

BSSS

Physical Education Studies

Implementation Ideas

Contents

Improving Individual Performance 1

Promoting Active Lifestyles 7

Improving Team Performance 13

Sport, Culture and Society 19

This page left intentionally blank

Implementation Ideas

Preface

The ideas for the implementation of the course were developed by the course writers and BSSS officers to support teachers in their thinking about the breadth of possibilities for the delivery of the course.

There are multiple options provided for at each stage of the unit. Teachers may select from the options, apply their own knowledge and experience, or use a combination of the two in the development of a program of learning.

The possible themes, topics, and resources are not mandated but are there to support and stimulate thinking about the design of the programs of learning suitable for particular school contexts. It is expected that teachers will support the content descriptions with aligned case studies and materials to develop the focus of the unit.

Teachers may also use the elaborations contained in the implementation ideas either as they are or as a starting point for developing thinking and formulating pedagogical approaches around the content descriptions.

The resources suggested were accurate and links current at the time of production in 2025. There are resources provided at a range of levels from journal articles to general media resources. Some of the scientific journal articles have been provided for the benefit of teachers with the expectation these would be used for professional learning, for the development of teachers' presentations, or the research data for case studies in classwork or tests.

This page left intentionally blank

Improving Individual Performance

Knowledge and Understanding

Content Description	Elaborations
analyse principles, strategies and methodologies in the development, execution, and improvement of individual skills in a range of physical activities and sports	Diagnostic testing may indicate that some of these topics are known to students from PE 7-10. Students examine different principles, strategies **and** methodologies on generating improvement in performance and how to design and make plans to determine their own conclusions and preferred process and justify those conclusions for implementation. *Improve a technique in a range of environments- fielding, striking, throwing, kicking, catching* • Introduction to skill acquisition – open and closed, discrete and continuous skills • Stages of Skill Acquisition e.g., Novice-Associative etc. Consider different perspectives on the principles, strategies and methodologies, pertaining to skill acquisition • Apply skill acquisition concepts in practical settings • Targeted practice to improve identified individual skills • Practice during game specific situations • Formative assessment for student led analysis/identification of skill improvement • Summative assessment on improvement performance Internal and external feedback **Resource Examples** Skill Acquisition Modules from Sporting Associations- e.g., - Volleyball Australia Coaching and Skills Acquisition Resources Open Source Textbook - A Guide to Physical Activity – Simple Book Publishing Documentary – The Search for Greatness - Trailer Ranking the inspirational biopics of sportspeople and justifying e.g. 5 Most Inspiring Biographical Sports Movies Ever Al Jazeera Documentaries: Eliud Kipchoge and Faith Kipyegon

analyse physical education **theories, concepts, and models** to make informed improvement plans **and reflect** on their effectiveness	Students examine different theories and perspectives on generating improvement in performance and how to design and make plans to determine their own conclusions and preferred process and justify those conclusions for implementation. • Direct and Indirect instructions • Types of Practice- part practice, whole practice, game sense, mass and distributed • Characteristics of Learners • Motor skills and Drills Plan/program to improve technique in a range of environments e.g. fielding, striking, throwing, kicking, catching • Building on fundamental knowledge of skill acquisition principles, design drills and activities for targeted practice. Students should justify selection. • Reflect on effectiveness through conversation with teacher Analysis of data collection from activities e.g. shot accuracy, timing, consistency of performance **Resources** Drills and Teaching Resources - Sport resources | Australian Sports Commission SCORE Sports Data Repository - SCORE Sports Data Repository NSE Department of Education - School Sport Unit: Touch football Little Athletics: Lesson Plans and Training Resources Netball Queensland Coaching Resources- Coaching Resources - Netball Queensland Textbook - O'Keeffe, Roscoe - Live it Up Two VCE, Edition 5e, Jacaranda, 2024, Unit 3 Chapters 1-3 Textbook and workbooks - Robb, Telford- Physical Education Units 1-4, VCE, Nelson, 2024 Textbook - Ruskin, Harper, Dean, Hunt, et al. - Outcomes 1, PDHPE for the HSC, Chapter 10

