

# Year 8: Health and Physical Education

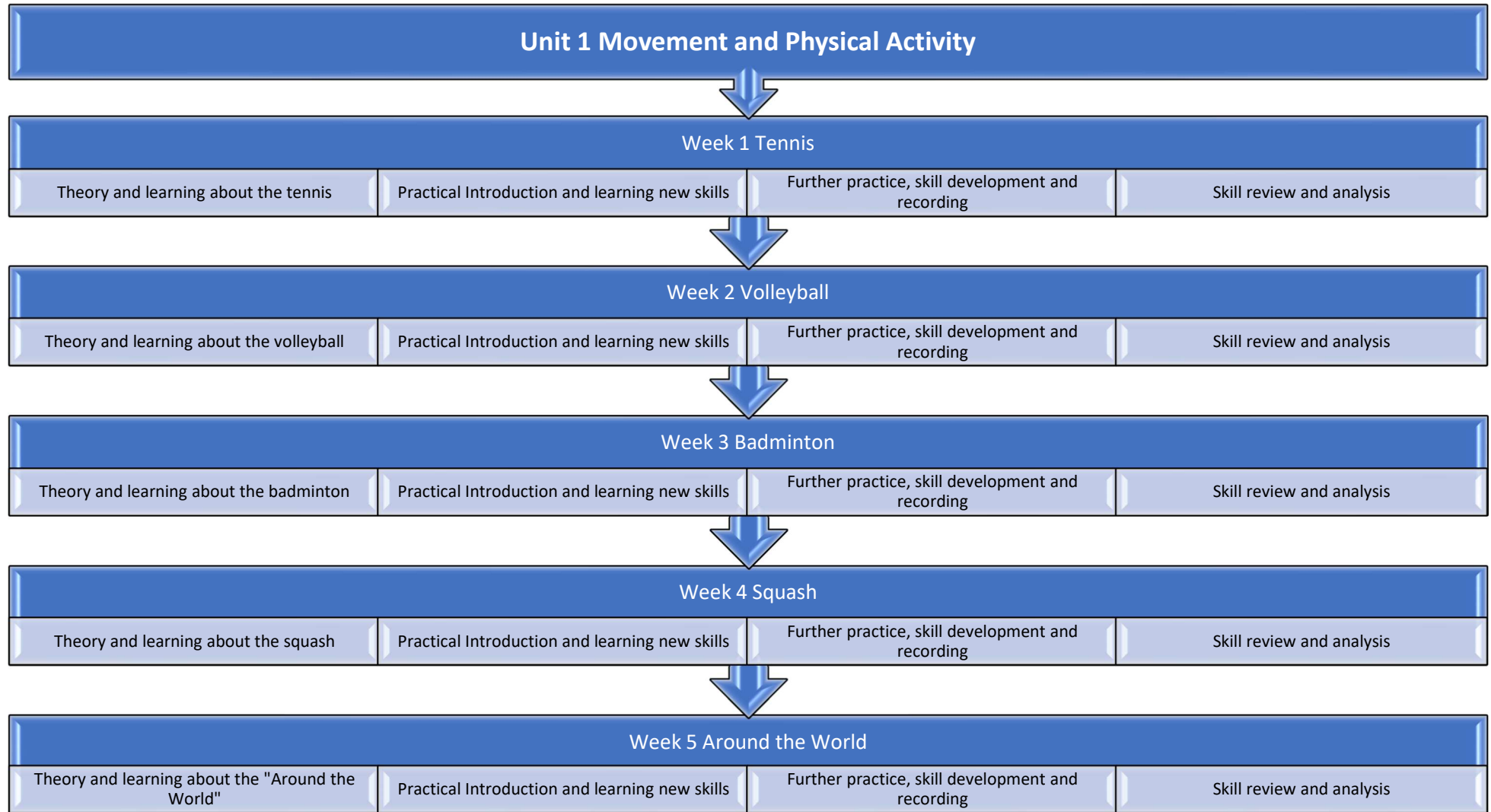
## Scope and Sequence

Identify curriculum	<b>Curriculum Overview</b>	<p>The Year 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.</p> <p>The curriculum for Years 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.</p>
	<b>Focus areas</b>	<p>Focus areas to be addressed in Year 8 include:</p> <ul style="list-style-type: none"><li>• alcohol and other drugs (AD)</li><li>• food and nutrition (FN)</li><li>• health benefits of physical activity (HBPA)</li><li>• mental health and wellbeing (MH)</li><li>• relationships and sexuality (RS)</li><li>• safety (S)</li><li>• challenge and adventure activities (CA)</li><li>• games and sports (GS)</li><li>• lifelong physical activities (LLPA)</li><li>• rhythmic and expressive movement activities (RE).</li></ul>
	<b>Assessment and</b>	<p>Assessment of the curriculum will be conducted via the following methods:</p> <ul style="list-style-type: none"><li>• concurrent formative assessments during teaching periods – This will provide regular feedback to students during the Unit.</li></ul>

