

It takes real planning to
organize this kind of chaos.

Mel Odom

 quotefancy

Physical Education
New Zealand
Te Ao Kori Aotearoa

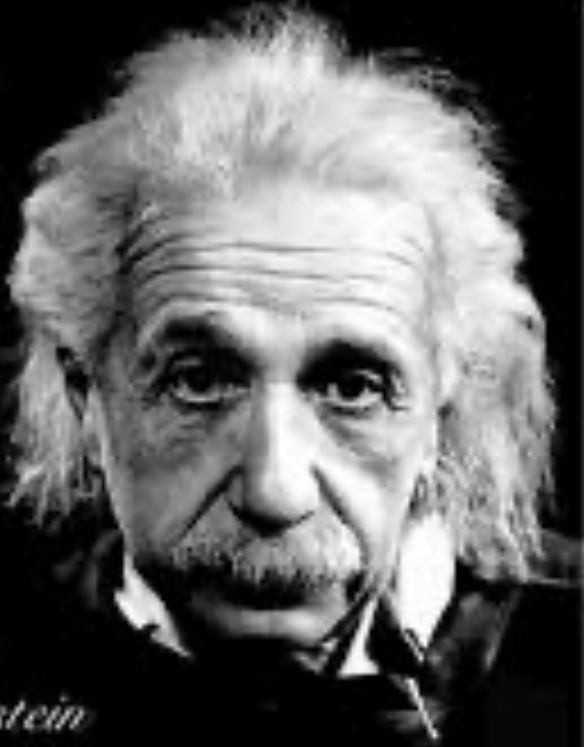




DEBATABLE PERSPECTIVES

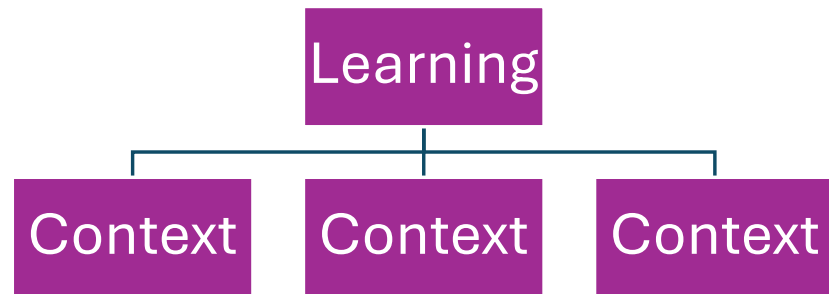
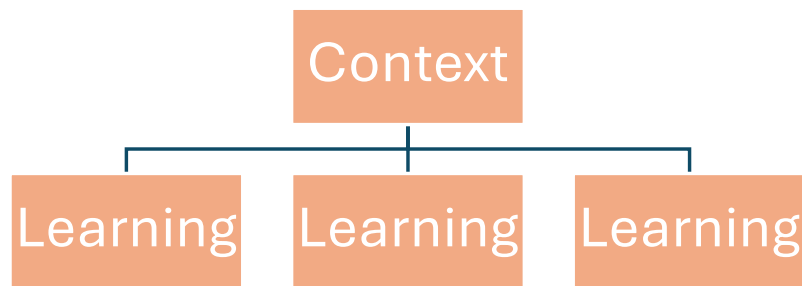
Insanity:
doing the same thing
over and over again
and expecting
different results.

