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| **UNIT NAME** **expressing the meaning of the unit for ALL involved:** OUR TEAM, OUR GAME, OUR SEASON | | **Time needed**: Two school terms |
| **ALL people** | **The unit as a whole expressed as a** **SHARED PROBLEM:** Creating a game that we can all play together in teams and improve the way we play | |
| **The unit as a whole expressed as a SHARED PURPOSE:** Playing a game together in teams that we have created and organised into a season, improving how we play by focusing on practicing | |
| **The unit as a whole expressed as a SHARED PRODUCT:** A collection of great teams making great team games, informing a class game design offering opportunity for team performances and team improvement through a season of these class games | |

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| **Phase 1 Title: Making a Great TEAM** | | **Time needed**: one lesson, plus time at beginning of 3 further lessons, plus time at end of all lessons | |
| **This phase expressed as a Shared Problem:** Working together as a team | **This phase expressed as a Shared Purpose:** A great team where team members take responsibility for supporting each other and achieving the tasks required of the team | | **This phase expressed as a Shared Product:** A great team |
| **(Doing) HOW - an account of the activity unfolding through this phase**:   1. Four teams are selected by the teacher to be: (1) relatively even in their capabilities related to the problem and purpose of the unit; (2) diverse in their makeup; and (3) with a good chance of being able to work together. 2. Team photos are taken and pasted into unit booklets. A team name is decided upon and written in the booklets. 3. Teams are introduced to the main criterion of team membership – being a good team member – and the levels, by being asked to create a short role play which exemplifies the levels, with each level being performed by at least one team member. Each team presents their role play to the other teams, one team at the beginning of each of the first four lessons. The three audience teams must watch the role play performed (perhaps performed twice to help understanding) and decide, in each team (via discussion within the team), which performer is acting at which level. The results of these deliberations are shared with the class. 4. At the end of each lesson, team members self-assess as to which level best described their performance as a team member during that lesson. They note this in their unit book. The aim is for as many team members as possible to be working at levels 3 and 4, which will result in a great team. | | | |
| **(Knowing) WHAT - an index of the knowledge/skill growing through this phase**:  Being a good team member  Planning and performing a short role play  Discussing in a team in order to reach a consensus decision  Self-assessing performance | | | |
| **(Being) WHO - a profile of the shared aspiration for who these people are through this phase**:  Great team members who support each other in achieving what needs to be done by the team. This means that the team members are helping each other to continually improve, for the sake of the individuals and the team. | | | |
| **Criteria for creating shared product (and addressing shared problem, achieving shared purpose) that support who, how and what:**  **(these criteria also used in providing feedback within and between teams as part of team-based pedagogy)**  Team member – the better we are at being team members, the better the team  Quality descriptors:  Team member level 4 – I cared by helping others  Team member level 3 – I asked to help  Team member level 2 – I helped when asked  Team member level 1 – I didn’t help  Team member level 0 – I annoyed others | | | |

