

## Unit 2: Designing, implementing and expanding informal participation activities

**Overview:** This 8-11-week unit of work asks students to design, engage with and expand an informal participation activity (IPA) with their peers. The unit builds upon learnings from IPA unit 1. To successfully complete this unit, students will draw on a range of developing knowledge, skills and understanding to: Design an engaging informal participation movement experience that utilises available resources; apply an effective cycle of critical action and reflection and; support self and others through effective social and physical engagement in the activity. As a result of an ongoing process of feedback and refinement, selected IPAs are offered to the wider school community. Students will capture a range self and teacher directed learning achievements and present these in a portfolio.

**Learning Goals:** Through the design of and engagement with informal participation activities students will:

1. Demonstrate the application of an expanding repertoire of personal and social skills to develop and implement plans, solve problems creatively and establish and maintain respectful, safe and inclusive relationships.
2. Provide evidence of a growing capacity to move with competence and confidence at a level of optimal challenge, whilst monitoring improvement and sharing emotions/feelings and insights linked to participation.
3. Showcase how they have learnt to effectively and respectfully utilise resources (people, time, spaces/places, equipment) and manipulate constraints to safely and positively engage with others, in movement.

**Success criteria:** Students will know they have been successful when they work effectively with others to support peer engagement, improve their movement confidence and competence and utilise resources effectively as part of a sustained informal participation, within and beyond the classroom.

**Assessment:** Students will undertake a series of informal and formal assessment tasks that contribute to a portfolio for submission at the end of the unit. Contributing to the portfolio are a range of smaller formative self, peer and teacher assessed tasks. A summative task includes a reflection piece to conclude the portfolio summarising learning. Students are assessed initially and periodically on their developing knowledge and skills associated with applying an evaluative framework developed from IPA Unit 1. To assess learning goals teachers can select from the following ideas for assessment:

Goal 1) **FORMAL:** Session 1, complete initial pre-assessment concept maps<sup>1</sup> related to knowledge of effective personal and social strategies that enable group function (ie. planning, communicating (incl. ICT, social media), decision making, group work, problem solving and positive interactions). From pre-assessment, students select an area for personal development (Session 2 onwards). Students provide work samples/video data or peer testimony that are used as evidence of progression as part of their portfolio. Post-assessment concept maps to gauge learning about personal and social strategies at the end of the unit. **INFORMAL:** Group work and social interactions are periodically evaluated by peers and teachers (ie. Teaching Personal and Social Responsibility). These are appended to the portfolio.

Goal 2) **FORMAL:** Pre-post evaluation. Students employ a teacher-approved self-analysis tool that evaluates their movement competence and confidence (validated with supporting evidence) and from the evaluation select a motor skill, fitness or a tactical focus for progression (Session 5). They also identify two elements linked to supporting movement they wish to focus on and progress with collected evidence (ie. planning, risk management, leadership, nutrition. Session 5 onwards). Students showcase progression of these foci in the portfolio. **INFORMAL** Students also showcase in the portfolio their ongoing commitment and engagement in the activity via the provision of action plans, coping plans, monitoring (use of ICT) and evaluating practice/effort. They utilise peer testimony for how they supported others to develop.

Goal 3) **FORMAL:** Use evaluation frame from TPA Unit 1 to assess how well resources (including people) and constraints were deployed to engage participants (initially in their selected activity and eventually the group activity) (session 2 onwards). As students 'refine what works' through the activity based feedback cycle, they add to the evaluation frame to showcase learning across the unit. Pre-post sensory Y-Charts with accompanying embodied movement paragraphs<sup>2</sup> that describe feelings, sensations and bodily responses in movement and in relation to the environment are included. **INFORMAL:** Participant feedback from the activities they run and participation numbers in their activity (session 6-8).

Maps, planning documents and activity modifications are submitted to the portfolio.

A worked example of a final portfolio is provided to scaffold the assessment task for the learner.

