**Stage 1 Physical Education**

**Assessment Type 2 – Physical Activity Investigation**

**Movement/Sport/Activity:** **TOUCH**

**Task description:**

South Australia has a rich sporting history. However, the sport of Touch is considered to be a ‘minor’ sport played within the state when compared to AFL, Soccer and Netball. Your task is to investigate the following 2 questions:

1. How accessible and suitable is Touch to play as:

* *an assessed unit in senior Physical Education,*
* *as a recreational sporting activity,*
* *as a means of maintaining fitness,*

compared to other, more popular invasion sports?

**Note:** Select only *one* of the options to respond to for Question 1.

1. How accessible and suitable is the sport of Touch for supporting the goal of lifelong participation in physical activity of school graduates?

Within your reflection and analysis of Touch, you may wish to make reference (including the use of data) to:

* Social, personal, cultural and environmental enablers and/or barriers to the sport
* Physiological factors that may affect participation and inclusion
* Psychological/skill acquisition factors that may affect participation and inclusion.

**Response requirements:**

The evidence presented in your response should be up to a maximum of 6 minutes for an oral or multi-modal presentation. For a written response the evidence presented should be up to a maximum of 1000 words.

You are required to maintain a folio of evidence and resource references that have informed your response. This collection of evidence and the resource reference list are included in an APPENDIX and submitted with the response.

**Specific features addressed (IN BOLD):**

**A1 Application of knowledge and understanding of movement concepts and strategies**

**A2 Application of collaborative skills**

**A3 Communication using subject-specific terminology**

**EAR1 Exploration and analysis of evidence relating to physical activity**

**EAR2 Reflection on movement concepts and strategies**

EAR3 Reflection on ways to improve participation and /or performance.

**Movement Concepts/Strategies Focus:**

Relationships (Human & Environmental)

Movement Quality (How the body can move)