Unit overview	<b>Achievement standard</b>	• summative assessments – the summative assessment will be conducted through a self-assessment and movement analysis, detailed below. The assessments will be conducted in conjunction with the <a href="#">Australian Curriculum achievement standards</a> This will also allow the teacher to gauge the learning by students and determined whether the teaching level is appropriate to the classroom.				
	<b>Unit 1 Overview</b>	Unit 1 will be designed so that each week consists of 2 theory lessons, on Monday and Thursday, and 2 practical lessons, on Tuesday and Wednesday. This is so that information about the game or sport can be discussed, investigated and taught prior to the practical lessons, where skills will be taught, in practice and followed by a theory/classroom lesson that will be used to reflect what was taught and the skills practiced.				
		Monday	Tuesday	Wednesday	Thursday	Friday
	0800-0855	HPE				
	0900-0955		HPE			
	1015-1110			HPE		
	1115-1210			HPE		
	1250-1345				HPE	
	1350-1445					
	<b>Summative Assessment Summary</b>	Through Unit 1, students will be considering the skills they are taught and review their skills, accompanied by video capture of their movement skills. This will be considered through the array of sports and games they are taught in this unit.				
	<b>Background Context</b>	The Class is 20 students, with 4 indigenous, 2 recent immigrants and split 14 males and 6 females. Attendance is 85%. About 90% of the students participate in extra-curricular sports. 5 students speak English as a second language or not their main language at home. 12 Students currently participate in competitive sports within the community.				
	<b>Assessment method</b>	Formative = 75% grade for Unit 1. Continuous formative assessment will be conducted by the teacher. This will be through student participation and observation of their understanding of and ability to execute the physical tasks during practical lessons. The teacher is to provide specific and regular informal feedback to all students. This will manage students’ expectations prior to receiving grades at the end of the Unit.  Summative = 25% grade for the Unit. Consisting of one piece, as described above in the Project Summary.				
	<b>Note</b>	If students are unable to complete assessment requirements in the allocated lesson periods, this unit may be extended by one week or one of the sports may be removed to allow for extra time. Preference of sports to remove is squash.				

# Unit Map

Unit map provides a graphical representation of lesson sequence and links between Stands.



## Scope and Sequence

Unit 1	Content Descriptions	Elaborations	Resources
<b>Unit 1</b> Movement and Physical Activity	<p>1. Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMPO80 - Scootle)</p> <p>2. Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMPO83 - Scootle)</p> <p>3. Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMPO84 - Scootle )</p> <p>4. Participate in and investigate cultural and historical significance of a range of physical activities (ACPMPO85 - Scootle)</p>	<p>1.1. analysing their own and others' performance using ICT and implementing feedback to enhance performance</p> <p>2.1. performing physical activities that improve health- and skill-related components of fitness and analysing how the components are developed through these activities</p> <p>3.1. demonstrating an understanding of how to adjust the angle of release of an object and how this will affect the height and distance of flight</p> <p>3.2. creating, performing and appraising movement sequences that demonstrate variations in flow and levels</p> <p>3.3. designing and refining movement concepts and strategies to manipulate space and their relationship to other players in this space</p> <p>3.4. explaining how individual or team performance has improved through modifications to effort, space and time</p> <p>4.1. researching and participating in a range of physical activities that were performed in the early twentieth century, such as games from the Asia region</p>	<p>Unit 1 will be conducted at various locations, such as tennis courts and inside the gym. During the development of this Unit, no facility conflict exists, however this is to be confirmed regularly at staff meetings and through facility bookings.</p> <p>Generic sports equipment, such as a whistle and cones will be required. The lesson plan is to have the resource requirements detailed and their availability confirmed prior to the lesson.</p> <p>Specific sports equipment is also required, such as racquets, balls, etc. Same requirements for the generic sports equipment apply.</p>