-Albert Einstein

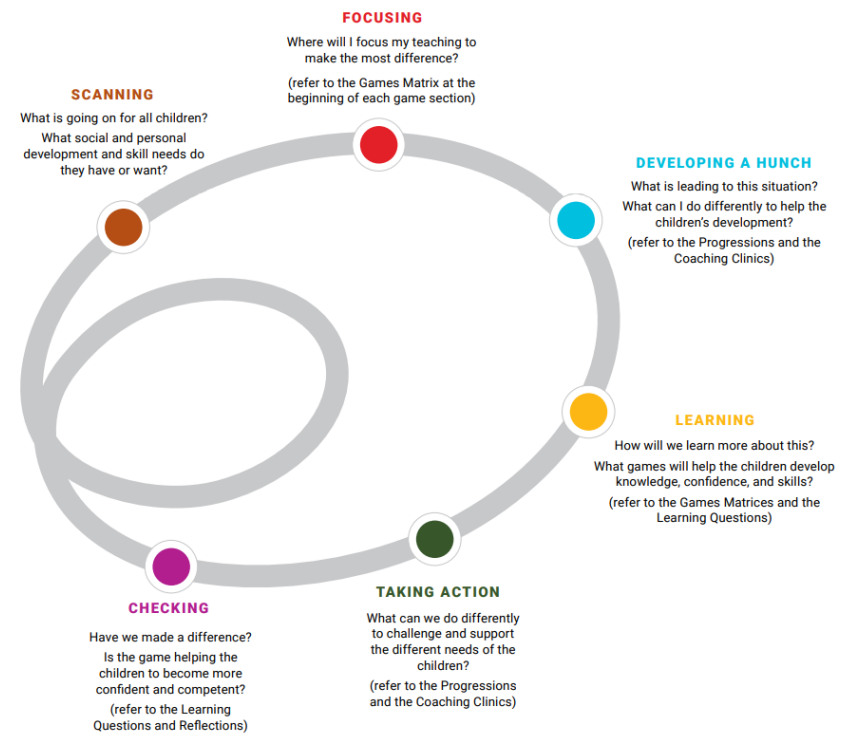
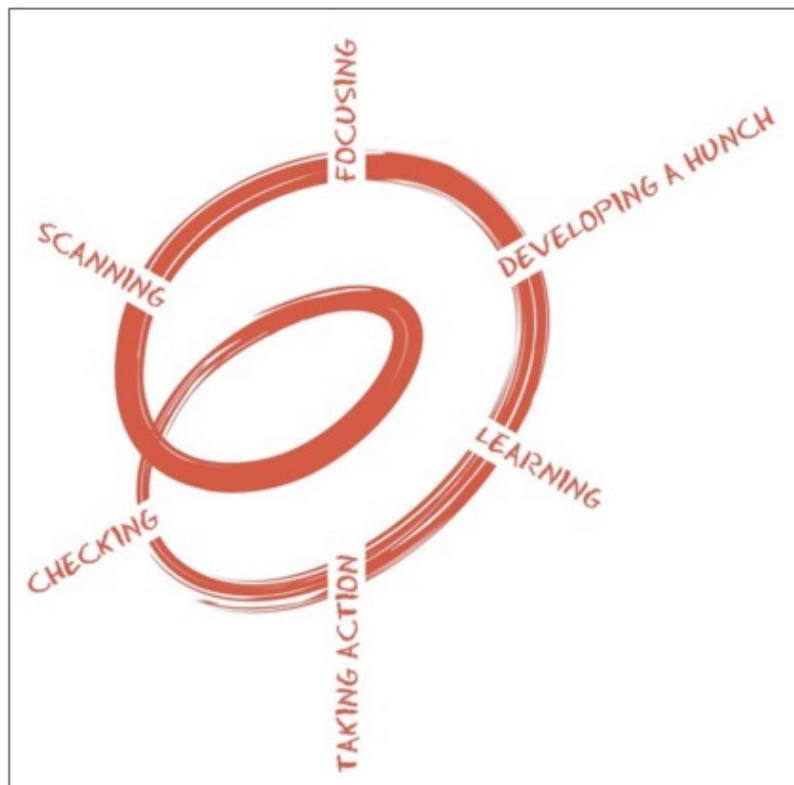


