# I am confident to move – Stage 5

Duration: 2 lessons (50-60 minutes in length)

## Educative purpose

The purpose of this activity is to reflect on the exercise opportunities available to students in their current environment. Students will develop their skills in self efficacy and self regulation in relation to physical activity to ensure they are adaptable, confident and have the ability to participate in lifelong physical activity, regardless of the challenges presented.

Students use one of the movement opportunities available to them. They develop and apply their skills of self efficacy and self regulation in physical activity. Students will develop, implement and evaluate their ability to execute a movement activity through the development of a movement skill portfolio.

## Syllabus content

* **PD5-5** appraises and justifies choices of actions when solving complex movement challenges

All outcomes referred to in this unit come from [PDHPE K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

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| Key inquiry question | Syllabus content |
| How can I create new rules, strategies and tactics to improve movement and evaluate the effect these have on performance?  | * develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)
	+ review, propose and implement alternative responses to movement situations based on the outcome of previous performances **S I M**
* Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)
	+ demonstrate motivation, persistence, confidence and commitment when faced with difficult or unfamiliar movement tasks **S I M**
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## PDHPE skills

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| Skill domain | Skill Domain and skills | Evidence of Learning |
| Movement (M) | * Health and fitness enhancing movement
	+ Self regulation in physical activity
 | * Recognise that improving self regulation through the development of goals can assist in improving attitudes and behaviours towards physical activity.
* Acknowledge strategies that are useful to be able to self regulate.
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| Movement (M) | * Health and fitness enhancing movement
	+ Building physical activity self-efficacy
 | * Recognise that your beliefs influence your ability to complete particular tasks.
* Recognise their own strengths in the ability to succeed against challenges faced around physical activity.
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## Learning activity description

### Activity: Understanding the skills

Our current situation involves learning from home. This has created a number of challenges when it comes to being physically active. However, we know that physical activity is so important to all aspects of our health and wellbeing.

Our ability to self regulate or have the belief that we can still be physically active beyond our normal or more common ways of moving, is important during this time. Building confidence (self-efficacy) in our ability to complete particular movement tasks, despite the changes in situation, means we can participate in a lifetime of physical activity. This is as a result of being adaptable, confident and having the skills to succeed.

Two important skills linked to continued involvement in physical activity regardless of environment are:

* self regulation in physical activity: controlling one's behaviour, emotions, and thoughts towards physical activity in the pursuit of goals
* building physical activity self efficacy: refers to the set of beliefs we hold about our ability to be physically active. Our beliefs or confidence influence whether we actually succeed at the task.

Students watch the YouTube clip [I learned to juggle a soccer ball](https://www.youtube.com/watch?v=Ml6k3h7Brvc&feature=youtu.be) (duration 8:49) highlighting an example of self regulation and self efficacy. Answer the following questions:

1. Is Gadiel a good self regulator? How do you know, what gives you that impression?
2. Gadiel displays confidence in giving things a go. Why is this important?
3. What positive self talk strategies can you use to help you self regulate and participate in physical activity? What other strategies could you use to manage your behaviour, emotions, and thoughts towards physical activity in the pursuit of goals (self regulation)?
4. Gadiel used goal setting, seeking help and positive self talk to achieve his goal. Why is this so important?
5. How can both these qualities of self regulation (our behaviours, emotions, thoughts) and self efficacy (confidence) be helpful in your own life and in your current circumstances when it comes to being physically active?

### Activity: Movement skill portfolio and self reflection

Context: In the following activity we are hoping to build student confidence and skills in physical activity highlighting their progress through a movement skill portfolio. As part of this student’s will self reflect and set some small physical activity goals to allow them to achieve success.

Students create a movement portfolio. This can be done using one of the many digital plaforms including [Google slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70#.XowcWFpFdG8.link), [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592), [Google classroom](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/27) or [Microsoft Teams](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/117#.XowdB8acB_4.link). Alternatively, if working offline, students can film using a mobile phone or tablet, save onto a USB and mail back with a hard copy of their movement skill portfolio.

This portfolio will be the area where students upload their filmed movement sequences, self reflect and evaluate their progress. This will be a means for peer teaching and peer assessment and feedback. The portfolio should include the following headings:

* goal for the activity
* first attempt (mp4 file)
* self reflection
* areas to improve research based
* goals for improvement
* second attempt (mp4 file)
* evaluation of progress.

### Activity: Participating in a movement activity

Students:

* brainstorm all the movement activities that could be completed in their home environment. This may be juggling a soccerball in the back yard, pullups or kipping on a chin up bar, throwing a ball to hit a target, doing a push up, karate kick, lunges.
* choose one of these activities that they want to improve or develop over the next few weeks
* set a goal as to what they wanted to achieve in this. This may be completing the skill itself or the number of times the skill is executed.
* record themselves completing a part of the movement activity using a device such as a mobile phone or ipad. They may ask a family member to record for them while they complete the skill.
* upload the mp4 file to their movement portfolio under the first heading first attempt.

After completion of the skill, students review their footage and answer the following self reflection questions. They add these to their movement skill portfolio under the heading self reflection and areas to improve.

* Before you started the activity, how confident did you feel about your ability to perform the activity well?
* What were your strengths in this movement activity?
* What were your thoughts and emotions as you attempted to execute the skill? Were they helpful or not? Why?
* What were the challenges you faced in the movement activity? What do you believe are two key aspects from your footage that need improvement?
* How are you going to ensure improvement and what strategies will you use?

Students:

* conduct research to determine what quality execution looks like for that particular movement activity. Students may wish to research some of the techniques for the movement chosen.
	+ - online: watch some YouTube clips of elite atheltes or experts in order to help with understanding
		- offline: provide a sugestion, such as film and/or ask for feedback from a family member?
	+ continue with the following questions and place responses under the areas to improve research based heading in the movement skill portfolio.
* Based on your research what things do they do well and why?
* Are they confident in their movements? How do you know?
* Having done some research what do you believe are necessary for you to improve?
* What ways can you develop these skills?

Based on their journey so far, students reassess their goals for the movement activity. Place these under the goals for improvement heading in the movement portfolio.

Over the next few weeks of lessons or in spare time, students should set aside some time to practice the movement. After several sessions of practice, students film their second attempt for the movement skill portfolio under heading second attempt.

Students evaluate their second attempt at the movement activity and compare to the first attempt. Answer the following questions:

* What changes did you see in performance. What were the reasons for these changes?
* Explain any changes in your levels of confidence with each attempt? What influenced the level of confidence you had before each performance or after each performance?
* What challenges did you face during practice (physical, mental, emotional, environmental)? What strategies did you use to keep going? For example, broke the movement down into parts, focused on one area first before progressing, sought help or went back to the expert.
* Describe the growth you saw from your first attempt to your second attempt? What were your strengths?
* If you were to make further improvements what would they be?
* What do you need to be able to make those improvements? Is this improvement and change controllable?
* How can the skills of self regulation and self efficacy be applied to other challenges we face?
* Now having practiced some of these skills, think of a challenging situation in the past or currently facing. How would you approach it now?

Extension - Students share portfolios online where possible with class for some peer feedback. Peers comment on two things they like and two things they wonder.