Session No.	Unit 2. Developing showcasing and participating in informal physical activity: Content	Pre-requisite Skills
<b>Introduction Phase: Engage, explicit learning goals, models, assessment, activity and group selection</b>		
1	<p>Engage: Parkrun as a worked example (video and worked example). Why do people move? Why do you move? Why informal physical activity (IPA)<sup>1,2</sup>.</p> <p>Refine and agree upon an IPA evaluation frame - 'what works?' developed from Unit 1, comprising:</p> <ul style="list-style-type: none"> <li>• Environmental Considerations: Access, resources (people, time, spaces/places, equipment) and manipulate constraints to safely and positively engage in movement.</li> <li>• Activity Considerations: Planning, safety, resources, skills to move with competence and confidence at a level of optimal challenge (for a variety of participants) whilst monitoring improvement (motor skill, fitness, tactics).</li> <li>• Personal and Social Considerations: Motivation, goal setting, shared experiences, teamwork and effective communication to make informed decisions, solve problems creatively and interact positively with others.</li> </ul> <p>Overview assessment: Use Parkrun as a worked example/success criteria<sup>3,4</sup> for assessment.</p> <p>Brainstorm/research a range of informal physical activities using stimulus cards/questions/criteria (IPAs)</p>	<p>Affective movement vocabulary<sup>1</sup></p> <p>Unit 1 – IPA evaluation frame - 'what works'</p>
2	<p>Community environments for IPA: Use mapping process from unit 1 to identify environments, resources (incl. equipment) and policies in the school/community that can support different IPAs. Draw on Parkrun as a worked example.</p> <p>Conduct a 'forming effective groups' exercise</p> <p>Within constraints established by the teacher, negotiate IPAs for implementation (approximately 6) and form working teams (approx. 4 people) for each (can be duplicates)</p>	<p>Unit 1 - Asset-resource mapping skills</p> <p>Working in groups</p> <p>Concept Mapping<sup>2</sup></p> <p>TPSR<sup>5</sup></p>
<b>Design Phase: Design a range of IPAs, receive feedback, refine, develop the participant experience</b>		
3	<p>Design the IPA (practical): Students use effective group strategies and the modified IPA evaluation frame - 'what works?' to practically plan key features of their activity including: Environmental layout, equipment, resources; safety and risk assessment; key knowledge/history about the activity; skill, fitness, tactical requirements; ways for participants to monitor progress; communication platforms; ways to modify it to allow all participants to engage at optimal challenge.</p> <p>Continually trial ideas as they evolve in practice. Self/Peer-evaluate using framework and refine.</p>	<p>Knowledge of strategies for group work<sup>6</sup>. Applied understandings of personal and social responsibility<sup>4</sup>.</p> <p>Digital literacy skills</p> <p>Risk and safety audit skills</p>
4	<p>Showcase IPAs: Across the session, students engage two other groups in their activity and also experience two other groups' activities. They use peer feedback sheets based upon the 'what works for IPA' framework to both give and act on feedback.</p> <p>Refine: Use feedback to refine their IPA</p> <p>Foreground next session: Participants will need to prepare a presentation for their activity next session</p>	<p>Games making approach<sup>7</sup></p> <p>Feedback sheets<sup>7</sup></p>
<b>Implementation Phase: Select and implement IPA (5 – 7 weeks)</b>		
5	<p>Present and select 3 IPAs: Following preparation for presentations, groups are given 4 minute presentations to explain how their IPA will meet the needs of a wide range of participants. Hold a silent ballot to select 3 class IPAs. Students identify focus areas for personal development in these IPAs.</p>	<p>Presentation Skills</p>
6	<p>Participate: Participants engage in the selected IPAs and submit feedback sheets for the activity they complete. They evaluate their own participation and capture evidence of progression.</p> <p>Volunteer: Group members who ran the activity, use feedback and work with volunteers (from participant pool) to run activity next session. Participants wanting to change activities provide a justification.</p>	<p>Peer teaching skills</p> <p>Evaluating skills, fitness, tactics, feelings</p>
7 (8, 9)	<p>Participate: Volunteers run the three IPAs again in the first half of the session.</p> <p>Volunteer: New volunteers are inducted to set up and run the next session.</p>	<p>Working in groups</p>
8 (10)	<p>Participate: Volunteers run the three IPAs again in the first half of the session.</p> <p>Extend: Students decide on 1 or 2 activities they wish to run for the rest of the school over next 3 weeks and devise small group promotion strategies, conduct risk assessments and plan resources. Post assessment tasks.</p>	<p>Risk assessments</p> <p>Concept mapping <sup>2</sup></p>
9 (11)	<p>Outside of class, students continue to run the IPA. They record attendance, demographics, support participants, and host a communication platform whilst continuing to develop their program. The submission of the portfolio signals the official end of the unit.</p>	<p>ICT skills and understandings</p>

<sup>1</sup>Novak, J. D. (1990). Concept mapping: A useful tool for science education. *Journal of Research in Science Teaching*, 27(10), pp. 937-949.; <sup>2</sup>O'Connor, J. (2018). Exploring a pedagogy for meaning-making in physical education. *European Physical Education Review*, p 1356336X18802286. doi:10.1177/1356336X18802286; <sup>3</sup>Department for Education and Training. (2018). *The pedagogical model*. Melbourne, Victoria: Department for Education and Training.; <sup>4</sup>Department of Education and Training. (2017). *High impact teaching strategies: Excellence in teaching and learning*. Melbourne, Victoria: Department for Education and Training.; <sup>5</sup>Hellison, D. (2003). Teaching personal and social responsibility in physical education. *Student learning in physical education: Applying research to enhance instruction*, pp. 241-254.; <sup>6</sup>Baines, E. (2017). (Book). *Promoting Effective Group Work in the Primary Classroom: A Handbook for Teachers and Practitioners* New York: Routledge.; <sup>7</sup>Quay, J. & Peters, *Creative Physical Education: Integrating Curriculum Through Innovative PE Projects*: Human Kinetics 1.