Unit Title:	10.1 Calling the Shots	**Stage/Year:**	Stage 5, Year 10
Strand(s):	Strand 4 - Lifelong Physical Activity	**Unit length:**	20 Lessons

Unit Description:	This unit will focus on identifying approaches and developing skills that are beneficial for organising and running small, medium or large-scale competitions. Students fulfil a range of roles in organising and running class / interhouse competitions in a number of movement contexts.

Major outcomes A student:	**Evidence of Learning** A student:
▪ 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity ▪ 5.10 adopts roles to enhance their own and others' enjoyment of physical activity ▪ 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives ▪ 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively	▪Practical Application of a selected sport and version of a knockout competition. Students actively participate in the knockout competition and appraise/evaluate it's success and/or limitations ▪ Teacher observation ▪Students write an appraisal of the competitions run to this point and how they could be modified or improved ▪Discuss these responses and the importance of effective evaluation in a sports organisation
Contributing outcomes	
▪ 5.14 confidently uses movement to satisfy personal needs and interests	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing		This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. Echoing previous strands, it stresses the need for a balanced lifestyle, the development of action plans, and involvement with others. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.[i] This is one important way of responding to Jesus' teaching: '"You shall love the Lord your God with all your heart, and with all your soul, and with all your mind." This is the greatest and first commandment.' (Mt 22:37-38). As St. Paul teaches, we run for both a physical and a spiritual prize. The first is perishable, the second imperishable (1 Cor 9:24-25). Pope Pius XII taught over 40 years ago: 'The most that is demanded is care of the body, strengthening of the body—yes, but cult of the body, making a god of the body—no'. In like manner, Pope John Paul II described athletics as 'a training ground of virtue, a school of inner balance and outer control, an introduction to more true and lasting conquests'.
Work & Employment		Communicating Ideas		
Aboriginal & Indigenous		Planning		
Civics & Citizenship		Working with others	✓	
Difference & Diversity	✓	Work mathematically		
Environment		Solving problems		
Gender		Work with ICT applications		
Literacy				
Multicultural				

Students learn about:	Students learn to:
• **lifelong physical activities** – competitive/non-competitive – individual/group/team – recreational – health and fitness – initiative/challenge activities – cultural significance	▪ participate in a range of physical activities that meet identified local needs and interests and evaluate their potential as a lifelong physical activity ▪ participate in challenging physical activities to develop life skills such as leadership, teamwork, creativity, goal-setting and problem-solving
• **planning for regular physical activity** – prioritising and setting goals – time management – identifying and locating resources – barriers to participation in regular physical activity	• analyse barriers to regular participation in physical activity and propose strategies to overcome them • reflect on their current levels of physical activity and propose short-term and long-term goals that will assist them to maintain regular participation in the future • use the internet and other resources to locate information about opportunities for physical activity in the local area • participate in physical activities designed to overcome barriers or meet specific needs, eg disabled sports, modified games
• **roles in physical activity** – administrative roles – official roles – leadership roles – individual and team player roles – coaching, instructing or choreography roles – media/publicity roles – volunteering	• investigate and make decisions about the various roles they can adopt to enhance their own and others' participation and enjoyment of physical activity • select and perform a variety of roles as they organise, manage and participate in physical activities
• **strategies for enhancing others' enjoyment of and participation in physical activity** – awareness-raising – establishing policy – identifying and accessing support structures – identifying physical activity needs	• analyse strategies to enhance enjoyment and improve participation in physical activity • collaboratively design and conduct an action plan for a school, workplace or community setting to increase participation and enjoyment in physical activity

