Stage 5: Sporting Culture

Unit title: Sporting Culture  
Stage: 5  
Teacher responsible:

Duration:  
Start:  
Finish:

Essential questions/Key ideas
- What shapes my view of sport and lifelong physical fitness?
- What contextual factors have an impact on participation in physical activity?
- How do external influences affect aspects of my own and others’ health, safety and wellbeing?

Unit overview
Students investigate what sporting culture is and why sport is important to Australia. By unpacking various aspects of health including physical, emotional, cognitive, financial and social impacts of sport, they are able to determine the value of sport. Students explore how gender and culture are represented in sport and how social behaviours are affected by the role modelling of Australian athletes.

Outcomes
A student:
- researches and appraises the effectiveness of health information and support services available in the community PD5-2
- critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-6
- plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-7
- critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts PD5-10

PDHPE skills
The following PDHPE skills are focused on during the unit:

Self-management skills – S
- Strengthening personal identity
  - self-evaluation
  - cultivating resilience
- Self-awareness
  - self-monitoring thoughts, feelings and actions
  - developing greater control and responsibility for our actions, feelings and behaviours
  - awareness of rights and responsibilities,

Interpersonal skills – I
- Communication
  - verbal and nonverbal communication
    - listening, e.g. active
- Collaboration, inclusion and relationship-building
  - expressing respect for others’ contributions
  - assessing their own abilities and contributing back to the group

Movement skills – M
- N/A
### Stage 5: Sporting Culture

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<tr>
<th>Influences, values, attitudes, strengths and weaknesses</th>
<th>Emotion and stress management</th>
<th>Decision-making and problem-solving</th>
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<td>- reflective practise</td>
<td>- optimistic thinking</td>
<td>- information-gathering</td>
<td>- recognising when help is needed</td>
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<td>- understanding others' views</td>
<td>- finding solutions to problems</td>
<td>- analysis</td>
<td>- accessing support and support networks</td>
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<td>- understanding of others' needs and circumstances</td>
<td>- analysis</td>
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### Learning goals
- investigate perspectives on sports in Australia
- analyse external influences on decision-making
- explore safe and unsafe behaviours
- explore the impact of media messages associated with sport in Australia
- apply self-talk and motivational practices
- promote the significant role of Aboriginal and Torres Strait Islander Peoples in Australian sport

### Evidence of learning

**A student:**
- identifies ways that the sport is affected by changes in weather
- constructs a letter outlining the economic value of a sport
- gives an oral speech about a sporting invention
- creates a story book about an Australian sporting hero
- discusses equity in sport
- develops a role play that shows how to deal with unethical behaviour in sport
- participates in a debate about athletes’ role-modelling behaviours for teens
- creates a positive self-talk mantra
- discusses the contribution of Aboriginal and Torres Strait Islander Peoples to Australia’s sporting culture.

### Differentiation

All students will demonstrate by the end of the unit an understanding of what aspects contribute to a sporting culture.

Most students will be able to demonstrate by the end of the unit the effects of athlete behaviour on adolescent choices.

Some students could demonstrate by the end of the unit the importance of sport in Australian culture including its local, state and national value.
## Assessment overview

**Assessment opportunities could include:**

### Informal summative assessment:
- student records, summaries and reflections in individual workbook
- teacher observations and questioning when debriefing during lessons
- participation in activities, role plays and debates
- cause-and-effect reasoning and persuasive writing
- student self-assessment of learning using a teacher-provided evaluation sheet
- ability of each student to reflect on their own learning.