TRADITIONAL

BEST PRACTICE



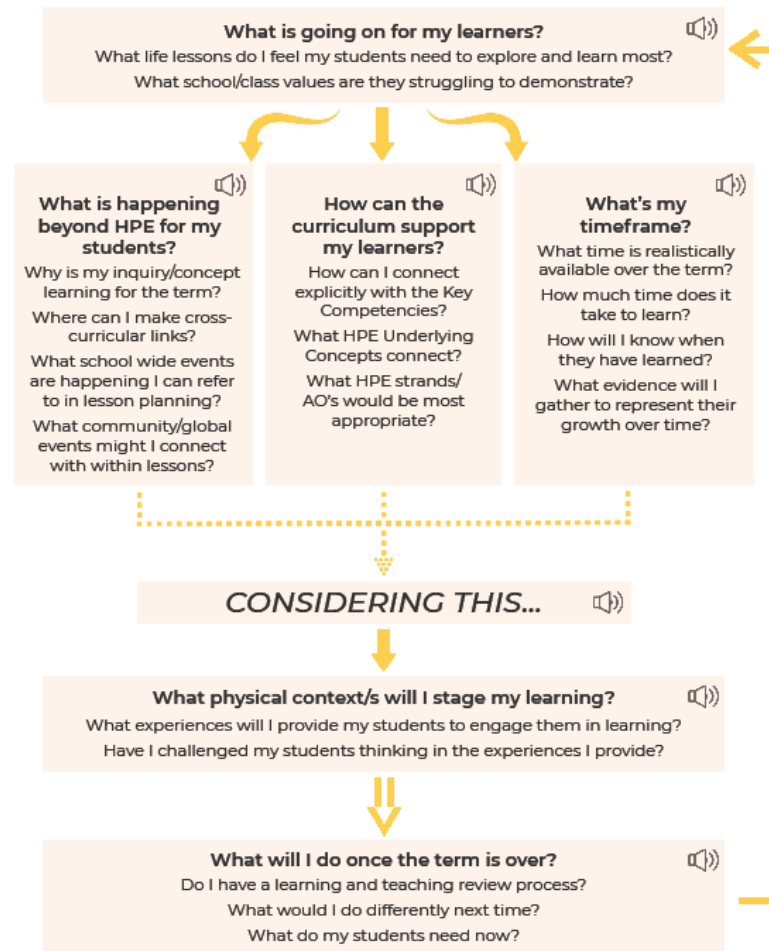
Inquiry Based Planning



Adapted from the spiral of Inquiry, Timperley, Kaser, and Halbert (2014)

PLANNING QUESTIONS TO CONSIDER

Hover over audio icons for more information





Physical Education
New Zealand
Te Ao Kori Aotearoa

UNLOCKING NEEDS BASED PLANNING in Physical Education

Using this Resource Te Whakamahi i tēnei Rauemi

This resource includes 8 potential learning themes that kaiako may have identified as a priority for learning. These are not exhaustive or definitive and kaiako are encouraged to explore themes beyond those identified. There will be many other themes or needs, beyond those covered in this resource, that will be important for ākonga and that can support the delivery of quality learning experiences. The themes in this resource are:



Leadership
Hautūtanga



Respect
Whakaute



Movement Sequences
Nekeneke



Collaboration
Mahi Tahī



Challenge
Whakatara



Creativity
Auahatanga

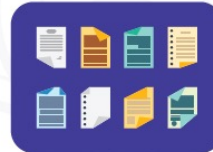


Guardianship
Kaitiakitanga



Strategic Play
Tākaro Rautaki

WHAT'S ON A PAGE?



EACH PAGE INCLUDES:

An identified theme, need or focus area for learning experiences.

Connections to the MoveWell resource and other contexts to support the learning experience.

A definition of the theme. This may be used with ākonga and may need modification.

Connections to New Zealand Curriculum Achievement Objectives relevant to the learning.

Possible 'Big Ideas' for development with ākonga over the course of the learning experience.

Connections to New Zealand Curriculum Key Competencies with some examples.

Strategic Play Tākaro Rautaki

Definition

Strategic play is the ability to read and understand how a game is being played by others (individuals or teams) so that decisions about skills or processes can be made to achieve in-game goals and outcomes.