		4.2. participating in culturally significant physical activities from around the globe and exploring the links to the culture and heritage of the country of origin of these activities	
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Unit of Work: Movement and Physical Activity			
Unit 1.1			5 Weeks (1-5)
Focus Areas	<p>Focus areas to be addressed in this part of Unit 1.2 include:</p> <ul style="list-style-type: none"> <li>• health benefits of physical activity (HBPA)</li> <li>• games and sports (GS)</li> <li>• lifelong physical activities (LLPA)</li> </ul>		
General Capabilities	<p><b>Information and Communication Technology (ICT) Capability</b></p> <ul style="list-style-type: none"> <li>• Investigating with ICT</li> <li>• Managing and operating ICT</li> </ul> <p>Students will be using tablets or other digital recording devices to record skills learnt and practised during lessons. Then will use these recordings to analyse, assess and reflect on those movement skills.</p> <p><b>Personal and Social Capability</b></p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Social awareness</li> <li>• Social management</li> </ul> <p>Students will work in small groups or pairs to analyse, assess and reflect on their own and other's movement skills.</p> <p><b>Critical and Creative Thinking capability</b></p> <ul style="list-style-type: none"> <li>• Analysing, synthesising and evaluating reasoning and procedures</li> </ul>		

- Reflecting on thinking and processes

Students will be reflecting on the skills they were taught, their ability to perform those skills and transfer them to other, similar games/sports.

### Week 1 – Lesson 1.1

**Lesson Outcome:** Introduction to tennis

**Success Criteria:** Students understand the rules and a variety of technique to hit the ball with a racquet.

**Teacher Notes:** Key techniques to be taught are forehand, backhand and serve, either overhand or underhand.

**Resources:** Classroom, projector, tennis racquets and tennis balls for demonstration (if required)

Introduction to tennis video - [https://www.youtube.com/watch?v=\\_0QTpylu1aE](https://www.youtube.com/watch?v=_0QTpylu1aE)

Kahoot quiz to confirm learning from video.

### Week 1 – Lesson 1.2

**Lesson Outcome:** Introduction to tennis - practical

**Success Criteria:** Students demonstrate the ability to execute forehand, backhand and serve in tennis.

**Teacher Notes:** Tennis courts must be booked and confirmed. Gym floor may be used as an alternative, however, doesn't allow for full range of activities.

**Resources:** Tennis racquets, balls, tennis court, whistle.

### Week 1 – Lesson 1.3

**Lesson Outcome:** Tennis games and video recording - practical.

**Success Criteria:** Students attempt the skills taught and practiced in previous lessons, then record those movement skills.

**Teacher Notes:** This is a double period, allowing sufficient time to record movements and skills by students.

**Resources:** Tennis racquets, balls, tennis court, whistle, tablets for video recording.

Refer to Self-Assessment report and collate information in Self-Assessment Collated spreadsheet.

#### **Week 1 – Lesson 1.4**

**Lesson Outcome:** Video review and reflection

**Success Criteria:** Student review the skills they were taught and reflect on their movement proficiency.

**Teacher Notes:** Key techniques to be reviewed are forehand, backhand and serve, either overhand or underhand.

**Resources:** Classroom, projector, tablets or computers for video review

#### **Week 2 – Lesson 2.1**

**Lesson Outcome:** Introduction to volleyball

**Success Criteria:** Students understand the rules and a variety of techniques to hit the volleyball with their hands/arms.

**Teacher Notes:** Key techniques to be taught are dig, set, spike and serve, underarm and underarm.

**Resources:** Classroom, projector, volleyball for demonstration (if required).

Introduction to volleyball video - <https://www.youtube.com/watch?v=9g7nYQv-kPM>

Kahoot quiz to confirm learning from video.

## **Week 2 – Lesson 2.2**

**Lesson Outcome:** Introduction to volleyball - practical

**Success Criteria:** Students demonstrate the ability to execute dig, set, spike and serve, underarm and underarm, in volleyball.

**Teacher Notes:** Gym floor must be booked and confirmed. Set up and pack up for volleyball will take approx. 5min each.

**Resources:** Volleyballs, Gym floor, whistle.

## **Week 2 – Lesson 2.3**

**Lesson Outcome:** Volleyball games and video recording - practical.

**Success Criteria:** Students attempt the skills taught and practiced in previous lessons, then record those movement skills.

**Teacher Notes:** This is a double period, allowing sufficient time to record movements and skills by students.

**Resources:** Volleyballs, Gym floor, whistle, tablets for video recording.

Refer to Self-Assessment report and collate information in Self-Assessment Collated spreadsheet.