analyse physical education programs, problems or questions using the principles of **ethics or sustainability** to explain solutions for individual improvement	Examine one or more program, problem or questions used for individual health that follow on from the theories/strategies studied in the CDs above and analyse it by considering different critiques of the program, solutions to the problem or critique of particular methods so students can draw their own conclusions about the value and effectiveness of the topic study. Choose a problem, program or question that relates to the topics of study in the previous two CDs to ensure there is time to complete the unit. Some ideas for consideration include: • implement a program related to ethics, or element of a program, with the class and assess in comparison to claimed outcomes. • Correct and safe use of equipment • Decision making and impact on other learners • Inclusion of all students • Self-reflection, peer feedback, teacher feedback **Resources** Sport Integrity Australia Home - Play by the Rules - Making Sport inclusive, safe and fair Sustainability The Sustainability Report – The inside track on sport sustainability Professional Sports Leagues Need to Reduce Their Carbon Footprint | Scientific American
assess a range of targeted **resources and technologies** intended to enhance individual performance	Students examine, and/or implement whole or in part, at least one resource and one technology to assess their efficacy and ethics/sustainability in enhancing the intended performance outcomes for individuals. The examination might be as a part of an empirical investigation or via a literature review. Students may also consider the ethics, assumptions, models and theories that underlie the technology or resource that may determine the output of the technology. It is a good idea to link this to the topics studied above so that the learning follows on and uses the prior learning. **Resources** • Coaching programs- from sporting association websites e.g. Netball Australia • Badminton Australia – Training and Coaching Resources- BWF Coaching Resources - Badminton Australia **Technologies** • Wearable Technologies, e.g., fitbits, strava • General video analysis software e.g., Kinovea

Skills	
Content description	**Elaborations**
apply physical education **knowledge, understanding and skills** through research and practical instruction within activities **to enhance individual performance** in familiar and unfamiliar contexts	Students bring together knowledge and skills to apply to a problem in individual improvement. This can be linked to the topics outlined in the Knowledge and understanding CDs or a new topics could be introduced. This could be a foundational learning process or a capstone project for learning across the semester. However, as the CD calls for dealing with Unfamiliar Contexts, in any investigation there must be content or problems not covered in class but extends form or is related to the studied content, so the students' abilities to transfer their learning to the unfamiliar can be tested. This could be a comparative study of something new with something closely examined in class. This investigation could have an active implementation phase in which research is applied actively, or activity is reflected on and evaluated for improvement. **Possible Improvement Contexts** • Spatial awareness across different skills • Speed versus accuracy • Individual Motivation • Improving Efficiency of skills e.g. throwing and catching in fielding (cricket, softball), from one racquet sport to another (tennis to pickle ball) or kicking the ball (soccer, AFL, rugby)
create targeted, high-quality plans to improve individual performance	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts and a chosen problem by creating plans to address them or uses them. The students work creatively to generate something new but draw on and refer to examples of similar plans encountered in class or in their research to prepare their plan. These should likely be implemented and evaluated for improvement. **Example Plans in Response to Problems** • Researching drills and activities to support the development of skills • Using skills development in minor games to develop macro-skills • Research drills and activities, design three lessons, implement in class and submit the research and planning documentation and reflections on the implementation

plan and undertake independent enquiries and analyse performance using **qualitative and quantitative** methods and data and information based on valid and reliable sources	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts/theories/models/strategies/principles and a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem. **Empirical** • video analysis of own performance • Observations Studies of own sports stats and skills • Peer assessments and analysis • Surveys • Active Implementation of research and evaluation of implementation **Research Task** • Biographical research • Research into technique and skills development • Learning Types • Characteristics of Learners
communicate effectively using a variety of modes, mediums and techniques, adhering to the principles of academic integrity	This will be measured as student's complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Physical Education Contexts. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as essays, plans, scenarios. Only three to five tasks are permitted in a 1.0 unit. **Examples of texts students can create** • Numerical comparisons and analysis of size and measurements, • Interpreting and using graphs, tables and diagrams/ data, • Brochure for general audience- including rationale, (Without rationale there is the danger that the brochure is too descriptive to allow students to achieve high grades) • Presentation • Interview with Teacher • Research report • Experimental Report • Create a Level One Coaching manual • In game communication and tactical adjustments • Essay • Stimulus Response- essay, short responses, multiple choice, improvement plan

apply **interpersonal, intrapersonal, and leadership skills** with integrity to physical activities and research SEPEP -student lead lesson	Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter/intrapersonal skills, and leadership skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach positive interaction/ leadership/ intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities. **Examples of Tasks** • Practical observations in games and providing feedback • Sportsmanship observations in games and providing feedback • Group tasks and allocated roles • Students lead mini-seminars/lessons of topics and take questions • Jigsaw activities joint research processes • Conducting an experimental study as a group • Fishbowl Activity • Leadership in theory and practice in games and activities • In game communication and conduct
reflect using evidence on own knowledge, understanding and/or skill acquisition in individual sports and activities to make considered proposals for improvement of own skills and knowledge	Either orally or in writing, as part of an investigation, experiment, or summative exam, or as a stand-alone summative task (e.g. journaling), students are required to **reflect** on planning, time management, and use of appropriate independent and collaborative work strategies. Some suggested methods for reflection include: • Yarning circles • Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection • Other methods for reflection Students need explicit teaching on how to reflect and opportunities to practice and receive feedback prior to assessment of this skills.