Big Ideas

Possible Big Ideas Ngā Whakaaro

- PLANNING** using a strategy provides a plan for 'play'
- STRATEGY** different strategies are suited to different situations
- IMPACT** many elements can impact strategic decision making

Curriculum Connections Hononga Marautanga

L3 MOVEMENT SKILLS Develop more complex movement responses and strategies in a range of situations.	L3 INTERPERSONAL SKILLS Identify the pressures that can influence interactions with other people and demonstrate basic interpersonal strategies to manage these.	L4 POSITIVE ATTITUDES Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.
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Key Competency Connections Ngā Pūkenga Matua

RELATING TO OTHERS Fostering empathy and understanding Encouraging collaboration.	ENCOURAGING TEAMWORK Enhancing interpersonal communication skills.	PARTICIPATING & CONTRIBUTING Promoting active participation in group activities. Working towards collective goals.
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Possible Learning Contexts Ngā Haropaki Ako

MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
Invasion Games	Aotearoa Touchball (1.1)	Attack and defence strategies.
Cooperative Games	Clack Dribble (2.6)	Strategies for keeping in three.
Net/Wall Games	Bench Ball (3.3)	Tactical play.
Striking & Fielding	Long Ball (4.6)	Strategic fielding.
Target Games	Bowls (5.2)	Applying different strategies to different pieces of equipment.
Challenge Games	Colour Crew Ball (6.5)	Strategies and tactics to advance to the highest circle.

OTHER CONTEXTS

CONTEXTS	LINKS TO LEARNING
Chess	Movements of pieces and strategic play.
Card/board Games	Strategies to win.
Invasion Games	Play strategies - attack, defence, tactics etc.
Modified Sports (eg. 4 goal soccer)	Play strategies - attack, defence, tactics etc.

Key Competency Connections

Physical Education
New Zealand
Te Ao Kōri Aotearoa

WHEN USING THIS RESOURCE KAIAKO WILL:

1- Identify the learning needs of their ākongā.

2- Connect a theme in the resource to the identified area for learning.

3 - Use the prompts and information to begin framing out a learning plan.

4 - Connect the learning plan to school values, unique events, opportunities and key competencies that will be experienced by ākongā over the course of learning.

5 - Align learning plan with requirement of the NZ Curriculum and consider how it can support learning.

6 - Identify appropriate learning contexts for ākongā.

7 - Identify ways of gathering evidence of learning from ākongā.

8 - Get stuck in and have fun!.

Creativity Auahatanga



Creativity is a process to think of, create, experiment, design, produce and/or solve problems in imaginative, new or different ways. It involves the exploration and expression of new ideas, approaches, and techniques to improve physical performance, promote engagement, and foster positive and inclusive experiences.

Possible Big Ideas Ngā Whakaaro

SUCCESS there are many different ways to achieve an outcome

IMAGINATION using imagination helps to create new ideas

FAIRNESS creativity can help make games & activities more fair, challenging, simpler, more exciting, etc...

Curriculum Connections Hononga Marautanga

L1 REGULAR PHYSICAL ACTIVITY

Participate in creative and regular physical activities and identify enjoyable experiences.

L2 CHALLENGE & SOCIAL & CULTURAL FACTORS

Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate experiences for all.

L3 PEOPLE & THE ENVIRONMENT

Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

Key Competency Connections Ngā Pūkenga Matua

THINKING

Encouraging critical and creative thinking.

Foster decision-making skills.

Fostering problem-solving skills.

Promoting reflection on personal learning and growth.

Possible Learning Contexts Ngā Horopaki Ako

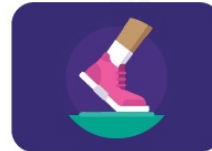
MOVEWELL CONTEXTS



These learning activities require you to access a copy of the MoveWell resource. The MoveWell resource can be accessed at <https://perz.org.nz/movewell/>

MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
Invasion Games	Team Tail Tag (1.2)	Having students come up with creative ideas for collecting tails.
Cooperative Games	Hot Potato (2.4) Shark Territory (2.1)	Looking at other equipment, or alternative rules you can bring into play. Creating a variety of ways to solve a problem.
Net/Wall Games	Staircase Badminton (3.6)	Variety of ways of striking from different positions. How could this 'staircase' be transferred into other sports?
Striking & Fielding	Scatterball (4.9)	What happens when we play this game with a variety of equipment? What could you use?
Target Games	Frisbee Golf (5.3)	Allowing the kids to create their own holes/courses to play.
Games	Parkour Pairs (6.6)	Allowing for creativity of movement in how they interact with it. Learning different way of interacting creatively with familiar spaces.