## **Week 2 – Lesson 2.4**

**Lesson Outcome:** Video review and reflection

**Success Criteria:** Student review the skills they were taught and reflect on their movement proficiency.

**Teacher Notes:** Key techniques to be reviewed are dig, set, spike and serve.

**Resources:** Classroom, projector, tablets or computers for video review



### **Week 3 – Lesson 3.1**

**Lesson Outcome:** Introduction to Badminton

**Success Criteria:** Students understand the rules and a variety of technique to hit the shuttle with a racquet.

**Teacher Notes:** Key techniques to be taught are forehand, backhand and serve.

**Resources:** Classroom, projector, Badminton racquets and shuttle for demonstration (if required).

Introduction to Badminton video - <https://www.youtube.com/watch?v=UyLLi-TbcFc>

Kahoot quiz to confirm learning from video.

### **Week 3 – Lesson 3.2**

**Lesson Outcome:** Introduction to Badminton - practical

**Success Criteria:** Students demonstrate the ability to execute forehand, backhand and serve in Badminton.

**Teacher Notes:** Gym floor must be booked and confirmed. Set up and pack up for badminton will take approx. 5min each.

**Resources:** Badminton racquets, shuttles, Gym floor, whistle.

### **Week 3 – Lesson 3.3**

**Lesson Outcome:** Badminton games and video recording - practical.

**Success Criteria:** Students attempt the skills taught and practiced in previous lessons, then record those movement skills.

**Teacher Notes:** This is a double period, allowing sufficient time to record movements and skills by students.

**Resources:** Badminton racquets, shuttles, Gym floor, tablets for video recording.

Refer to Self-Assessment report and collate information in Self-Assessment Collated spreadsheet.

### **Week 3 – Lesson 3.4**

**Lesson Outcome:** Video review and reflection

**Success Criteria:** Student review the skills they were taught and reflect on their movement proficiency.

**Teacher Notes:** Key techniques to be reviewed are forehand, backhand and serve. Students will begin to compare skills learnt in Badminton, Squash and Tennis.

**Resources:** Classroom, projector, tablets or computers for video review

### **Week 4 – Lesson 4.1**

**Lesson Outcome:** Introduction to Squash

**Success Criteria:** Students understand the rules and a variety of technique to hit the ball with a racquet.

**Teacher Notes:** Key techniques to be taught are forehand, backhand and serve, either overhand or underhand. If squash courts are unavailable, table tennis may be used instead.

**Resources:** Classroom, projector, squash racquets and squash balls for demonstration (if required) depending on skill students may require different racquets and balls.

Introduction to squash video - <https://www.youtube.com/watch?v=xyLYd4vYEgE>

Kahoot quiz to confirm learning from video.

#### **Week 4 – Lesson 4.2**

**Lesson Outcome:** Introduction to Squash - practical

**Success Criteria:** Students demonstrate the ability to execute forehand, backhand and serve in squash.

**Teacher Notes:** Squash courts must be booked and confirmed. Gym floor may be used as an alternative, however, doesn't allow for full range of activities.

**Resources:** Squash racquets, balls, Squash courts, whistle.

#### **Week 4 – Lesson 4.3**

**Lesson Outcome:** Squash games and video recording - practical.

**Success Criteria:** Students attempt the skills taught and practiced in previous lessons, then record those movement skills.

**Teacher Notes:** This is a double period, allowing sufficient time to record movements and skills by students.

**Resources:** Squash racquets, balls, Squash courts, tablets for video recording.

Refer to Self-Assessment report and collate information in Self-Assessment Collated spreadsheet.

#### **Week 4 – Lesson 4.4**

**Lesson Outcome:** Video review and reflection

**Success Criteria:** Student review the skills they were taught and reflect on their movement proficiency.

**Teacher Notes:** Key techniques to be reviewed are forehand, backhand and serve. Students will begin to compare skills learnt in Volleyball, Badminton, Squash and Tennis.

**Resources:** Classroom, projector, tablets or computers for video review

### **Week 5 – Lesson 5.1**

**Lesson Outcome:** Around the world.

**Success Criteria:** Students understand the rules of a variety of net games from different parts of the world.

**Teacher Notes:** Techniques, skills and rules will be similar to other games played; therefore, skills will be transferable from other, more well-known sports.