Promoting Active Lifestyles	
Knowledge and Understanding	
Content Description	**Elaborations**
analyse physical education principles, strategies and methodologies for developing and maintaining lifelong engagement with physical activity	Diagnostic testing may indicate that some of these topics are known to students from PE 7-10. Students examine different principles, strategies **and** methodologies on generating improvement in performance and how to design and make plans to determine their own conclusions and preferred process and justify those conclusions for implementation. **Principles** • Inclusion, e.g., no racism, gender issues, cost • Wellbeing • The Notion of Australia as a Sporting Nation • Knowledge resulting in action, e.g. Active For Life Campaign in Canada and Victoria **Strategies** • Social v competitive engagement in sport/activity, e.g., fun runs, local leagues • Free access versus cost, e.g. NSW Recreation Vouchers • Elite sport trickledown to community levels - does it actually happen? • Proximity of opportunities, e.g. Park Run • Educational Campaigns, e.g. Life Be In It Campaign success • Target Participation Rates, e.g. Does setting a target work? • Talk Therapy in Diet Programs, e.g. Weight Watchers **Methodologies** • Grass roots sports development, e.g. Couch to 5km • Australian sporting culture • Funding and cost models • Apps and Trackers, e.g. Pokémon Go, Charity Miles • Scare Tactics versus Information Campaign • Nintendo Wii

analyse the **opportunities and barriers** to lifelong engagement in physical activity and sport using physical education **theories, concepts, and models**	Examine texts and experiences that analyse opportunities and barriers to lifelong engagement and assess the evidence supporting various claims and arguments about in regard to lifelong engagement in physical activity and sport using physical education theories, concepts, and models. • Equity- sport and activity as an aspect of class/ gender/ race divides • Accessibility- access by people living with disability, access geographically, gender aspects, e.g. Change rooms, transport, lighting • Funding and socio-economic barriers- cost of league and team fees, cost of equipment and facilities, class-based traditions e.g. union v league, high cost of league fees and insurance, equipment-based sports and first world dominance e.g. sailing, equestrian, swimming costumes and running shoes • Social-Ecological Model- Understanding of Physical Activity in Social Ecological Perspective: Application of Multilevel Model - PMC; Social-ecological predictors of physical activity patterns: A longitudinal study of women from socioeconomically disadvantaged areas - ScienceDirect; Indigenous Australians and physical activity: using a social–ecological model to review the literature | Health Education Research | Oxford Academic; Global multisectoral operational framework.pdf **Opportunities** • Role models, e.g., famous sports people, local leaders- Albert Bandura's Social Learning Theory In Psychology; Athletes of influence - the reality of sports role models; Role Models and Sport | Clearinghouse for Sport • Supportive Environments, e.g., home school, community organisations; Giving everyone the right to sport | Pursuit by the University of Melbourne • Fundings and grants, e.g. community facility grants; Who Plays, Who Pays? Funding for and Access to Youth Sports; Grant puts athletics program on track for long-term success | Department of Sport, Racing and Olympic and Paralympic Games • Government Policy, e.g. NSW sporting participation grants for children; CIE Final Report NSW Office of Sport Active Kids Program - 05072022; Population level effects of the active kids program on children and adolescents' physical activity and sport participation in NSW, Australia - PMC **Barriers** • Figueroa's Framework - theory- Figueroa's Framework Overview (Senior PE); Factors influencing participation | Clearinghouse for Sport; Barriers and motivation | Australian Sports Commission • Socio-economic Class Wildcats (1986) - IMDb; The Blind Side (2009) - IMDb • Gender Explore the issues - Women in Sport • Culture Watch Came From Nowhere | Stream free on SBS On Demand; Addressing the decline in sport participation in secondary schools – Full report • Intersectionality- Intersectionality Explained | Our Work | UN Women Australia • Location- Next Goal Wins (2023) - IMDb; That Pacific Sports Show; For the love of the game: Cricket in rural communities| Landline | ABC Australia Shortened: 08 AU V27 B3 16x9 VO1 M1 **Resources** Textbook- O'Keeffe, Roscoe - Live it Up One VCE, Edition 5e, Jacaranda, 2024, Unit Two Chapter 7-8, 10-11 Textbook and workbooks- Robb, Telford- Physical Education Units 1-4, VCE, Nelson, 2024

