Stage 2 Physical Education

Assessment Type 3: Group Dynamics

Suggestions and considerations for completing the assessment during extended online learning.

Focus of Assessment Type 3: Group Dynamics

Working collaboratively to impact the participation or performance of one or more other person/s.

Consider who your students can coach:

1) Virtually (e.g. via Microsoft Teams/Zoom): member(s) of their class
2) In-person: person/s within the same household e.g. parent/guardian or sibling
3) Virtually (e.g. via Microsoft Teams/Zoom): person/s outside of their household, e.g. friend, peer or relative.

Focus of Improvement

The student may consider consulting the person/s they are coaching (participant/s) to determine their goals for physical activity before deciding on the coaching role that they will undertake. The participant/s may have goals related to participation or performance in physical activity.

Suggestions for Coaching Roles

Please note, these are intended to provide some prompts to support students in successfully completing AT3 during extended online and flexible learning situations, it is not an exhaustive list.

	From the Subject Outline	*Possible Ideas for AT3: Group Dynamics*
Fitness coach	Collect and use data to develop individual plans for group members, applying exercise physiology concepts.	Student coaches participant/s in achieving goals related to improving or maintaining fitness during lockdown. This may include designing a training program tailored to their home environment and lockdown exercise requirements.
Technical coach	Collect and use data to develop and refine sport-specific movement patterns for individual group members, applying exercise physiology, skill acquisition, and/or biomechanical principles.	Student coaches participant/s in learning or improving a technical skill by designing practice sessions for their home environment. Person/s may be learning a new skill or seeking to maintain skillfulness between sporting matches.
Tactical coach	Collect and use data to develop and implement sport-specific tactics and apply transferable tactics from other sports that group members are familiar with, using skill acquisition and socio-cultural concepts.	Student coaches participant/s in developing tactical capabilities for their sport by designing practice sessions for their home environment. This may include designing 'backyard games' of a similar sport-type (e.g. invasion, net-wall, striking and fielding, target) to replicate game situations for decision making opportunities.
Motivational coach	Collect and use data to develop and implement sport psychology concepts to improve group or individual performance.	Student coaches participant/s using psychological strategies to maintain motivation for physical activity during changing restrictions and lockdown status. For example, a parent has signed up for an online training program and the student implements psychological strategies to support them in completing the program.

AC2: Opportunities for applying communication and collaborative skills

Students can apply communication and collaborative skills through in person and/or virtual space, to achieve the intended goals through opportunities that may exist, such as:

- Student works collaboratively with the person/s they are coaching. They apply collaborative skills to consult with, tailor to and ensure the participants' goals are being achieved.

- Student uses an online platform such as Microsoft Teams/Zoom to apply communication strategies such as questioning, feedback, etc.

- Where circumstances allow, students may work collaboratively with other student/s in supportive coaching role/s. For example: a group of peers may be coached for achieving fitness goals by both a Fitness and Motivational coach who apply collaborative skills to design and implement complementary strategies to support the group of peers in achieving their goals.

AE1: Considerations for collection, analysis and evaluation of evidence

Specific planning by students may be required, particularly where they are coaching someone virtually, to ensure adequate collection of evidence. This will ensure that they have the capacity to successfully analyse and evaluate evidence and use it to support their evaluation of participation/performance (AE2) and evaluation of strategies (AE3).

Students may consider various types of evidence that can be used to inform their implementation and evaluation of strategies. For example, simple testing of fitness or skills may provide data at particular checkpoints and this could be supplemented by the collection of survey/rating evidence provided by the participant.

There may be opportunity to apply collaborative skills in getting the person/s being coached or their respective household members to support the collection of evidence prior to, at checkpoints throughout and after the implementation of strategies.

Other considerations / suggestions related to specific features

AC1/AC4	Students should not feel restricted in the knowledge and understanding they apply to their coaching role. Whilst some key ideas from the focus areas in the subject outline may seem to extend beyond the scope of their coaching role, if it is contextually relevant to the participant achieving their participation or performance outcomes, students can apply their knowledge and understanding of key ideas that may appear to fall outside of their coaching role.
AE2	Successful achievement of this feature *is not* dependant on whether the participant does improve in their participation or performance. Students *are required to reflect on and evaluate* the improvement, which they can do regardless of whether participation or performance decreases, is maintained or improves.
AE3	Students may think broadly and creatively in implementing strategies when undertaking their coaching role. Successful achievement of this feature *is not* dependant on which strategies they select and whether the strategies work or not. Students *are required to evaluate* the strategies, providing justification for whether they are effective or not.