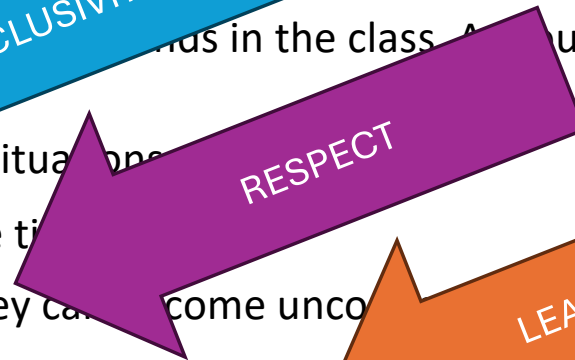
OTHER CONTEXTS



CONTEXTS	LINKS TO LEARNING
Picture Books	Creating games based on stories.
Creating games to teach others	Games to teach peers or younger students
Creating games with specific requirements	Such as games with no equipment, games for 2, etc...
Re-imagining traditional games	Such as cricket, football, tennis, dodgeball, etc...

What can that look like?

- Class of 32 Year 5 and 6 students.
- Co-ed with 8 different ethnicities.
- You have noticed that you have three groups in the class. A group of 6, a group of 4, and a group of 5.
- These groups are often dominating group work situations.
- They work together with the same people all the time.
- When asked to work with someone different, they can become uncooperative and unproductive.
- You have had a few students speak to you about feeling left out, and you have observed this for yourself when it comes to group activities.



Leadership Hautūtanga



Leadership is the ability of a person to inspire, motivate and influence others. Effective leaders take responsibility while working collaboratively to achieve a goal or solve a problem. Leaders are courageous and acknowledge challenges. The role of a leader is to serve others and their communities.

Possible Big Ideas Ngā Whakaaro

INCLUSIVITY helping everyone feel like they belong

COMMUNICATION effectively sharing your ideas and listening to others

CHALLENGES making decisions, problem solving, strategising

Curriculum Connections Hononga Marautanga

L2

INTERPERSONAL SKILLS

Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

L3

IDENTITY, SENSITIVITY, & RESPECT

Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

L4

RELATIONSHIPS

Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

Key Competency Connections Ngā Pūkenga Matua

MANAGING SELF

Building self-discipline & self-motivation.

Developing time management skills.

Setting personal goals and working towards them.

Developing time organisational skills.

RELATING TO OTHERS

Fostering empathy and understanding.

Encouraging teamwork.

Encouraging collaboration.

Enhancing interpersonal communication skills.

Possible Learning Contexts Ngā Horopaki Ako

MOVEWELL CONTEXTS



These learning activities require you to access a copy of the MoveWell resource. The MoveWell resource can be accessed at <https://penz.org.nz/movewell/>

MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
Invasion Games	Team Corner Ball (1.3)	Leading inclusive play amongst teams.
Cooperative Games	Team Build (2.2)	Taking roles - difference between being a leader and being a team member.
Net/Wall Games	Bombardment (3.5)	Collective effort to 'outdo' the other team.
Striking & Fielding	Mirror Ball (4.5)	Problem solving.
Target Games	Noughts & Crosses (5.1)	Using a strategy as a team.
Challenge Games	Traffic Jam (6.4)	Logic and sequencing, leading and listening.

OTHER CONTEXTS



CONTEXTS	LINKS TO LEARNING
Adventure Based Learning (ABL) activities.	Leading others while problem solving.
EOTC / Camp activities.	Leading others in challenging situations.
Preparing and teaching younger students.	Leading groups of younger students. Tuakana Teina
Team sports with leaders/captains.	Leading peers with the aim to win.

What games could meet some of these needs / values?

Being a risk taker

Ako -
Learning

Building
resilience

Cultural
Connection

Exploring
equipment

Integrity

Excellence

Aroha

Honesty

Conservation



Questions and Answers

Contact me for further support

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