analyse lifelong engagement in recreational activities and community sport using the **principles of ethics or sustainability** to develop solutions that promote inclusion	Examine one or more program, problem or questions used for individual health that follow on from the theories/strategies studied in the CDs above and analyse it by considering different critiques of the program, solutions to the problem or critique of particular methods so students can draw their own conclusions about the value and effectiveness of the topic study. Choose a problem, program or question that relates to the topics of study in the previous two CDs to ensure there is time to complete the unit. Some ideas for consideration include: • modified sports, principles of enjoyment and involvement **Solutions that Promote Inclusion** Parasports organisations, e.g., Murder Ball, Wheelchair tennis, Goal Ball, FR🥏 Sport Explainers - Paris 2024: All You Need to Know about Goalball; Paralympics, Wheel Chair Basketball; Elena Krawzow (Germany/Swimming) Documentary Series 「WHO I AM Paralympics」【WOWOW】 Active Commuting Programs, e.g. ACT Active Travel Planning Gender Inclusive policies, e.g. gender pay gaps/ same pay, gender-pay-gap-report-2023.pdf Free or Subsidised programs, e.g. free swimming lessons, RLS_AdultSwimSkillsReportv2.pdf, https://lsv.com.au/wp-content/themes/abomb/pdf/education/Metro_Before_School_Survival_Swimming_Program_Report.pdf Little Athletics Improvement Awards, e.g., Participation, Progression and Pathways - Little Athletics Australia Ultimate Frisbee- Ultimate Frisbee Spirit Awards It Stops with me – Racism in Sports Campaign
assess a range of **targeted resources and technologies** intended to enhance physical activity and sport throughout life	*This might be a sequence on its own or integrated into other lessons by clustering it with the CDs above. This is particularly useful for meeting requirements for ICT General Capability.* Sue and review Wearable Technology e.g., heart rate monitors, Fitbit Use and Activity Levels From Intervention to 2 Years After: Secondary Analysis of a Randomized Controlled Trial - PMC; (PDF) Fitbit-Based Interventions for Healthy Lifestyle Outcomes: Systematic Review and Meta-Analysis (2020) | Mickael Ringeval | 151 Citations Sporting Codes/Associations inclusion policies, Inclusion – Volleyball Australia, Diversity and Inclusion - Australian Sailing - Resources Sport Integrity Australia – course on inclusion Inclusive Coaching - Play by the Rules - Making Sport inclusive, safe and fair Sport Australia Physical Literacy Framework Physical literacy | Australian Sports Commission Active After School Communities- AASC Playing for Life | Clearinghouse for Sport- a wide range of activity resources

Skills	
Content description	**Elaboration**
apply physical education **knowledge, understanding and skills** to experience recreational activities that support lifelong engagement in **familiar and unfamiliar contexts**	Examining more general recreational activities and learning how to engage safely to develop new skills. These will be largely non-competitive or social activity contexts. Students may transfer understanding developed in closely taught lesson sequences to unfamiliar context in assessment situations, such as stimulus response, responding to scenarios, or research and instructing a new activity in a practical setting, converting research to action. Examples: • experience and review/ reflect on experiences and whether they would increase participation in particular groups • apply sports knowledge across sports • new modified/inclusive activities • Safety • Self-organisation Skills • Enjoyment and Pleasure • Overcoming Barriers
create targeted, high-quality plans to support inclusion and lifelong engagement in sport and physical activity	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts and a chosen problem by creating plans to address them or uses them. The students work creatively to generate something new but draw on and refer to examples of similar plans encountered in class or in their research to prepare their plan. These should likely be implemented and evaluated for improvement. Examples • create and implement learning activities for peers in new recreational activities • create promotional plans for engagement • create information texts that highlight inclusion in sport and activity • propose plans for increasing participation rates in the community • create solutions for specific barriers in scenarios
plan and undertake independent enquiries to analyse participation in sport using **qualitative and quantitative** methods and data and information based on valid and reliable sources	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts/theories/models/strategies/principles and a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem. **Empirical** • Investigate participation data and draw conclusions about barriers and opportunities • Develop and conduct surveys regarding engagement and analyse results **Literature Review** • Research into contemporary problems in participation in sport- Gender pay gaps, women in sport, cost of community sport and present in a debate or policy roundtable or essay or presentation