### Formal formative assessment:
- Sporting Awareness Campaign
  *See end of program for task description*

## Content

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| - evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples  
  - analyse the role of family, friends and community in supporting an individual’s identity, and propose strategies to enhance their own and others’ wellbeing  
  - reflect on personal values in relation to a range of health issues and assess their impact on attitudes and behaviours  
- examine the influence of physical activity, outdoor recreation and sport on the lives of Australians  
  - explore the importance of social and cultural practice on individual and community participation in physical activity and participate in a range of | - **Glossary of terms** (can be used as a Pre-test): Read the definition and write a sentence demonstrating the meaning of the words. Take note of words understood, particularly the use of cause-and-effect language.  
  **Lesson’s Outcome: What is sporting culture?**  
  Students identify the aspects of sporting culture and explore various perspectives of sport in the lives of Australians.  
  - **APPLY Mind map**: As a class, students discuss their understanding of what sporting culture is or might be and draw a mind map of ideas following the discussion.  
  - **ANALYSE Vote with your feet**: Students stand in the centre of the room and the teacher allocates one side of the room as true and the other side of the room as false. A series of statements related to participation in sport are read out. Students move to the side of the room that corresponds to their answer or somewhere between the two answers. The teacher leads a discussion to unpack the class responses.  
  - **APPLY Reflection**: In pairs, students reflect on how |
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<td>physical activities from the Asia region M - investigate the varied perspectives held by Australians on sport and outdoor recreation and examine how diversity is represented in the sports we play today S</td>
<td>participation in physical activity can affect other areas of an individual’s overall health.</td>
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<td>• <strong>EVALUATE Reflection:</strong> Students look at a list of different sports played in Australia. They rank the sports in order of what they would most like to play, with 1 being their favourite. They rank the sports a second time in order of the sport they think that most Australians participate in, with 1 being the favourite. Students then answer a series of questions to reflect on the factors that influenced their answers. Then students look at the infographic of sports most played by Australians and compare their answers to the data provided.</td>
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<td>• <strong>EVALUATE Research:</strong> Students research sports that are traditionally played in different seasons and justify why the sport is played at that time of year. Students then surmise how climate affects sport and, in turn, sporting culture.</td>
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<td>• <strong>EVALUATE Research:</strong> Students read an article in relation to climate change and its effect on sport. Students research how extreme heat affects a person’s body. Students explore how these may be exacerbated by sport. Students then explore how climate change is affecting winter sports.</td>
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<td>• <strong>ANALYSE Research:</strong> Students research sports that are being aired on free to air channels. Students explore the factors that affect how sport is televised.</td>
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<td>• examine the influence of physical activity, outdoor recreation and sport on the lives of Australians - explore the importance of social and cultural practice on individual and community participation in physical activity</td>
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<td><strong>Lesson/s Outcome:</strong> Australia’s investment in sport Students explore the economic contribution of sport to Australian society, in order to justify the significance of sport to our culture and identity.</td>
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<td>• <strong>APPLY Discussion:</strong> Students are given one factor that determines economic value. They must explain the factor,</td>
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## Stage 5: Sporting Culture

### Content
- and participate in a range of physical activities from the Asia region
- investigate the varied perspectives held by Australians on sport and outdoor recreation and examine how diversity is represented in the sports we play today
- investigate media strategies, marketing and influences associated with health issues affecting young people
- explore the impact of media messages associated with physical activity, outdoor recreation and sport in Australia and propose how this might influence the health-related behaviours and actions of young people
- analyse situations where external influences may have an impact on their ability to make healthy and safe choices
  - describe pro-social behaviour expectations in social situations and examine how these can influence decisions, behaviours and actions
  - investigate the influences on risk-taking and decision-making and assess their impact on individual health,

### Register Teaching, learning and assessment activities
- researching if necessary, and determine how this factor determines economic value. Students then share their responses with the class and take notes to complete the table provided.
- **EVALUATE Be the expert**: Students research one sport to determine its economic value to Australia and devise a letter to the NSW Minister for Sport advising of their findings.
- **ANALYSE Research**: Students research the Australian Institute of Sport to understand their role in training and development for Australia’s athletes.
- **CREATE Oral presentation**: Students present an oral presentation that showcases research on one sporting innovation created, designed or implemented in Australia.
- **APPLY Visual presentation**: Students create a story book that shows the life of an Australian sporting hero including personal history, sporting achievements, legacy and influence.

### Reflection, evaluation and adjustment
- **Lesson’s Outcome: Sports ethics**
  
  *Students explore a range of ethical sporting behaviours including codes of conduct, performance enhancing drugs and equality and diversity in sport.*
  
  - **EVALUATE Research**: Students use the codes of conduct produced by Swimming Australia to identify appropriate pro-social behaviours, rights and responsibilities of various roles within in a sporting context.
  