**Stage 1 Physical Education Performance Standards**

|  |  |  |
| --- | --- | --- |
| - | Application | Exploration, Analysis, and Reflection |
| A | Astute and highly effective application of knowledge and understanding to movement concepts and strategies.  Focused and sustained application of collaborative skills.  Highly effective use of accurate subject-specific terminology. | Focused exploration and in-depth analysis of evidence relating to physical activity.  Insightful reflection on movement concepts and strategies.  Insightful reflection on ways to improve participation and/or performance. |
| B | Effective application of knowledge and understanding to movement concepts and strategies.  Mostly thorough and sustained application of collaborative skills.  Effective use of accurate subject-specific terminology. | Thorough exploration and some depth of analysis of evidence relating to physical activity.  Well-considered reflection on movement concepts and strategies with some insights.  Well-considered reflection on ways to improve participation and/or performance. |
| C | Generally effective application of knowledge and understanding to movement concepts and strategies.  Competent application of collaborative skills.  Generally effective use of subject-specific terminology with some accuracy. | Generally competent exploration and analysis of evidence relating to physical activity.  Considered reflection on movement concepts and strategies.  Considered reflection on ways to improve participation and/or performance. |
| D | Some application of knowledge and understanding to movement concepts and strategies.  Some application of collaborative skills.  Some use of subject-specific terminology. | Some exploration and analysis of evidence relating to physical activity.  Some reflection on movement concepts and strategies.  Some reflection on ways to improve participation and/or performance. |
| E | Attempted application of knowledge and understanding to movement concepts and strategies.  Attempted application of collaborative skills.  Attempted use of subject-specific terminology. | Attempted exploration and analysis of evidence relating to physical activity.  Attempted reflection on movement concepts and strategies.  Attempted reflection on ways to improve participation and/or performance. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lessons** | **Inquiry Questions** | **Focus Area Considerations** | **Mode of Delivery** |
|  | How well prepared is my class to successfully learn and play Touch? What has influenced this?   * What previous experiences will assist or hinder our success? * What attitudes do we hold toward Touch? * How will these factors influence our motivation? | In movement:   * Movement concepts & strategies – familiar or unfamiliar aspects of Touch   Through movement:   * Physiological barriers & enablers to participation – age, gender, body composition, fitness levels (*revision of fitness components from year 10*) * Personal influences on participation (*can link in Skill Acquisition – factors affecting learning: previous experience, family influence, gender differences, stereotypes, accessibility and resources*) * Cultural influences on participation (Figueroa’s Framework; Australian sporting culture - Eastern states v SA; Historical perspective on game and its origins in Aust.; Sporting culture and influences in SA) | In movement:  -Full game of Touch (for the experience - video)  -Explore movement concepts around creating space in Touch through forward locomotion rather than through projectile motion: play 3v3 Soccer, Basketball and Touch  -Transfer of AFL playing principles: ‘play on’, ‘breaking the line’, ‘support the ball carrier’ to Touch principles of play.  Through movement:  -Survey/questionnaire of class after:   * Watching skilled game of Touch * Playing full game in lesson.   About movement:  -Link to a class in QLD? – Skype or video conference. |
|  | How can we manipulate our learning environment to achieve the best outcomes for our class in Touch?   * What do we need to understand about Touch? * What do we need to understand about the students in this class? * What are going to be the main issues that hinder our ability to be successful Touch players? | About movement:   * Learning and refining skills – what does skilled performance in touch look like; factors affecting skill learning; stages of skill learning * Relationship between practice & performance (‘learning’)   Through movement:   * Social strategies to manipulate equity in participation – team selection within the class; modification of the environment; environmental, task & individual constraints – how can we motivate & enhance the overall success of the class by manipulating these factors?   In movement:   * Applying skill acquisition concepts for improvement – processes to improve skill learning - skill transferability (positive and negative); previous experience; long term memory – role of affordances; role of feedback | About movement:  -Screencast of skill acquisition concepts  Through movement:  -Team selection discussion – teams to be set for the remainder of Touch in 11PE  -Explore different environmental modifications – student-led (experienced players as ‘coach’), teacher-directed, practice in teams, practice as combined teams, small-sided, field size; rule modifications  In movement:  -(Individual) Roll ball execution – data collection using pre-test in a game and post-test of practicing the skill – performance of individuals compared to their previous experience in sports  -(Team)Defensive strategies: developing team skilfulness; communication requirements; defending as a line v shooter v odds & evens v line defence |

|  |  |  |  |
| --- | --- | --- | --- |
|  | *Investigation break to conduct Improvement Analysis through Physical Fitness Laboratories with specific relevance to Touch (see Assessment Task 2)* | | |
|  | How will my participation in Touch during Senior PE enable/support my involvement in lifelong physical activity?   * How does Touch compare to other sports that are accessible to me? * What are going to be the main influences on my participation in physical activity? * What does Touch offer in the way of accessibility and inclusion that gives it an advantage over other sports? | Through movement:   * Physiological barriers & enablers to participation – how can involvement in Touch serve my fitness needs; perception of my ability in Touch * Personal influences on participation – explore the accessibility of Touch for young adults in SA and for students of this demographic; having gained experience in Touch now, how does that influence future involvement? Motivation to continue playing – links to other sports I play or am interested in playing * Cultural influences on participation – link back to first inquiry question; what advantages does playing Touch have for cultural values (team sizes, resource needs, costs) | In movement:  - Game analysis – compare physiological enablers/barriers and movement concepts/strategies with those of other sports (specifically the ones that have links to our school community) – what makes Touch suitable or not for participation after school?  Through movement:  -observe/play in a Touch competition (weeknight social competition or Sat morning school comp)  About movement:  -interview old scholars playing Touch  -interview old scholars who did Senior PE but are not playing Touch after school  -interview past students – Football, Soccer, Netball clubs  -investigate various Touch competitions in SA: costs, accessibility, locations |