communicate effectively using a variety of modes, mediums and techniques, adhering to the principles of academic integrity	This will be measured as student's complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Physical Education Contexts. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as essays, plans, scenarios. Only three to five tasks are permitted in a 1.0 unit. **Examples of texts students can create** • Numerical comparisons and analysis of size and measurements • Interpreting and using graphs, tables and diagrams/ data • Brochure for general audience- including rationale, (Without rationale there is the danger that the brochure is too descriptive to allow students to achieve high grades) • Presentation • Interview with Teacher • Research report • Experimental Report • Create a Level One Coaching manual • In game communication • Modelling inclusive conduct
apply **interpersonal, intrapersonal, and leadership skills** with **integrity** to physical activities and research	Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter/intrapersonal skills, and leadership skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach positive interaction/ leadership/ intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities. **Examples of Tasks** • Practical observations in games and providing feedback • Sportsmanship observations in games and providing feedback • Group tasks and allocated roles, • Students lead mini-seminars/lessons of topics and take questions • Jigsaw activities joint research processes • Conducting an experimental study as a group • Fishbowl Activity • Leadership in theory and practice in games and activities • In game communication and conduct

Reflect with insight on own thinking and that of others, evaluate planning, time management, and use of appropriate independent and collaborative work strategies	Either orally or in writing, as part of an investigation, experiment or- summative exam, or as a stand-alone summative task (e.g. journaling), students are required to **reflect** on planning, time management, and use of appropriate independent and collaborative work strategies. Some suggested methods for reflection include: • Yarning circles • Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection *Students need explicit teaching on how to reflect and opportunities to practice and receive feedback prior to assessment of this skills.*

Improving Team Performance

Knowledge and Understanding

Content Description	Elaborations
analyse physical education **principles, strategies, tactics, and communication methods** within physical activities and sports and through research and practical instruction	Review fundamental learning from F-10 curriculum- difference between a team and a group, communication skills, group cohesions, roles, types of feedback and relationships. Students examine different principles, strategies **and** methodologies on generating improvement in team performance for teams and how to design and make plans to determine their own conclusions and preferred process and justify those conclusions for implementation. Improve a team tactic in a range of environments- passing, set play, play sequence, long corner kick/hit, ruck: • Introduction to team tactics skill acquisition – open and closed, discrete and continuous skills, tiki-taka, gegenpressing, parking the bus, catenaccio, or kick and rush etc. • Stages of Skill Acquisition e.g., Novice-Associative etc. Consider different perspectives on the principles, strategies and methodologies, pertaining to skill acquisition: • Apply skill acquisition concepts in practical settings • Targeted practice to improve identified team skills • Practice during game specific situations • Formative assessment for student led analysis/identification of skill improvement • Summative assessment on improvement performance Internal and external feedback e.g. analysing positional play and how it is implemented, roles within a team, communicating through performance **Activities and review/reflect** • landmine communication activity, blindfolded Lego communication activity • standard team building activities STARS: Skill Tracking, Assessment, & Reward System | Gymnastics Australia Deliberate Practice and Sport JoE_4_2_Young_etal.pdf BBC Resource- Why collect data? - Investigating performance - National 5 Physical Education Revision - BBC Bitesize Tactical Theory: Positional Play - Total Football Analysis Coaches' Voice | Positional play: football tactics explained Understanding your role in sport and why it matters | SIRC | Blog

analyse physical education **theories, concepts, and models** in relation to small and/or large team dynamics and cohesion	Examine texts and experiences that analyse improving team performance and assess the evidence supporting various claims and arguments about in regard to improvement in physical activity and sport using physical education theories, concepts, and models. **Activities** • Finding examples of Leadership styles- Leadership in Sports - Sports Psychology - iResearchNet, Leadership Styles in Sports | JWU Online • Researching teams and how they account for their own success- A sports writer finds the 'best teams in history' and discovers the one thing they all have in common - ABC News; Most successful sports teams across global sports leagues; Analysing Successful Sports Teams: Case studies of renowned sports teams and an analysis of the strategies and management techniques that led to their success. | by Kabir Kapoor | Medium • Playing as a team and reflecting on team dynamics- Dr-Paul-Perkins-Reflective-Practice-Guide.pdf • Team cohesion and climate **Resources** • Tuckman's Stages of Team Development - Tuckman's Model : The 5 Stages of Team Development | IPM; Tuckman's Stages of Team Development | Athlete Assessments • Adjustments- Training load in relation to loading and unloading phases of training | Australian Institute of Sport • Team Cohesion- How to harness the power of team cohesion in sport l SIRC l Blog • Conflict Resolution- 5 Strategies for Conflict Resolution in the Workplace; Coaching Through Conflict: Effective Communication Strategies | Association for Applied Sport Psychology; The GROW Model | Australian Sports Commission Textbook - O'Keeffe, Roscoe - Live it Up Two VCE, Edition 5e, Jacaranda, 2024, Unit 2 Textbook and workbooks - Robb, Telford- Physical Education Units 1-4, VCE, Nelson, 2024 Textbook - Ruskin, Harper, Dean, Hunt, et al.- Outcomes 1, PDHPE for the HSC, Chapter 10