**Resources:** Classroom, projector, different equipment from games.

Introduction to Ringo video - <https://www.youtube.com/watch?v=ftKYDDx06a0>

Introduction to Peteca video - <https://www.youtube.com/watch?v=W444ThscTrQ>

Introduction to Sepak Takraw video - <https://www.youtube.com/watch?v=2MyTJopbo4Y>

Kahoot quiz to confirm learning from video.

### **Week 5 – Lesson 5.2**

**Lesson Outcome:** Introduction to games from “Around the World” - practical

**Success Criteria:** Students demonstrate the ability to execute different movement skills from some or all three activities.

**Teacher Notes:** Gym floor must be booked and confirmed. Set up and pack up nets similar to volleyball or badminton, will take approx. 5min each.

**Resources:** Equipment from various net games (alternate equipment may be used if authentic equipment is unavailable), Gym floor, whistle.

### **Week 5 – Lesson 5.3**

**Lesson Outcome:** “Around the World” games and video recording - practical.

**Success Criteria:** Students attempt the skills taught and practiced in previous lessons, then record those movement skills.

**Teacher Notes:** This is a double period, allowing sufficient time to record movements and skills by students.

**Resources:** Equipment from various net games (alternate equipment may be used if authentic equipment is unavailable), Gym floor, whistle.

Refer to Self-Assessment report and collate information in Self-Assessment Collated spreadsheet.

#### **Week 5 – Lesson 5.4**

**Lesson Outcome:** Video review and reflection

**Success Criteria:** Student review the skills they were taught and reflect on their movement proficiency.

**Teacher Notes:** Review video from activities, analyse and compare movement skills between all previous taught games in this unit.

**Resources:** Classroom, projector, tablets or computers for video review.

## **PART 2 – Lesson Plans Week 5**

### **Lesson 5.1 Introduction to games of “Around the World”**

#### **Demographic of Lesson**

<b>Year Level:</b>	<b>8</b>	<b>Length of lesson in minutes:</b>	<b>45</b>
<b>Topic/Theme:</b>	<b>Net and Racquet Games – Around the World</b>		
<b>Curriculum Learning Area:</b>	<b>Health and Physical Education</b>		
<b>Strand:</b>	<b>Movement and Physical Activity</b>		
<b>Content Descriptor and Code:</b>	<b>Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082 - Scootle)</b>		
<b>Learning Intention (objective)</b>	<b>Students are learning:</b> Rules of Ringo (Poland), Pectra (Brazil) and Speak Takraw (Indonesia)		
<b>Success Criteria (assessment):</b>	<b>Students will be able to:</b>		

	<ul style="list-style-type: none"> <li>• Demonstrate their understanding of the rules of one of the above games.</li> </ul>
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### **Lesson Sequence:**

<b><u>Timings:</u></b>	<b><u>Teacher Activity:</u></b>	<b><u>Student Activity:</u></b>	<b><u>Resources/Notes</u></b>
	<b>Preliminaries:</b>		
5min	<p>Welcome, roll call</p> <p>“What sports have we played in the past 4 weeks?”</p> <p>“What kinds of sports are these?”</p> <p>“What do these sports have in common?”</p> <p>“How are these sports different from each other?”</p>	Students will take seats so they can see the screen and have access to their computers.	Projector and resources ready for students to access.
	<b>Introduction (Beginning):</b>		
<u>Max 5 min</u>	Introduce the following games: Ringo (Poland), Pectra (Brazil) and Speak Takraw (Indonesia).	Students will divide into at least 3 groups, each with a separate sport to research. Students may choose another sport to research, however, must be a net or racquet game.	Students will be given access to YouTube videos through group cloud services. Teacher must conduct own research to understand the games before delivering this lesson.
	<b>Lesson Body (Middle)</b>		
<u>15 min</u>	Teacher will observe and guide students to understand various games.	Students are conduct their own research within small groups. Students will be required to explain to the class the rules of their game so that everyone understands.	
	<b>Lesson Body (Middle)</b>		
<u>15 min</u>	Teacher is to be prepared to clarify rules of the games.	Students will use this time to explain how to play their game and the rules.	Student can use projector, as desired.

	“What are the key rules of the sport?” “How is the sport played?” “How is this sport similar to other sports?” “How is this sport different to other sports?”	Students should be using the previous games they have experienced to provide reference points for their explanations.	
	<b>Conclusion/Summary (End)</b>		
<u>10 min</u>	Teacher is to summarise the games discussed and be prepared to clarify information that students present.		

