

Ready, Set Go!

Health and Physical Education, Level 3

THE LEARNING CONTEXT:

In this unit students will be given the opportunity to organise a Top Town type competition for other classes in the school. The Top Town competition will enable participants to select and take part in a range of team games and fun races.

Students will be in charge of organizing the entire event. They will work in teams to plan and implement the competition taking responsibility for specific tasks. Tasks could include selecting the different activities, sourcing the equipment, gathering entries, organizing sponsorship, running events, etc.

Students will practice a range of enterprising attributes within the unit such as identifying opportunities, managing resources, planning and organizing, and working cooperatively.

Students will video the competition and/or take photographs. They will use this footage at the end of the unit to evaluate the success of the event.

Approximately 10 - 12 lessons

Achievement Objectives:

HEALTH AND PHYSICAL EDUCATION CURRICULUM

LEVEL 3

Strand D: People and the Environment

D4: Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

Enterprising Attributes:

- Generating, identifying and assessing opportunities
- Using initiative and drive
- Matching personal goals and capabilities to an undertaking
- Being fair and responsible
- Identifying, recruiting and managing resources
- Planning and organizing

Teachers to observe and collect evidence of these enterprising attributes in action.

Health and Physical Education Learning Outcomes:

Students will be able to:

1. Identify the different areas of organisation that are needed to successfully manage a Top Town competition.
2. Work in teams utilizing their learning goals and strengths.
3. Run a Top Town competition taking responsibility for an allocated role.
4. Evaluate the success, or otherwise, of the competition using self and/or peer assessment.

Resource Requirements:

- Decision Making Grid
- PMI Chart
- Sports equipment needed to run the event
- Internet, books, sports brochures
- Input from people in the industry, eg: District Sports Coordinator or an Events Planner

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issues of citizenship and enterprise can be explored during this unit. Students will be social entrepreneurs as they create ideas, plan and carry through to hold their event. They will experience what it means to be a citizen and contribute to the development and well-being of their community.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

<p>Getting started:</p> <p>The teacher talks to the class about the school's concern over the lack of students being involved in team sports. The teacher suggests that their class takes the initiative and organises a new sports event to get the rest of the school involved.</p>	<p style="text-align: center;">LINKS TO BES Best Evidence Synthesis</p> <p><i>5. Quality teachers allow students to solve problems and link learning to real life experiences.</i></p>
<p>Teaching and Learning sequence:</p> <ol style="list-style-type: none"> 1. Complete a class brainstorm to record ideas for the sports event. What do the students envisage the event will look like? Generating, identifying and assessing opportunities 2. Select and research a range of fun team games that could feature in the competition. Use the Internet, books and local knowledge to help them. Focus on games which encourage students to have fun, be challenged, learn new skills and extend their abilities. Generating, identifying and assessing opportunities 3. Use a decision making grid to decide on games to run. Generating, identifying and assessing opportunities 4. Discuss all the responsibilities involved in running an event like this. Eg: activity and resource management, organizing promotion and sponsorship, coordinating entries and personnel, First Aid, Overall Event Manager, etc. (Learning Outcome 1) Planning and organising 5. Students to think about their own learning goals and strengths and then decide on a responsibility to take on. Matching personal goals and capabilities to an undertaking 6. Invite the District Sports Coordinator or an Events Planner to school to talk to the students about planning a sports event. This person could be used as a mentor for the students to help with the Top Town competition. Groups can develop questions to ask the visitor to assist them in their planning. (LO 1) 7. Class to nominate and vote for one student to be the Overall Event Manager (person with overall responsibility). Integrity 	<p><i>8. Quality teachers develop all students' information skills; ensuring students have ready access to resources to support the learning.</i></p> <p><i>8. Quality teachers ensure tasks and classroom interactions provide support and guidance to facilitate student learning.</i></p> <p><i>2. Quality teachers teach students how to work collaboratively and encourage and support student motivation.</i></p>

<p>8. Each team will need to work cooperatively in order to complete their responsibilities. Each team will brainstorm all tasks that they will need to complete. These could include:</p> <ul style="list-style-type: none"> • <u>Activities and Resourcing Team</u>- help decide on the events, gather materials needed, organise where each activity will take place, organise personnel to run each event, etc. • <u>Promotion Team</u> - Make posters to place around the school and community, talk to local newspapers and radio stations, put a blurb in the school newsletters, speak at school assembly, go into classrooms to promote event, answer questions, etc. Talk to the Board of Trustees and invite them along. Make invitations and send them out to important people (local celebrities, the Mayor, sports players, etc), take photos and video footage of the event, etc. • <u>Sponsorship Team</u> – Write letters to local businesses to try and get prizes (drink bottles, sunhats, sports water, stationery, etc), award spot prizes on the day to teams who are working well together, write thank you letters to sponsors, etc. • <u>Personnel Team</u> - Manage competition entries, devise a timetable for the event, create rules and conditions, organize judges/parent helpers, take charge of First Aid, etc. NB: There will need to be a committee made up of one person from each team as well as the overall event manager. These people will take overall responsibility for the event and will need to meet regularly during the planning process. (Learning Outcome 2) Planning and organising, Using initiative and drive, Being fair and responsible, Identifying, recruiting and managing resources community and participation <p>9. As a class create a set of ‘success criteria’ to measure the competition against. Criteria could include: participants aware of where each event is held, events are run smoothly with minimal delay, etc. Class may also choose to write a questionnaire for participants to fill in after the competition seeking their feedback about the event. Excellence</p> <p>10. Teams work together to fulfil their responsibilities. (LO 2) Planning and organising, Using initiative and drive, Being fair and responsible, Identifying, recruiting and managing resources</p> <p>11. The district sports coordinator or events planner could be invited back to assist with final preparations.</p> <p>12. The sports event is held. Parents, sports stars and local celebrities are invited. (Learning Outcome 3)</p> <p>13. Evidence of the day is recorded through video footage and photos. This evidence will be used as an evaluative tool to measure the success of the competition.</p> <p>14. After the event, watch the footage or view the photos of the event. Discuss how it went. Do a class PMI of the event. Distribute questionnaires and evaluate the feedback received. (Learning Outcome 4)</p> <p>15. Students use the “success criteria” that they drew up at step 9 to evaluate the event. Students identify the strengths of the event and areas for improvement. Share their reflections at a school assembly with other classes, parents, the BOT, Principal, Mentor, etc. (LO 4)</p>	<p>1. Quality teachers have high expectations for their students, supported by quality teaching.</p> <p>10. Quality teachers allow students to participate in goal orientated assessment.</p>
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<p>Reflective Questions:</p> <p>Exploring new knowledge and skills</p> <ul style="list-style-type: none"> • What problem did we solve in our school? • What steps did we take to solve it? • How well did we carry out our responsibilities? • Would we do anything differently next time? • Do we have any further ideas for encouraging Physical Activity at school? <p>Exploring what it is to be innovative and enterprising</p> <ul style="list-style-type: none"> • What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers. • How could you improve on using the Enterprising Attribute/s for next time? • Can you transfer this learning to your other topics? <p>Exploring further future focus issues</p> <ul style="list-style-type: none"> • Who organises similar activities in your community, and why? • Why is health and well-being such an important issue for citizens and their community. What are some of the 'costs' associated with poor health? • What does it mean to be a social entrepreneur? 	
<p>Possible Assessment Activities (Teacher):</p> <p>Teacher observes and takes anecdotal notes on how well students work in their teams to achieve the common goal. Teacher can also use the success criteria formed by the students.</p>	

PMI Assessment	Positive	
	Minus	
	Interesting	

