

**Summary Information**

<b>Module Code</b>	6509SPOPID
<b>Formal Module Title</b>	Skill Acquisition 2
<b>Owning School</b>	Sport and Exercise Sciences
<b>Career</b>	Undergraduate
<b>Credits</b>	20
<b>Academic level</b>	FHEQ Level 6
<b>Grading Schema</b>	40

**Module Contacts**

**Module Leader**

Contact Name	Applies to all offerings	Offerings
Ceriann Magill	Yes	N/A

**Module Team Member**

Contact Name	Applies to all offerings	Offerings
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**Partner Module Team**

Contact Name	Applies to all offerings	Offerings
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**Teaching Responsibility**

<b>LJMU Schools involved in Delivery</b>
LJMU Partner Taught

## Partner Teaching Institution

Institution Name
Portobello Institute

## Learning Methods

Learning Method Type	Hours
Lecture	10
Practical	20
Workshop	10

## Module Offering(s)

Offering Code	Location	Start Month	Duration
JAN-PAR	PAR	January	12 Weeks
JUN-PAR	PAR	June	12 Weeks

## Aims and Outcomes

<b>Aims</b>	This module aims for students to develop a critical understanding of non-linear pedagogy models and how to apply them to improve motor skills and psychosocial skills during physical education lessons. This will be based upon a dynamical systems framework and include a constraints-based approach to teaching specifically using adventure activities and aquatics to explore physical literacy development.
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## Learning Outcomes

After completing the module the student should be able to:

Code	Description
MLO1	Critically evaluate models of skill acquisition and discuss how these models can be deployed for teaching core components of the PE curriculum (aquatics and adventure activities)
MLO2	Design and deliver physical education activities which meet the needs of all learners
MLO3	Critically evaluate the physical, social and psychological skills developed through physical education in aquatics and adventure activities.

## Module Content

### Outline Syllabus

Non-linear pedagogy approach to physical education underpinned by dynamical systems theoretical framework. Representative learning design and constraints-based teaching. Skill acquisition and development in aquatics What makes challenge and adventure games different in PE Choosing and adapting adventure games for different abilities Building on abilities and skill development Where to start with adventure activities Special needs Balancing risk and adventure Games Designing new games to include adventurous outcomes Supervision and assistance; Deciding on appropriate levels to maximise autonomy and involvement Orienteering International rules, designing your programme, choosing your venue, running your course Accessing resources, maps controls O Cards School based Orienteering Adapted Adventure sports as are practiced globally Sailing Canoeing Rock climbing Trail walking Practical Assisting and supervising Adventure Education programmes Working with skilled Outdoor Instructors Managing risk Adapting equipment Emergency procedure practices Skill execution in adventure activities Motivational and emotional impact of non- linear pedagogy on children and adolescents development. Swimming Stroke Development: front crawl, breaststroke, backstroke, sidestroke, sculling, butterfly, treading water, surface diving, diving and associated stroke laws. Aquatic Play with purpose and fundamentals; Basic water survival strategies and emergency procedures; Swimming endurance development; First aid Aquatic Teaching: Theory and Practice Aquatic teaching - practice and theory benefits and lifelong involvement Education/ teaching/coaching/structure. Health and Safety, risk assessment Basic principles of skill analysis - body position, leg action, arm action, breathing and timing. Basic Teaching/coaching methods including play with a purpose, whole part whole, part whole, guided discovery, multi-stroke, multi- disciplined, single stroke, shallow and deep water. Principles of teaching and coaching pool communication, organisation, motivational methods and feedback. Acquisition of skill Teaching and learning, learning cycle, domains of learning styles, factors influencing learning. Aquatic teaching observation, reflective practice and review

### Module Overview

#### Additional Information

This is a semester 2 module.

### Assessments

Assignment Category	Assessment Name	Weight	Exam/Test Length (hours)	Learning Outcome Mapping
Presentation	Oral Presentation	50	0	MLO1
Practice	Lesson Plans	50	0	MLO2, MLO3