### **Reflection/Notes:**

<b>How do you know if the lesson went well?</b>	Students were able to conduct their own research with little or no requirement for teacher intervention. Students were able to explain how to play their game and the rules, and others understood other’s explanations. Students are prepared to play the games discussed.
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### **Resources**

Introduction to Ringo video - <https://www.youtube.com/watch?v=ftKYDDx06a0>

Introduction to Peteca video - <https://www.youtube.com/watch?v=W444ThscTrQ>

Introduction to Sepak Takraw video - <https://www.youtube.com/watch?v=2MyTJopbo4Y>

### **Lesson 5.2 Playing net games “Around the World”**

#### **Demographic of Lesson**

<b>Year Level:</b>	<b>8</b>	<b>Length of lesson in minutes:</b>	<b>45</b>
<b>Topic/Theme:</b>	<b>Net and Racquet Games – Around the World</b>		
<b>Curriculum Learning Area:</b>	<b>Health and Physical Education</b>		

<b>Strand:</b>	<b>Movement and Physical Activity</b>
<b>Content Descriptor and Code:</b>	<b>Practise, apply and transfer movement concepts and strategies with and without equipment (ACPM082 - Scootle)</b>
<b>Learning Intention (objective)</b>	<b>Students are learning:</b> Rules of Ringo (Poland), Pectra (Brazil) and Speak Takraw (Indonesia)
<b>Success Criteria (assessment):</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Demonstrate their understanding of the rules of one of the above games.</li> </ul>

### **Lesson Sequence:**

<b><u>Timings:</u></b>	<b><u>Teacher Activity:</u></b>	<b><u>Student Activity:</u></b>	<b><u>Resources/Notes</u></b>
	<b>Preliminaries:</b>		
5min	Welcome, roll call	Students will take seats so they can see the screen and have access to their computers.	Projector and resources ready for students to access.
	<b>Introduction (Beginning):</b>		
<u>Max 5 min</u>	Introduce the following games: Ringo (Poland), Pectra (Brazil) and Speak Takraw (Indonesia).	Students will divide into at least 3 groups, each with a separate sport to research. Students may choose another sport to research, however, must be a net or racquet game.	Students will be given access to YouTube videos through group cloud services. Teacher must conduct own research to understand the games before delivering this lesson.
	<b>Lesson Body (Middle)</b>		
<u>15 min</u>	Teacher will observe and guide students to understand various games.	Students are conduct their own research within small groups. Students will be required to explain to the class the rules of their game so that everyone understands.	
	<b>Lesson Body (Middle)</b>		
<u>15 min</u>	Teacher is to be prepared to clarify rules of the games.	Students will use this time to explain how to play their game and the rules.	Student can use projector, as desired.



		Students should be using the previous games they have experienced to provide reference points for their explanations.	
	<b><u>Conclusion/Summary (End)</u></b>		
<u>10 min</u>	Teacher is to summarise the games discussed and be prepared to clarify information that students present.		

### **Reflection/Notes:**

<b>How do you know if the lesson went well?</b>	Students were able to play the games with little/no teacher assistance. Students were able to demonstrate their understanding of the rules. Students are enjoyed the games.
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### **Resources**

Introduction to Ringo video - <https://www.youtube.com/watch?v=ftKYDDx06a0>

Introduction to Peteca video - <https://www.youtube.com/watch?v=W444ThscTrQ>

Introduction to Sepak Takraw video - <https://www.youtube.com/watch?v=2MyTJopbo4Y>

Around the world with Net/Wall Games <https://oregonshape.files.wordpress.com/2018/10/around-the-world-with-net-wall-games-resource-document.pdf>

### Lesson 5.3 Playing net games “Around the World”

#### Demographic of Lesson

<b>Year Level:</b>	<b>8</b>	<b>Length of lesson in minutes:</b>	<b>90</b>
<b>Topic/Theme:</b>	<b>Net and Racquet Games – Around the World</b>		
<b>Curriculum Learning Area:</b>	<b>Health and Physical Education</b>		
<b>Strand:</b>	<b>Movement and Physical Activity</b>		
<b>Content Descriptor and Code:</b>	<b>Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082 - Scootle)</b>		
<b>Learning Intention (objective)</b>	<b>Students are:</b> recording and analysing movements of Ringo (Poland), Pectra (Brazil) and Speak Takraw (Indonesia)		
<b>Success Criteria (assessment):</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Demonstrate their movement skills of the above games through a video recording.</li> </ul>		

