enough or was it too challenging?		
Did the learning activities move students towards the intended learning?		
Did students learn what you wanted them to learn?		
What else did they learn?		
Did students have opportunities to extend their learning?		
Were students able to transfer learning to other physical activity opportunities?		
What helped students to learn in this unit?		
What barriers to students' learning occurred in this unit?		