  - **APPLY Survey**: Students find classmates who have researched a different code of conduct from Swimming Australia in order to find similarities and differences in
### Content
- Safety and wellbeing, e.g. drug use, road safety, physical activity, personal safety, pregnancy
- Examine the impact of changes and transitions on relationships - expectations in different relationships and social situations and examine how these expectations can influence decisions, actions and wellbeing
- Investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships - describe rights and recognise responsibility to others in a variety of relationships, e.g. consent, ground rules, boundaries
- Evaluate influences on ethical behaviour across a range of relationships, e.g. online and offline relationships, sharing material on social media
- Analyse situations where external influences may have an impact on their ability to make healthy and safe choices - investigate the influences on risk-taking and decision-making and assess their impact on individual health

### Register
- Examine the impact of changes and transitions on expectations for different roles across the club.

### Teaching, learning and assessment activities
- **EVALUATE Text response:** Students use online research to find a media article about swimming or a swimmer. Using this text, students answer a series of questions that unpack the behaviours identified and explore if they are in line with the code of conduct produced by Swimming Australia.
- **ANALYSE Research:** After reading about performance enhancing drugs, students research doping to explore the moral and ethical issues associated with performance enhancing drugs in sport.
- **EVALUATE Persuasive response:** Students research Lance Armstrong and use him as a case study to respond to the statement ‘does the end justify the means?’.
- **APPLY Role play:** Students work in small groups to devise a role play that shows a young athlete being persuaded into unethical behaviours.
- **APPLY Research:** Students use the internet to research help sources for young athletes at a community and government level. Students complete the table with the information they find.
- **APPLY Discussion:** Students participate in a class discussion about corruption in sport and take notes of the information that has been discussed in the space provided.
- **EVALUATE Research:** Students read through a timeline of events relating to Qatar’s World Cup scandal. Students research this case study of corruption further to unpack the ethical and moral issues associated with this type of corruption.
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| safety and wellbeing, e.g. drug use, road safety, physical activity, personal safety, pregnancy | S | - **EVALUATE Research**: Students read through some prevention strategies implemented by the Australian Government to act as a combatant against sporting corruption. Students research one of the strategies outlined to explore the effects of such policies on different groups within a sporting context.  
- **EVALUATE Text response**: Students look at a media article on transgender sportswoman, Hannah Mouncey. Students use this information to unpack gender messages in the media and equity in sporting contexts. | |
| • investigate media strategies, marketing and influences associated with health issues affecting young people  
  - explore the impact of media messages associated with physical activity, outdoor recreation and sport in Australia and propose how this might influence the health-related behaviours and actions of young people | S I | | |
| • plan, rehearse and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at short-term or long-term risk  
  - propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, e.g. drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use | S I | | |
| • investigate how empathy and ethical decision-making contribute to respectful relationships  
  - demonstrate an understanding | | | |
### Content

- of empathy and compassion to appreciate difference and diversity through an analysis of individuals and groups including Aboriginal and Torres Strait Islander Peoples **SI**
- evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples
  - analyse how norms, stereotypes and expectations may influence individual and group identity
  - examine how diversity and gender are represented in the media and communities, and investigate the influence these representations have on identity **S**
- critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels
  - research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the information of these services, e.g. within social networks **SI**
- evaluate strategies and actions

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<td><strong>Lesson/s Outcome:</strong> Community sport</td>
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| that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community  
  - examine current levels of physical activity in the school or community and propose future goals or action plans that will assist themselves and others to maintain regular participation in physical activity **S I**  
  - locate a range of physical activities available in the local area that meet individual needs and interests and evaluate their potential to contribute to a lifetime of physical activity **S I**  
  • design, implement and evaluate creative interventions for enhancing their own and others’ fitness levels and participation in a lifetime of physical activity  
  - investigate and prepare plans that promote the use of natural settings within the local community for physical activity and analyse their effectiveness in enhancing a lifetime of physical activity and/or improving fitness levels **M**  
  - create and evaluate health campaigns, programs or mobile applications that aim to promote fitness or participation |          | **Students explore the value of community sport to raise money and awareness of health issues within their local area.**  
  • **APPLY Presentation:** The class participates in a discussion about sport for charity and how this enhances Australia’s sporting culture. Students then research community-based fund-raising opportunities in their local area. Students share the event they have researched with the class. |                                  |
## Stage 5: Sporting Culture

### Content

- critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels
  - research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the information of these services, e.g. within social networks

### Register

- in a lifetime of physical activity

### Teaching, learning and assessment activities

- Lesson/s Outcome: Aboriginal and Torres Strait Islander Peoples representation in sport
  
  Students explore the contribution of Aboriginal and Torres Strait Islander Peoples to the Australian sporting landscape. They identify various contextual factors for these athletes and the young people who they are role models for, such as access, racism and cultural heritage.

- **ANALYSIS Research:** Students research the NSW Indigenous Surf Program through Surfing Australia. Students explore how these types of programs benefit young Indigenous Australians.