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| **Phase 2 Title: Making a Great GAME** | | **Time needed**: a lesson for each round of the round robin, plus two or more lessons to refine the class game | |
| **This phase expressed as a Shared Problem:**  Designing a game | **This phase expressed as a Shared Purpose:**  Having a great class game to play together | | **This phase expressed as a Shared Product:** A great team game and class game |
| **(Doing) HOW - an account of the activity unfolding through this phase**:   1. Teams (four, from phase 1) engage with the criteria and bring these to bear in developing a “draft” team game – a game that is not perfect, but offers a possible response. 2. Teams, in pairs, teach their game to the other team, and learn the other team’s game. Following this teaching/sharing/playing, each team discusses and completes a “game review” in booklets (responses are decided upon by the whole team), which is a record of feedback. Teacher intervenes whenever necessary, which can include teaching of relevant knowledge/skill to class. 3. Teams discuss feedback provided and work to improve their game. 4. Repeat step 2 with teams paired differently. 5. Another iteration of step 3. 6. Repeat steps 2 & 4 with teams paired differently again (round robin structure). 7. Another iteration of step 3 (and step 5). 8. To create one class game from four team games, teacher combines elements of each game into a composite game that will be further developed as the class game. This first draft of the class game is written into booklets. This game is then played by all four teams (two games being played at same time). Following this teaching/sharing/playing, each team discusses and completes a “game review” in booklets (responses are decided upon by the whole team), which is a record of feedback. This feedback is discussed by the class and alterations made to the game. 9. Another round of teaching/sharing/playing the new version of the class game is conducted, with further feedback and revision. 10. When the class game design is settled, this is written into booklets. 11. At the end of every lesson, students complete their team member levels (phase 1). | | | |
| **(Knowing) WHAT - an index of the knowledge/skill growing through this phase**:  Working as a team  Designing a game with others  Teaching others  Providing feedback using criteria | | | |
| **(Being) WHO - a profile of the shared aspiration for who these people are through this phase**:  Great team members who support each other in designing a team game and a class game: one that is fun, utilises the equipment provided, incorporates the skills required, that can be played within the space and time available, involves all players playing all the time, doesn’t need a separate umpire/referee or scorer, and is safe to play. | | | |
| **Criteria for creating shared product (and addressing shared problem, achieving shared purpose) that support who, how and what:**  **(these criteria also used in providing feedback within and between teams as part of team-based pedagogy)**  Game Fun – of course!  Game Equipment – each team has the same equipment. You don’t need to use it all in your game. You will be able to use the other team’s equipment when you play them in a game  Game Skills – overhand throw  Game Space – games between teams will take up half a basketball court. When not playing an actual game, your team will have a quarter of a basketball court to plan and practice in.  Game Timing – The game should have two halves of roughly 5 minutes each  Game Players – all players must be involved in the game all the time. All in the class must be able to play the game.  Game Umpire/Referee - the game must be simple enough that it can be played without an umpire or referee.  Game Scoring - there must be some system of scoring and it must be simple enough that scoring can be done by the players. There will be no special scorer.  Game Safety – the game must not involve any situations in which players could be hurt. | | | |

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| **Phase 3 Title: Making a Great SEASON** | | **Time needed**: a lesson for each round of the season, including finals, plus time to conduct activities associated with practice and improvement | |
| **This phase expressed as a Shared Problem:**  Performing as a team during the season | **This phase expressed as a Shared Purpose:**  Improved and high quality performance as a team | | **This phase expressed as a Shared Product:** A great season of games with team improvement across the season |
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| **(Doing) HOW - an account of the activity unfolding through this phase**:   1. The structure for the season is introduced by the teacher, with the emphasis being on team improvement during the season. Enough time needs to be allowed between season games for teams to analyse performance, develop criteria to support provision of feedback, and design practice sessions. The season ladder is designed to encourage continuous engagement and playing (no team is excluded). 2. Performance analysis, development of criteria to support provision of feedback, and design of practice sessions is supported by the teacher, with the emphasis being on student contributions to all three, such that students are able to generate criteria to use in analysis, provide feedback using these criteria, and design and implement relevant forms of practice that improve individual and team performance in relation to these criteria. Areas in which this performance analysis, development of criteria to support provision of feedback, and design of practice sessions can occur include skills, strategies, fitness, teamwork, 3. At the end of every lesson, students complete their team member levels (phase 1). | | | |
| **(Knowing) WHAT - an index of the knowledge/skill growing through this phase**:  Development of criteria through performance analysis of skills, strategies, fitness, teamwork  Performance of the skills  Identification and performance of game strategies  Development of methods which support improved fitness  Development of methods which support improved teamwork | | | |
| **(Being) WHO - a profile of the shared aspiration for who these people are through this phase**:  Great team members who support each other in their individual and team performance in the class game through the season, including improvement in this performance through performance analysis, development of criteria to support provision of feedback, and design of practice sessions | | | |
| **Criteria for creating shared product (and addressing shared problem, achieving shared purpose) that support who, how and what:**  **(these criteria also used in providing feedback within and between teams as part of team-based pedagogy)**  Skills: Criteria here will be developed based on team and class analysis of the skills being focused on, as used in the game  Strategies: Criteria here will be developed based on team and class analysis of the game  Fitness: Criteria here will be developed based on team analysis of game performance  Teamwork: Criteria here will be developed based on team analysis of game performance | | | |