Assignment Three

**Daily Hassles as a Source of Stress in People's Lives**

by

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for

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PSY140 Introduction to Psychology A

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**Aim and Overview of Unit of Work**

This Unit of Work targets the Year 9 Health and Physical Education stream, as described in the Unit or work, below. Students will be given the framework necessary to apply specialised movement skills and more complex movement strategies. They will also explore strategies to evaluate and refine their own and others physical performance and progression.

They will explore the promotion of healthy behaviours and life-long physical activities, through the school’s policies and activities, their own and others’ activities, behaviours, habits and physical performance.

This Unit of Work was designed to be completed over a ten-week period or standard school term, which also allows for delivery of the assessment project and time for students to have targeted academic management when unable to complete the course work for other reasons.

**Multimedia Health Campaigns**

The aim of this part of the Unit is to allow students to explore the breadth of health campaigns that are delivered through a variety of media. This assessment of a student-chosen advertisement or campaign allows for a breadth of variety that would easily be restricted, through the teacher’s experiences and familiarity, if set pieces of work were delivered or directed. The unit assessment, then goes on to guide students through development of their own health advertisement or campaign, through a medium of their choice, again allowing for student creativity to not be bound by the teacher’s own experiences.

**Fitness Planning and Execution**

Students will be given the knowledge and tools to research fitness testing, planning and delivery. The theoretical lessons will be coupled with practical lessons for students to practically explore, assess and critique fitness standards and methods of assessment or delivery.

Scaffolding will be provided for students to see part of a training plan, then be allowed to develop their own or the scaffolded example, into a full plan.

This part of the unit will progress toward execution of their fitness plan and modifying as they identify missing elements or other opportunities to include other exercises or activities. This will be recorded through the use of individual personal electronic devices or school supplied devices.

**Use of ICT within the Classroom**

Students will be allowed and encouraged to use personal electronic devices through the conduct of the fitness planning, execution and assessment. They will be required to use devices to show planning of a fitness program and evidence relating to the achievements of themselves or others and to record specific activities using photography and video capture. These records will be used to demonstrate progress of students’ performance and to assess the data of their performance.

During the area of this Unit of Work where students will explore the use of the various media to deliver health campaigns, they will be able to observe, assess and analyse the way different organisations are able to reach their target audience. This will also demonstrate the aforementioned methods through examples provided in the Unit of Work plan and lesson plans. This area will be further developed through the assessment project.

During periods of delivery to the class, individuals and groups will be able to use the suite of ICT systems within the classroom, such as, smart boards or projectors. This is further enabled by the use of in-school cloud or shared drive systems, which reinforces the connectedness of people through ICT systems.

The assessment for this Unit of Work was developed to allow students to determine the method they, either felt most comfortable with or would challenge them best. This allows for diversity in processing the information gained through individual and group research, which will then inform how to best deliver the content to achieve delivery by the target audience. (Morze, et al., 2016)

**The 4C’s of 21st Century Skills**

Critical thinking and problem-solving skills, such as reasoning, judgement.

Communication skills, such as oral, non-verbal and written communication using a variety of media.

Collaboration skills, such as working effectively and effectively with diverse groups, effective leadership and followership, and valuing individual contribution to collaborative work.

Creativity and innovation skills, such as analysing existing problem from new and unique perspectives. (Germaine, et al., 2016).

**5 E’s teaching and learning model**

Engaging student’s prior knowledge, thus remaining within the Zone of Proximal Development to learn new information and discover new ideas.

Exploring through investigation through guided learning and hands-on discovery.

Explaining to support students’ development of their own discoveries, as they continue to develop their concept of self and understanding.

Elaboration through applying new skills to other situations, developing a deeper understanding.

Evaluate student’s learning through group and self-reflection and analysis of new ideas, understanding and skills. (Primary Connections, n.d.)

**Assessment Outline and Justification**

As described above, the summative assessment for this Unit of Work is a self-determined project to design a product to influence the community to improve choices surrounding health and physical activity. The project assessment description and rubric are designed to allow students to choose the method best suited to their abilities and the target audience they wish to influence. This technique to allow students to determine their own assessment method is designed to encourage greater investment with their learning. (Wright, 2011).

The formats determined to be acceptable, as per the Assessment description, includes video presentation, web-based product, verbal presentation, written presentation and an advertising style presentation. Whilst specifically, the video presentation and web-based product provide direct reference to ICT skills and methods, students utilising the alternative methods will be unlikely to avoid the use of exploring ICT skills to complete this assessment.

References

Germaine, R., Richards, J., Koeller, M., & Schubert-Irastorza, C. (2016). Purposeful Use of 21st Century Skills in Higher Education. *Journal of Research in Innovative Teaching*, *9*(1).

Morze, N., Makhachashvili, R., & Smyrnova-Trybulska, E. (2016). Communication in education: ICT tools assessment. *Proceedings from DIVAI*, 351-354.

Primary Connections. (n.d.). T*he 5E model: a framework for guided inquiry.* [https://www.primaryconnections.org.au//5e-model](https://www.primaryconnections.org.au/resources-and-pedagogies/pedagogies/5e-model-framework-guided-inquiry)

Wright, G. B. (2011). Student-centered learning in higher education. *International Journal of Teaching and Learning in Higher Education*, *23*(1), 92-97.