#### Lesson Sequence:

<b><u>Timings:</u></b>	<b><u>Teacher Activity:</u></b>	<b><u>Student Activity:</u></b>	<b><u>Resources/Notes</u></b>
	<b>Preliminaries:</b>		
5min	Welcome, roll call. Direct students to begin set up of games and allocate areas for each game in the gym.	Students will begin to set up nets and allocate equipment to specific courts.	Prior to lesson, equipment room should be unlocked and equipment taken out if possible. Teacher must conduct own research to understand the games before delivering this lesson.
	<b>Lesson Body (Middle)</b>		

<u>70 min</u>	Teacher will direct students to each of the games and ensure that students are participating each game. Teacher is to move between games to assist students with recording movement skills.	Students divide in to 3 groups of similar size and begin to play each game that is set up. Within a group playing a single game, small groups will be established to record various movement skills that are similar to previous sports.	Rules handouts or guides may be useful to allow students to play games with less teacher guidance.  Tablets required to record videos of movement skills.
	<b>Lesson Body (Middle)</b>		
	<b><u>Conclusion/Summary (End)</u></b>		
<u>10 min</u>	Teacher is to summarise confirm with students that videos have been recorded, then ensure they are uploaded to group cloud service.	Students are to upload videos to their own cloud folders for subsequent lesson.	

### **Reflection/Notes:**

<b>How do you know if the lesson went well?</b>	Students were able to conduct their own research with little or no requirement for teacher intervention. Students were able to explain how to play their game and the rules, and others understood other's explanations. Students are prepared to play the games discussed.
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### **Resources**

Activity recording sample <https://australiancurriculum.edu.au/resources/work-samples/samples/e-journal-badminton-at/>

### **Appendix List**

1. Formative Assessment Tool.xlsx.
2. Student Self-Assessment Form.docx
3. Self-Assessment collated results.xlsx

## Part B – Reflection and Critical Analysis

This Unit of Work is designed to follow a clear theme of net and racquet sports and games, being tennis, volleyball, badminton and squash. This is finally, followed by “around the world games” which is a mix of different games net and racquet games from various countries around the world. The purpose of this design is to allow students to develop skills around sports that they are more likely to be familiar with, before progressing to games they are unlikely to be familiar with, however, with similar skills, movement patterns and strategies. (Ardiman, et al., 2019. Novelasari, et al., 2020)

This final week of activity is purposely introduced to create a superficial starting point to allow for more inclusive play, where students may be very proficient in one or more sports. By using sports and games that are not well known to the cohort of students, more of them are likely to need to learn the game from a beginner level.

Throughout the Unit of Work, greater efforts could have been made to reduce the skill gap between students with and without natural and/or trained ability. This could have been done by playing modified games that remove certain movements or change the concept of the game so that it would be appropriate for people with a disability. An example of this is to play disabled volleyball. In this sport, students would still be required to analyse the skills, similar to other sports, but also give them an appreciation for disabled sports. Further, a modification for a sport in this way, will significantly reduce any skill disparity between students. (McKay, 2018).

Many student cohorts, attending Health and Physical Education classes, are likely to have students that either cannot or do not want to participate. As such, the project and practical lessons are designed so that students can participate and contribute through observation, and conduct analysis and critique other student’s movement skills, techniques

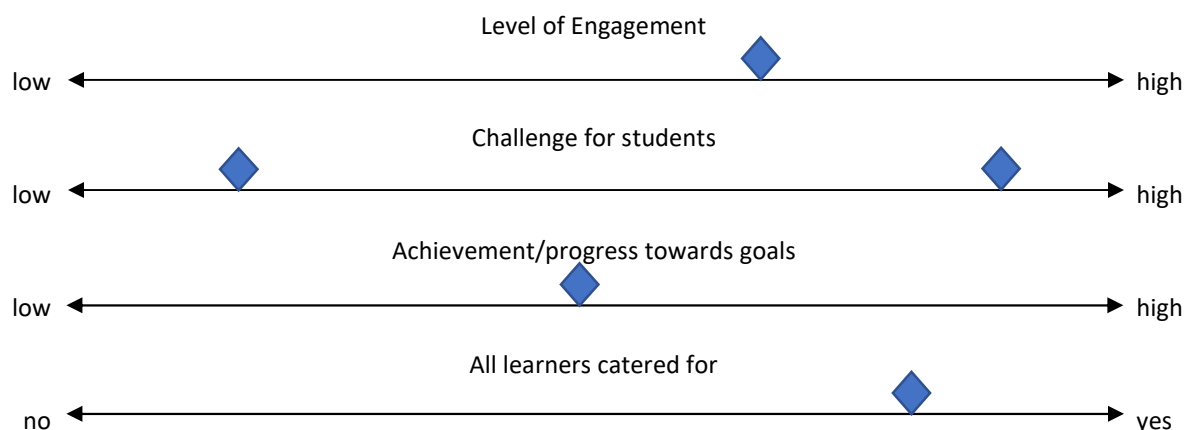
and understanding of the games. While motivating all students to participate actively in all activities is ideal, in some cases this will not be possible.

