



LEVEL 1 PHYSICAL EDUCATION

1PED

What is this course about?

You will have an opportunity to learn in, through and about movement. This will involve exploring the joy of movement, learning about the body as a vehicle for movement and using movement to develop character and to enhance personal identity. All aspects are designed to enhance our personal wellbeing and the impact physical activity has on others and society.

We will explore this all through a range of different physical activities throughout the year both inside and outside the classroom, in a variety of contexts.

What sorts of things will I do?

You will be involved in highly active practical activities as well as learning theoretical concepts related to this subject.

Students will participate in various forms of physical activity such as fitness-based activity, badminton, yoga, ki O rahi, basketball, ultimate frisbee. Practical labs will be used to introduce you to how the body functions and moves through physical activity. Students will be able to video and analyse their own movement and identify the different concepts through their own sporting interests and strengths.

Learning capabilities / critical skills

Significant Learning

- develop movement skills and strategies that are responsive to external cues
- make meaning from how movement may influence hauora
- develop capabilities and explore strategies to promote kotahitanga
- manage self in challenging movement contexts
- understand a range of biophysical principles
- understand that sociocultural factors influence the moving body
- understand te ao Māori influences on the moving body
- reflect on how places and spaces influence movement with reference to te taiao
- apply an understanding of tikanga
- recognise that the body holds unique significance and tapu and must be protected and nurtured through movement.

Nga Rau o Te Whariki o ASHS

Rangatiratanga (self-determination) supports ākonga to achieve. Thinking and meaning-making are promoted. Learning is meaningful and connected.

To experience success, students will have opportunities to develop their learning dispositions through:

Engagement:

- Students will be actively and enthusiastically engaged in both the practical and theory elements of this course.
- Students will explore and work to use new subject specific terminology in context.
- Students are encouraged to formulate and ask and answer questions to support their learning progress.

Managing self:

- Students arrive on time with positive attitudes ready to learn.
- Students will be prepared and arrive to all lessons with appropriate clothing, shoes and equipment to move easily and complete learning activities.
- Students will look for resources to support their learning within the tools provided.
- Students will work to complete tasks in a timely manner.

Learning relationships:

- It is expected that students will aim to develop positive learning relationships with all students in their class and other classes in the subject.
- Students will be able to utilise these relationships to help them to develop their understanding of both practical and theoretical skills.

- A range of resources will be provided to students, that they will utilise to progress their learning. - Students will actively apply social responsibility within activities through supporting the setting up and packing up of equipment.	Students will explore the use of checkpoints and peer reviews on learning and assessment work.	Students will work towards developing a range of interpersonal skills to support positive relationships with their peers and teacher.
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What standards can I enter?

Your teacher will work with the whole class and with you to devise a learning programme that is responsive to your strengths, interests, and one that sets you up to aim high and achieve your potential.

NCEA	Standard Number	Name of standard	Assessment Mode	Credits	Timeframe
INT	92016	Apply movement strategies in an applied setting	Practical + Written/Verbal	5	Term 2
EXT	92018	Demonstrate understanding of influence of personal movement experiences on hauora.	Various Modes of Assessment	5	Term 3
ASHS Assessed		Formative Core Concepts of PE	Various Modes of Assessment	-	Term 1