analyse small and/or team dynamics and cohesion, including approaches for their improvement using the principles of **ethics**	Examine one or more program, problem or questions used for team performance that follow on from the theories/strategies studied in the CDs above and analyse it by considering different critiques of the program, solutions to the problem or critique of particular methods so students can draw their own conclusions about the value and effectiveness of the topic study. Choose a problem, program or question that relates to the topics of study in the previous two CDs to ensure there is time to complete the unit. Some ideas for consideration include: **Examples** • Ethics of sportsmanship and how it impacts team performance • Group shared goals over individual goals (Carron's model) **Resources** • Sports Associations Website resources on safe and inclusive sport - AFL, Building Inclusive Sport Club Program - Disability Sports Australia • Carron's Model of Team Cohesion- Mr Wnuk PE - Group Dynamics • Something Fishy at the Paralympics - Ethics Unwrapped • What Role Does Ethics Play in Sports? - Markkula Centre for Applied Ethics; • What is ethics in sport? | Insight – Charles Sturt University; Principle 8: The best and fairest | Australian Sports Commission • Exploring Sports Ethics: Principles and Legal Implications - Laws Pulse • Lance Armstrong Oprah Interview: Doping Confession to Winfrey After Years of Denial; Lance Armstrong's Confession - Crime Museum
assess a range of targeted resources and technologies for the development, execution, and improvement of small and/or large team performances within a range of physical activities and sports	This might be a sequence on its own or integrated into other lessons by clustering it with the CDs above. **Examples** • Video analysis of positional play through technology • Team climate questionnaire • Documentaries Polished Diamonds With Performance Analyst Dr Mitchell Mooney | We talk to Diamonds Performance Analyst Dr Mitchell Mooney about how his work helps gets the most out of every player. #ShineBright #NWC2019 #GoDiamonds | By Origin Diamonds | Facebook Australian Sports Commission Plan for Digital Tech- 34871_Connecting_Digital_with_Sport_Final_V3.pdf Australian Sports Tech Analytics & AI Research (AusiSTAR) Hub - Centre for Data Science – QUT SCORE Sports Data Repository- SCORE Sports Data Repository Practices - Planning strategies, tactics and practices - WJEC - GCSE Physical Education Revision - WJEC - BBC Bitesize Tactical Board Online - Football (Soccer) - tactical-board.com

Skills	
Content Description	**Elaborations**
apply physical education **knowledge, understanding and skills** to improve team performance in familiar and unfamiliar contexts	Examining ideas and practices about team performance and learning how to engage safely to develop new skills. Students can practice and test team improvement practices and strategies and consider their effectiveness. Students may transfer understanding developed in closely taught lesson sequences to unfamiliar context in assessment situations, such as stimulus response, responding to scenarios, or research and instructing a new activity in a practical setting, converting research to action. **Examples** • tactical plays • movement of players across teams • change roles for team benefit
create **targeted, high-quality plans** to improve team performances within a range of physical activities and sports	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts and a chosen problem by creating plans to address them or uses them. The students work creatively to generate something new but draw on and refer to examples of similar plans encountered in class or in their research to prepare their plan. These should likely be implemented and evaluated for improvement. **Examples** • developing and outlining team goals • implementation of strategic game plans • team improvement plans • evaluating implementation of plans
plan and undertake independent enquiries to analyse team performance using **qualitative and/or quantitative** methods and information based on valid and reliable sources	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts/theories/models/strategies/principles and a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem. **Empirical** - performance analysis in a team context • Investigate performance data and draw conclusions: practical data, video analysis • Develop and conduct surveys regarding culture and team relationships and analyse results **Literature Review** • Research into contemporary problems in team performance- stimulus response, essay

communicate effectively using a variety of modes, mediums and techniques, adhering to the principles of **academic integrity**	This will be measured as students complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Physical Education Contexts. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as essays, plans, scenarios. Only three to five tasks are permitted in a 1.0 unit. **Examples of texts students can create** • Numerical comparisons and analysis of size and measurements • Interpreting and using graphs, tables and diagrams/ data, • Presentation • Interview with Teacher • Research report • Experimental Report • Create a Level One Coaching manual • In game team communication • Modelling inclusive conduct in a team context
apply **interpersonal, intrapersonal, and leadership skills with integrity** to physical activities and research, e.g. practical observations in games and providing feedback, sportsmanship observations in games and providing feedback, group tasks and allocated roles	Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter/intrapersonal skills, and leadership skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach positive interaction/ leadership/ intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities. **Examples of Tasks** • Practical observations in team games and providing feedback • Sportsmanship observations in games and providing feedback • Group tasks and allocated roles • Students lead mini-seminars/lessons of topics and take questions • Jigsaw activities joint research processes • Conducting an experimental study as a group • Fishbowl Activity • Leadership in theory and practice in games and activities • In game communication and conduct