Teaching, learning and assessment activities	Resources
SPORTS ROUNDUP QUIZ • students create a quick quiz of five questions related to sports organisation and administration. Students should then form teams of 2-4 and play against another team. Teacher to discuss key points with class to stimulate discussion about structure, administration and management of sport. • Consider sport without organisation or structure.Students brainstorm the result of poor or low levels of organisation. Give examples to highlight points.	Text Stasos etal “Sport, Lifestyle and Recreation” pg 229-256
ITC RESEARCH TASK • ITC –Students undertake an internet research task on clubs and various sports organisations.During the lessons students need to find at least three sports organisations and analyse the types of roles, duties, structures and procedures evident within that organisation through their website. Students also need to give a general overview of the type of organisation and the sport they are involved in.	NRL Website, ARU, AFL, Local Sports clubs, Aust. Netball Assoc.
Students start by Brainstorming different types of competitions (Seeding, Handicapping, Ladder, Round – Robin, Knock-out, etc) Students then need to link and list examples of each type of competition (create a table) Student then focus specifically on how a knock-out competition works and create in groups of 4 a sample knockout competition for a chosen sport (eg) Bocce to be completed in just one lesson. Groups then present these knockout rules and draws to the class and using teacher or peer appraisal select the most effective to be applied next lesson **Lesson 4 –** Practical Application of the selected sport and version of knockout competition. Students actively participate in the knockout competition and appraise/evaluate it’s success and/or limitations	

Teaching, learning and assessment activities	Resources
Lesson 5 – • Students now focus on a round-robin type of competition and in pairs generate a round-robin draw and rules for an in-class Netball or touch competition involving 5 teams (approx 6 students in each). This will be conducted over the next two lessons and all aspects of the competition should be organised; Fair teams, timing, location, equipment, referees, draw, rules, point allocations and the prospect of a final. • Use the final 15minute of the lessons to use the group ideas to create a common competition which everyone in the class takes notes on the draw, rules, teams, location, referees, points, etc • Ensure that every student is aware of the procedures for the competition over the next 2 lessons. **Lessons 6 – 7-** • Practical Application: Students are actively involved in running and participating in the competition • Homework Activity: Students need to bring in copies of draws, ladders, etc published on websites or in the print media to examine for next lesson. **Lesson 8 -** Student analyse the samples of competitions brought to class as part of their Homework task and discuss the implications, nature and how these competitions work. Link to major competitions (eg) Euro 2004, Soccer, Rugby World Cup Students write an appraisal of the competitions run to this point and how they could be modified or improved Discuss these responses and the importance of effective evaluation in a sports organisation **Lesson 9 –** Students now focus of the competition types of seeding and/or handicapping. Students are first asked to vote on a sport which could be played (individual or in pairs) where this form of competition could be used. The options are then discussed, evaluated and a decision is made (eg) golf, lawn bowls etc Students are then asked to consider the chosen sport and create a peer ranking of student(s) ability in this sport Use the ranking to create a seeding and handicap type draw and in class event.	Physical Education Gear needed for the Specific Events

Teaching, learning and assessment activities	Resources
Lesson 10 – 11 Practical Application of the handicapped or seeded competition **Lesson 12-15** Refer back to lessons 1 and 2 Create an organisation within your class. Decide on a role for each person and the basic structure. Brainstorm roles. Students then write a job description for their role. The organisation needs to co-ordinate an inter-class competition. Inter-class or lunchtime competition is dependant upon the schools timetable and lesson availability. Each consequent lesson should be student centred and run like a meeting - official meeting procedures (eg) minutes, etc should be followed – students learning by doing and being actively involved in the meetings. During the meetings each person should explain their priorities and role in assisting with the event and feedback to the group if their position outcomes are being achieved. The class / organisation need to decide during class time on a number of key issues The organisation name The nature of the event Timing Participants Safety/First Aid How to promote the event The competition structure, draw, location and equipment. **Lessons 16-20** Practical Application of the event through both it’s administration and participating in the inter-class competition.	Physical Education Gear needed for the Specific Events

[i] . Wilkie Au, SJ, 'Holistic Spirituality', in M. Downey, *New Dictionary of Catholic Spirituality*, pp. 488-491.