- **ANALYSE Reflection:** Students read about three great Australian sporting legends that are Aboriginal and Torres Strait Islander Peoples. Students explore the effect of role models who represent a person’s physical attributes, values and cultural heritage.

- **EVALUATION Text response:** Students read a media

### Reflection, evaluation and adjustment

- **ANALYSIS Research:** Students research the NSW Indigenous Surf Program through Surfing Australia.
  - Students explore how these types of programs benefit young Indigenous Australians.

- **ANALYSE Reflection:** Students read about three great Australian sporting legends that are Aboriginal and Torres Strait Islander Peoples. Students explore the effect of role models who represent a person’s physical attributes, values and cultural heritage.

- **EVALUATION Text response:** Students read a media
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<td>- investigate the varied perspectives held by Australians on sport and</td>
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<td>article about a racist incident on the AFL field, involving Adam Goodes. Students use this example to unpack how racism affects a person’s overall health and the importance of inclusivity in society and in sport.</td>
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<td>outdoor recreation and examine how diversity is represented in the</td>
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<td>sports we play today S</td>
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<td>• analyse the contextual factors that have an impact on the health,</td>
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<td>safety, wellbeing and participation in physical activity of</td>
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<td>individuals and groups, including Aboriginal and Torres Strait</td>
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<td>Islander Peoples - examine how contextual factors influence sense of</td>
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<td>self and assess the impact this has on individual health, safety,</td>
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<td>wellbeing and participation in physical activity I</td>
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<td>• analyse situations where external influences may have an impact on</td>
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<td>their ability to make healthy and safe choices - describe pro-social</td>
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<td>behaviour expectations in social situations and examine how these</td>
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<td>can influence decisions behaviours and actions S I</td>
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<td>• investigate media strategies, marketing and influences associated</td>
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<td>Lesson/s Outcome: Athletes’ influence on teens Students identify behaviours that are showcased by sports people and make connections between how this behaviour influences young people and their perception of appropriate social interactions and decision-making.</td>
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<td>with health issues affecting young people - critically analyse</td>
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<td>gender messages in popular culture</td>
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<td>and consider their impact on individual and community health, safety, wellbeing and participation in physical activity</td>
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<td><strong>• analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples</strong></td>
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<td>- analyse how changing norms, stereotypes and expectations influence the way young people think, behave and act in relation to their own and others’ health, safety and wellbeing, e.g. LGBTQI people, people from culturally and linguistically diverse (CALD) backgrounds, people with disability</td>
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<td><strong>• analyse situations where external influences may have an impact on their ability to make healthy and safe choices</strong></td>
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<td><strong>• ANALYSE Research:</strong> Students work in pairs to research the effects of concussion in sport.</td>
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<td><strong>• APPLY Discussion:</strong> Students read a series of information and statistics about violence and aggressive behaviours linked to watching sport. Students unpack this data through a class discussion that explores the messages being sent about relationships through the actions of sports people.</td>
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<td><strong>• EVALUATE Research:</strong> Students research the practice of Mad Monday celebrations to explore the culture of binge drinking and drug taking within a sporting context to evaluate the effect this has on teens who see these behaviours at their club or in the media. Students then research sporting personalities who have a positive influence on the teens who look up to them.</td>
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<td><strong>• EVALUATE Carousel debate:</strong> Students stand in a circle opposite their partner. The inside circle conducts the debate and the teacher will give a topic. The debate should continue for two minutes before the outside circle rotates and the new pairs start to debate the topic. Students continue to change partners every two minutes and the teacher will indicate when a new topic should begin.</td>
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### Content

- safety and wellbeing, e.g. drug use, road safety, physical activity, personal safety, pregnancy

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<td>Lesson's Outcome: Sports motivation</td>
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<td>Students identify and practise a range of methods to improve self-esteem and confidence for use when participating in sport.</td>
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<td>• ANALYSE Discussion: In pairs, students read the quotes provided and discuss the importance of self-assurance and self-confidence for Australian sports athletes.</td>
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<td>• APPLY Survey: Students read the provided information about intrinsic and extrinsic motivation. Students talk to a range of peers to find out how they are most commonly motivated in a sports context.</td>
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<td>• APPLY Problem solving: Students read about the different types of self-talk. Then students look at negative statements and re-word them into positive self-talk statements.</td>
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<td>• ANALYSE Visual presentation: Students create their own self-talk mantra. Students draw a representation of themselves using the mantra in a sports context. Students then identify ways to help a friend who lacks motivation or needs assistance with positive self-talk.</td>
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<td>• EVALUATE Comprehension: Students answer a series of questions on how motivation leads to success in sports, and how it translates to a tool for overcoming adversity in life.</td>
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<td>• plan, rehearse and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at short-term or long-term risk</td>
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<td>- practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations, e.g. sexual relationships</td>
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<td>- locate a range of physical activities available in the local area that meet individual needs and interests and evaluate their potential to contribute to a lifetime of physical activity</td>
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<td>- propose, implement and evaluate strategies and actions that influence their own and others’ mental health and wellbeing, e.g. participation in physical activity, sleep habits, mindfulness, connectedness</td>
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<td>- discuss the degree to which self-talk and encouragement influences and motivates themselves and others to continue to participate in physical activity</td>
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### Lesson Outcome: Revision and Evaluation

