Sample group work assessment task 2

Unit Outline and Lesson Plans 50%
Due: Length: 4000 words

This assessment task addresses outcomes (ii) to (x).

In pairs plan a unit outline with sufficient content to develop five 40-minute physical education lesson plans. You will teach the unit during Microteaching which is part of EDUH2004 School Experience 1 in second semester. At Microteaching you will work with a small group of primary school age children (up to 10 children) from a local primary. You will have limited outdoor space in which to work. Most of the children have a basic level of physical skill development.

Units and Lessons will be developed using either Stage 2 or Stage 3 of the Games and Sports, Dance, and Gymnastics strands of the K-6 PDHPE Syllabus. You will be advised in lectures which stage and strand(s) to use to develop your unit outline and lesson plans.

Use a template of your choice from the PDHPE Years K-6 Syllabus Modules (pages 35, 38) to develop the unit outline.

Part A Unit Outline (15%)

When planning your unit outline include the following:

- **Title of Unit**
- **Class/Year**
- **Unit Length**
- **Intended Outcomes** - The stage specific outcomes (knowledge and understandings, skills, values and attitudes) from the syllabus you hope students will achieve from this unit of work.
- **Indicators** - The stage specific statements of the behaviours that students might display as they work towards achieving syllabus outcomes.
- **Strands** - List those from the syllabus.
- **Subject matter** - List areas of content to be covered in the unit. Must come from the Strands identified as relevant to the unit.
- **Skills Focus** - List which of these skills will be the focus of the unit: communicating, decision making, interacting, moving, problem solving.
- **Teaching Strategies** - What strategies will be used to achieve the outcomes. Use a variety of learner-centred strategies. Include information on how you are going to organise the class eg whole class, small groups, pairs, individually.
- **Learning Experiences** - This term is used interchangeably with Teaching Strategies so may be used as an alternative title for this assessment task.
- **Resources and equipment** - List the equipment and the resources eg CD player, CDs, types of bats and balls, mats, ribbons, names of videos, worksheets, handouts, texts etc., that will be used in the unit (Include in reference list at end of unit outline).
• **Student Assessment** - Measures student achievement of outcomes. Use the suggested examples in the respective module(s) as a guide for designing assessment tasks.

• **Unit Evaluation** - How the effectiveness of the unit will be measured.

• *Include a detailed description of the content and teaching, learning and assessment activities*. (It should contain sufficient detail such that a person not involved in its preparation could use it to plan and teach lessons without the need to consult you about your intentions.)

**Assessment criteria**

• Degree of skill in using the relevant sections of the 1999 K-6 PDHPE syllabus is demonstrated

• Clarity of information included in each section of the unit outline template (how accessible is this for another person?)

• Relevance of information included in each section of the template

• Degree to which American Psychological Association (APA) referencing style is accurately applied

• Degree to which critical thinking and analysis are used

• Degree to which ideas are presented in a clear and logical way

Feedback will be provided in the next lecture.

**Part B Detailed Plans of 5 lessons (35%)**

In pairs use the unit outline you developed to plan 5 lessons. You will be advised in lectures as to whether the lessons you plan will be 35 minutes or 40 minutes long. A variety of lesson plan templates will be provided from which you can select one for this assessment task. In each lesson plan include the following:

- **Unit title**
- **Unit length**
- **Lesson No.**
- **Unit Objective**
- **Skills Focus**
- **Indicators** - knowledge, attitudes, skills
- **Introduction or Motivational Step** - (10 - 15% of lesson time)
- **Body of lesson** - (70 - 80% of lesson time)
- **Conclusion** - (10 - 15% of lesson time)
- **Assessment** - strategies to be used to measure student learning (include at least three strategies)

**Evaluation**

- Students: Were students’ needs met? Did lesson accommodate these needs across each student's level of achievement? Does content and activity selection meet the developmental needs and interests of the students? Did students participate willingly?

- Objectives and Indicators: What indication was there that learning reflected unit objective and syllabus outcomes? How was learning achieved?

- Learning Environment: Did the environment aid student learning? What were the barriers to student learning? How can these be changed to aid student learning?

- Content: Does the content allow the students to develop knowledge, skills and
attitudes that will help them manage their lifestyles? Is the content appropriate to the needs and developmental levels of the students?

- Activities: Did planned activities allow all students to achieve across a range of levels? Were activities in the correct sequence? Did the activities provide for the special needs and interests of students, provide for individual differences in learning styles, ensure student safety, allow for individual and group work, provide for gender equity and provide for the cultural and social backgrounds of the students? Did students enjoy the activities?

- Resources, Equipment, Facilities: Were the resources/equipment used suitable and adequate? Were the facilities and equipment safe and appropriate for student use?

Include detailed notes on teaching, learning and assessment activities and teaching points either in the lesson plan itself or as supplementary notes. (The lesson plans should contain sufficient detail such that a person not involved in their preparation could use them as a basis for teaching their class this unit of study without the need to consult you about your intentions.)

When you submit your assignment include a copy of the unit outline that I have marked. If you need to make modifications to your unit outline please make these. Submit both the original and the modified unit outline with your lesson plans.

Assessment criteria

- Degree of skill in translating a unit outline into lesson plans is demonstrated
- Clarity of information included in each section of the lesson plan template (how accessible is this for another person?)
- Relevance of information included in each section of the template
- Teaching, learning and assessment activities are provided in sufficient detail
- Degree to which American Psychological Association (APA) referencing style is accurately applied
- Degree to which critical thinking and analysis are used
- Degree to which ideas are presented in a clear and logical way

Feedback will be provided in lecture three weeks after submission.