Reflect	Either orally or in writing, as part of an investigation, experiment or- summative exam, or as a stand-alone summative task (e.g. journaling), students are required to **reflect** on planning, time management, and use of appropriate independent and collaborative work strategies. Some suggested methods for reflection include: • Yarning circles • Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection Students need explicit teaching on how to reflect and opportunities to practice and receive feedback prior to assessment of this skills.

Sport, Culture and Society

Knowledge and Understanding

Content Description	Elaborations
analyse physical education **principles, strategies and methodologies** of physical performance in sports and activities from a range of cultures	Diagnostic testing may indicate that some of these topics are known to students from PE 7-10. Students examine different principles, strategies and methodologies on celebrating cultural diversity and understanding with and through sport and how to design and make plans to determine their own conclusions and preferred process and justify those conclusions for implementation, where appropriate and with cultural safety. Example: implementation of rituals and routines with cultural significance: Sumo, Boule, Jultagi, Japanese martial Arts, Brazilian Capoeira, Buroinjin, Yoga **Resources** Sumo Boule Mesoamerican Ball Game – Adaptations for school play, Revival of Mayan Game original short film Milton Bennett's Developmental Model of Intercultural Sensitivity Jultagi – Korean Tightrope walking
analyse **theories, concepts, and models** of how the experience of physical activity contributes to societal and cultural identity	Examine texts and experiences that analyse how physical activity contributes to societal and cultural identity and assess the evidence supporting various claims and arguments about in regard to improvements in cultural exchange in and access to, and uptake of, physical activity and sport using physical education theories, concepts, and models. They actively experience games and consider the intercultural understanding that comes from it. **Examples** • Commemorative Matches – ANZAC Day games, Pride Round, Indigenous Round • traditions, sense of belonging and identity for Indigenous groups- Marn-grook- how to play, about it, history, history, links to AFL • traditions, sense of belonging and identity for Indigenous groups- Parndo- about, rules, rules, coaching advice • traditions, sense of belonging and identity – African Sports - Exploring African Traditional Sports and Their Cultural Roots; Ta kurt om el mahag; Montessori Physical Education Blog Ta Kurt Om El Mahag • social cohesions in rural communities Sport in Rural and Regional Australia | Clearinghouse for Sport • The Ashes, NFL – Rose Bowls, Team Rivalries- Barcelona and Madrid and the Civil War, • Sport as a substitute for War Sport and the Decline of War | Psychology Today • Sociology of Identity- For students - Social Identity Theory , sociology of sport Teacher Resource- Identity, Self and Culture in Classical and Contemporary Sociology – Exploring Sociology in the Antipodes: Introduction to Sociology – 1st Australian Edition • Female Muslim Lifesavers in Australia - How the 'burkini' empowered female surf lifesavers | Great Southern Landscapes | ABC TV + iview • India's Hockey Revival - How tribal communities are powering India's Olympic hockey dreams | 101 East Documentary Al Jazeera. • Football in Chad - Chad's football dream | Al Jazeera World Documentary