This Unit of Work has very little space to conduct catch up lessons not periods to review and reteach content that is not well understood by the learners. As such, a note is included that this Unit of Work can either be extended for an additional week or one of the traditional sports be excluded or compressed, in order to allow students sufficient time to learn and understand the content being delivered.

Whilst holding the ability to resolve any issues arising due to poor delivery, absentees or the requirement for additional lesson period is beneficial, the preference is to ensure that the students follow the Unit of Work, as it is designed and as a whole class group. Without specific knowledge of the cohort and without having built student-teacher relationships, this is impossible to account for therefore, caveats have been structured within the Unit or Work, so that its completion is possible. It is likely that the teacher delivering the Unit of Work will be able to build relationships with the student cohort, during the initial weeks of it, which will give them a greater understanding of the student's capabilities, resulting in more contextualised progress for the students.

## Teacher Evaluation and Reflection

### Students



### Future teaching suggestions:

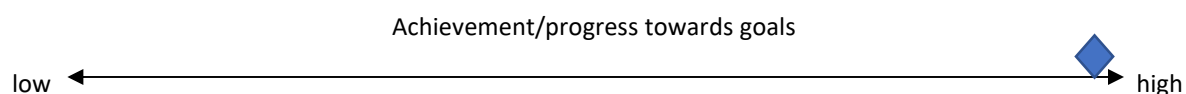
Most students were very engaged with the physical activities during this Unit of Work, however there was some difficulty with maintaining focus during the theory lesson, in particular the self-reflection and analysis.

The physical skills aspect did not provide significant challenge for students, although allowed them to progress and develop a variety of skills, which could be applied and manipulated to other games or sports. The use of ICT devices during this Unit of Work identified significant lack of capability in some students. Whilst this was mitigated by grouping those students with others that were very capable, a concerted effort, through broader whole-of-school learning plans will be implemented to ensure those students develop ICT capabilities that enable and enhance their learning.

All students progressed well toward the goals of physical skills development, however, as discussed above, students that did not possess the required ICT abilities, will be given other opportunities for more development.

All students were able to participate in the activities, whilst some could not participate in physical activities, or chose not to, they were able to participate through video recording and analysis.

### Teacher Professional Goals



An effective part of the Unit of Work was the theme applied and how skills can be developed and manipulated between a number of games and sports.

Another method to mitigate the disparity of students' ICT capabilities is to provide additional teacher aid, with another staff member. This would need to be planned and budgeted for with senior school administrators.

This Unit of Work clearly identified a gap in ICT capability, that could have critically undermined the progress of the Unit of Work. Whilst this was mitigated using mixed ability groups to aid those who did not have sufficient ICT capabilities, the critical information gained through this was the level of ICT capability that was lacking in some students therefore, Personal Learning Plans can be developed for those students.

<b>Unit</b>	<p style="text-align: center;"><b>Ease of use (plan)</b></p> <p style="text-align: center;"> </p>
<p style="text-align: center;"><b>Duration/Session times</b></p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p>	
<p style="text-align: center;"><b>Activities</b></p> <p style="text-align: center;"> </p>	
<p style="text-align: center;"><b>Resources</b></p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p>	
<p style="text-align: center;"><b>Assessment</b></p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p>	
<p><b>Suggested changes adaptations/modifications:</b></p> <p>To better allow students time to complete the assessment, the Unit of Work would be changed by removing one of the sports, most likely squash, and providing a week at the end of the unit, to allow more reflection and additional time and resources to repeat activities that students needed more time to practice or record more material.</p> <p>The most difficult issue forecasted for this change would be the diversity of activities that might be requested by students. Whilst most activities can be performed or practiced in the gymnasium; tennis is conducted at an outdoor facility. This outcome must still provide suitable supervision for all students to ensure their safety and guidance on the activities.</p>	

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