**Stage 1 Physical Education**

**Assessment Type 1: Performance Improvement**

**Constraints Coaching Task**

**Task background**

Through studying Coaching and Skill Acquisition you know that learning is affected by the characteristics of the learner, the environment that the learning takes place in and the nature of the task. These aspects, known as constraints, can be manipulated by a coach to greatly impact the outcomes of the learner.

**Description of assessment**

In pairs, your task is to plan and conduct a lesson using a constraints-led approach to develop a learning objective/game concept of your choice. You should aim to deliver a 45 minute lesson that becomes progressively more challenging. You will collect evidence during the lesson to evaluate the success of the lesson or part of the lesson. Evidence could include video of photographic images, collection of activity data and feedback from the students participating in the lesson.

**Planning considerations (can be completed in pairs)**

In planning your session, you should consider:

What is the learning objective/game concept you aim to develop?

How are constraints imposed to focus on your intended concept (learning objective)?

What strategies can you employ to ensure learners are both physically and mentally active?

How and why you will ask questions/provide feedback throughout your session?

**Evaluation considerations (individual response per student)**

Providing evidence/data from your session, your evaluation must consider:

Constraints-led approach to skill learning or coaching

Effective communication (questioning and feedback)

Reflection/evaluation of the effectiveness of your session in relation to achieving your learning objective/game concept

Reflection on feedback (both verbal and non-verbal) from your session to implement changes to improve participation and/or performance.

**Response requirements**

The response needs to focus on one or more of the activities undertaken during your lesson, and video footage of photographic images should be used to support your response. The response may also include other forms of evidence or data to evaluate the effectiveness of your session.

The response should be up to a maximum of 9 minutes for an oral or multi-modal presentation or up to a maximum of 1500 words, for a written response.

The lesson plan is to be submitted with the response as an appendix.

**Assessment**

The Specific Features assessed in this task are:

**A1** Application of knowledge and understanding to movement concepts and strategies

**A2** Application of collaborative skills

**EAR1**  Exploration and analysis of evidence relating to physical activity

**Stage 1 Physical Education Performance Standards**

|  |  |  |
| --- | --- | --- |
| - | Application | Exploration, Analysis, and Reflection |
| A | Astute and highly effective application of knowledge and understanding to movement concepts and strategies.  Focused and sustained application of collaborative skills.  Highly effective use of accurate subject-specific terminology. | Focused exploration and in-depth analysis of evidence relating to physical activity.  Insightful reflection on movement concepts and strategies.  Insightful reflection on ways to improve participation and/or performance. |
| B | Effective application of knowledge and understanding to movement concepts and strategies.  Mostly thorough and sustained application of collaborative skills.  Effective use of accurate subject-specific terminology. | Thorough exploration and some depth of analysis of evidence relating to physical activity.  Well-considered reflection on movement concepts and strategies with some insights.  Well-considered reflection on ways to improve participation and/or performance. |
| C | Generally effective application of knowledge and understanding to movement concepts and strategies.  Competent application of collaborative skills.  Generally effective use of subject-specific terminology with some accuracy. | Generally competent exploration and analysis of evidence relating to physical activity.  Considered reflection on movement concepts and strategies.  Considered reflection on ways to improve participation and/or performance. |
| D | Some application of knowledge and understanding to movement concepts and strategies.  Some application of collaborative skills.  Some use of subject-specific terminology. | Some exploration and analysis of evidence relating to physical activity.  Some reflection on movement concepts and strategies.  Some reflection on ways to improve participation and/or performance. |
| E | Attempted application of knowledge and understanding to movement concepts and strategies.  Attempted application of collaborative skills.  Attempted use of subject-specific terminology. | Attempted exploration and analysis of evidence relating to physical activity.  Attempted reflection on movement concepts and strategies.  Attempted reflection on ways to improve participation and/or performance. |

**Teacher comment:**  **Assessment Grade:**

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**LESSON PLAN**

Name: Learning objective/Game concept:

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| --- | --- | --- | --- |
| **Constraint and Activity Name** | **Activity structure/Aim of activity/Game** | **Key cues/Instructions** | **Class/Game/Activity organisation** |
| **Activity 1:**  ***Constraints:*** |  |  |  |
| **Activity 2:**  ***Constraints:*** |  |  |  |
| **Activity 3:**  ***Constraints:*** |  |  |  |