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.

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.

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| **Teacher Evaluation and Reflection** | | |
| **Students** | | |
| low | Level of Engagement | high |
| low | Challenge for students | high |
| low | Achievement/progress towards goals | high |
| no | All learners catered for | yes |
| 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. | | |

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| **Teacher Professional Goals** | | |
| low | Achievement/progress towards goals | high |
| 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. | | |

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| **Unit** | | |
| difficult | **Ease of use (plan)** | easy |
| **Duration/Session times** | | |
| too long/short |  | appropriate length |
| too many |  | appropriate amount |
| **Activities** | | |
| unrelated to outcomes |  | addressed the outcomes |
| **Resources** | | |
| difficult to find |  | easily found |
| difficult to use |  | easy to use |
| difficult for students to use |  | appropriate for students |
| **Assessment** | | |
| difficult to carry out |  | easy to carry out |
| unrelated to outcomes |  | allowed for range of student responses |
|  |  |  |
| Suggested changes adaptations/modifications:  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.  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. | | |