analyse physical activities and sport from a range of cultures and places using the principles of **ethics or sustainability** to explain solutions to cultural and ethical issues	Examine one or more program, problem or questions used for team performance that follow on from the theories/strategies studied in the CDs above and analyse it by considering different critiques of the program, solutions to the problem or critique of particular methods so students can draw their own conclusions about the value and effectiveness of the topic study. Choose a problem, program or question that relates to the topics of study in the previous two CDs to ensure there is time to complete the unit. Some ideas for consideration include: • Literature review: ethical implications of sports- Bull Fighting • Actively test with experiments critiques of gender segregation in sport by comparing male and female performance in activities:- Is sport sexist? Six sports where men & women are still set apart - BBC Sport; Sports Where Men And Women Compete Equally - Pledge Sports; The sports where women outperform men BBC • Open source media analysis- role of media- analyse media representations and volume of coverage for men's and women's sport, how many sports are covered, which culture's sports are covered • reflect on own experiences of racism in sport: Racism in sport | Sport Integrity Australia • Literature review Western-centrism and wealth in global sport- These 9 Traditional African Sports Should Feature In The Olympics, The 5 Olympic Sports Where Being Rich Matters the Most - The Atlantic; How Much Wealth Does it Take to Win? Cricket, Olympics, and the Economics of Sport Dominance | Broken Cricket Dreams Cricket Blog; Interactive: Wealth, Equality, and Olympic Success | The New Yorker • Football in Argentina- Argentina's football future: To privatise or not? | People & Power Documentary
assess a range of **targeted resources and technologies** intended to enhance understanding of cultural and ethical issues in physical activities and sport	This might be a sequence on its own or integrated into other lessons by clustering it with the CDs above case studies, documentaries. Suggested topics: • Pateca, - Pateca Association Website • Enhanced games, What are the Enhanced Games? - BBC Sport; Sport Integrity Australia statement on the Enhanced Games; CCES Statement on the Enhanced Games | Canadian Centre for Ethics in Sport; The Enhanced Games: letting athletes use drugs could lead to worse problems than cheating; What Athletes Need to Know About the Enhanced Games • Australian Indigenous games resources- Australian Sports Commission: Yulunga • UNESCO Traditional Sports and Games Plans and Resources- Traditional Sports and Games | UNESCO • Social Media and Traditional Sports - Savvy athletes and new technology are flipping traditional sports marketing on its head

Skills	
Content Description	**Elaboration**
apply **knowledge, understanding and skills** to enhance the cultural experience or practical performance of others and self in **familiar and unfamiliar contexts**	Examining ideas and practices about sport, culture and society and learning how to engage safely to develop new skills and understandings. Students can practice and test team improvement practices and strategies and consider their effectiveness. Students may transfer understanding developed in closely taught lesson sequences to unfamiliar context in assessment situations, such as stimulus response, responding to scenarios, or research and instructing a new activity in a practical setting, converting research to action. Suggested topics: • Developing and implementing traditional sports and games drills, experiences, competitions • Developing empirical studies/ literature reviews/ open source media analyses of questions and issues in global sport
create targeted, high-quality plans to participate in a range of activities, skills and cultures from around the world	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts and a chosen problem by creating plans to address them or uses them. The students work creatively to generate something new but draw on and refer to examples of similar plans encountered in class or in their research to prepare their plan. These should likely be implemented and evaluated for improvement Suggested topics: • research a world sport and deliver an activity • create resources to support the spread and uptake of traditional games and sports, e.g. audio-video guides and how to guides
plan and undertake independent enquires to analyse the cultural and societal impacts of sport using information based on valid and reliable sources	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts/theories/models/strategies/principles and a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem. **Empirical** • Investigate viewership of traditional sports and games/ women's sport/ non-western leagues data and draw conclusions • Play other sports and games and conduct practical data, video analysis for improvement • Develop and conduct surveys regarding sport and identity/culture and analyse results **Literature Review** • Research into contemporary problems in sport - sport through history, globalisation and commercialisation - stimulus response, essay

communicate effectively using a variety of modes, mediums and techniques, adhering to the principles of **academic integrity**	This will be measured as students complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Physical Education Contexts. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as essays, plans, scenarios. Only three to five tasks are permitted in a 1.0 unit. **Examples of texts students can create** • Numerical comparisons and analysis of size and measurements • Interpreting and using graphs, tables and diagrams/ data • Presentation • Interview with Teacher • Research report • Experimental Report • Create a Level One Coaching manual • Social media profile • In game team communication • Modelling inclusive conduct in a team context
apply **interpersonal, intrapersonal, and leadership skills** with **integrity** to physical activities and research	Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter/intrapersonal skills, and leadership skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach positive interaction/ leadership/ intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities. **Examples of Tasks** • Practical observations in team games and providing feedback • Sportsmanship observations in games and providing feedback • Group tasks and allocated roles • Students lead mini-seminars/lessons of topics and take questions • Jigsaw activities joint research processes • Conducting an experimental study as a group • Fishbowl Activity • Leadership in theory and practice in games and activities • In game communication and conduct

Reflect with insight on own thinking and that of others, evaluate planning, time management, and use of appropriate independent and collaborative work strategies	Either orally or in writing, as part of an investigation, experiment or- summative exam, or as a stand-alone summative task (e.g. journaling), students are required to **reflect** on planning, time management, and use of appropriate independent and collaborative work strategies. Some suggested methods for reflection include: • Yarning circles • Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection Students need explicit teaching on how to reflect and chance to practice and receive feedback prior to assessment of this skills.


BSSS
AUSTRALIAN CAPITAL TERRITORY