*Students complete revision activities to consolidate unit understanding and identify areas of misunderstanding.*

- Unit quiz
- Develop a case study
- Personal evaluation
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Resources
Please see the list of weblinks provided for this unit in the Personal Development, Health and Physical Education (2018 Syllabus) area at http://www.pearsonplaces.com.au.
Assessment for learning activity

Big Idea or Key Inquiry Question
- What contextual factors have an impact on participation in physical activity?

Outcomes
- researches and appraises the effectiveness of health information and support services available in the community PD5-2
- critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-6
- plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-7

Description of assessment for learning activity
Students work in small groups to research current activities in their local area that promote inclusivity in a physical activity. Students then plan their own event and share it with the class.

Criteria for assessing learning
When completing the task ensure that you demonstrate a good understanding of the contextual factors for a successful event including:
- clear objective of inclusivity in one area
- research of other similar events
- creation of promotional materials
- thoughtful scheduling and identification of specific needs of the participants to compete in the event.

Assessment of Learning and Skill Feedback

| Advanced | Presents a creative and engaging overview of their event  
|          | Includes an exceptional knowledge of the components of an event including the objective, a date, and location  
|          | Has designed branding to an excellent standard showing a thorough understanding of how to promote an event  
|          | Has designed the event schedule to an exceptional standard, demonstrating accurate research of similar event types  
|          | Has thoughtfully written a review that will provide qualitative and quantitative feedback of the event |
| Accomplished | Presents an engaging overview of their event  
|             | Includes a good knowledge of the components of an event including the objective, a date, and location  
|             | Has designed branding to a high standard showing a clear understanding of how to promote an event  
|             | Has designed the event schedule to a good standard, demonstrating research of similar event types  
|             | Has thoughtfully written a review that will provide qualitative and quantitative feedback of the event |
| Developing                                                                 | • Presents an overview of their event including the components of the event such as the objective, a date, and location  
|                                                                           | • Has designed the branding to an adequate standard but may lack thoughtful execution or creative design  
|                                                                           | • Has included the event schedule  
|                                                                           | • Has written a review that will provide feedback of the event |
| Beginning                                                                 | • Presents a poor overview of their event  
|                                                                           | • Has included some of the components of an event such as the objective, a date, or a location  
|                                                                           | • Has included branding that lacks detail and does not demonstrate any understanding of how to successfully promote an event  
|                                                                           | • Has included an event schedule which is unrealistic or lacks thought in its development  
|                                                                           | • Has written a review that will provide limited feedback of the event |
| Feedback                                                                  | Students will be provided with written feedback from their teacher in accordance with the marking criteria. |
| Future directions and application of understanding and skill              | • Students will be challenged to reflect on their actions in a sporting context and to be motivated to develop and practise safe behaviours including responsible use of alcohol, safe sporting conduct and positive self-talk in sport and in life. |
### Teacher’s reflection and evaluation

*After teaching this unit, reflect on the following:*

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>Timing and appropriate sequence of activities</td>
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<tr>
<td>Student understanding of content and achievement of outcomes</td>
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<tr>
<td>Depth of coverage</td>
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<td>Opportunities for feedback and student reflection on learning</td>
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<td>Differentiated teaching and learning strategies</td>
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<td>Variety of assessment for/as learning strategies</td>
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</tbody>
</table>
| Embedded propositions in the learning activities.  
  - educative purpose  
  - strength based approach  
  - value movement  
  - health literacy  
  - critical inquiry approach |                |      |           |         |
| Areas for improvement    |                |      |           |         |

**Teacher signature**

**Department/Faculty Head signature**
Stage 5: Sporting Culture

Attributions
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