**Stage 1 Physical Education**

**Assessment Type 2 – Physical Activity Investigation**

**Movement/Sport/Activity:** **KORFBALL**

**Task Description:**

It has been argued that Korfball is the world’s most inclusive sport.

One of the arguments for this is that proficiency can be achieved relatively quickly in Korfball in comparison to other ‘more technical’ sports.

**Your task is to act as a representative of Korfball SA and advocate for Korfball to be offered in Sport programs in schools on the basis that ‘Korfball is truly inclusive’.**

**The Response:**

Your response is to be presented as a screencast of up to a maximum length of 9 minutes. The audience for your screencast are the Sport Coordinators and relevant associations providing sporting programs for schools.

Your screencast should include video evidence of performances in Korfball, both yours and those of other students’, and also performances of elite players to justify your position. In your response you should make specific reference to:

* Skill Acquisition influences on attaining success in sport
* Movement concepts
* Social factors related to equity in participation

**Specific Features Addressed (IN BOLD):**

**A1 Application of knowledge and understanding to movement concepts and strategies.**

**A2 Application of collaborative skills.**

**A3 Communication using subject-specific terminology.**

**EAR1 Exploration and analysis of evidence relating to physical activity.**

**EAR2 Reflection on movement concepts and strategies.**

**EAR3 Reflection on ways to improve participation and/or performance.**

**Movement Concepts/Strategies Focus:**

Relationships (Human and Environmental)

Movement Quality (How the body can move)

Executing Movement and Making Decisions

**Stage 1 Physical Education Performance Standards**

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| - | Application | Exploration, Analysis, and Reflection |
| A | Astute and highly effective application of knowledge and understanding to movement concepts and strategies.  Focused and sustained application of collaborative skills.  Highly effective use of accurate subject-specific terminology. | Focused exploration and in-depth analysis of evidence relating to physical activity.  Insightful reflection on movement concepts and strategies.  Insightful reflection on ways to improve participation and/or performance. |
| B | Effective application of knowledge and understanding to movement concepts and strategies.  Mostly thorough and sustained application of collaborative skills.  Effective use of accurate subject-specific terminology. | Thorough exploration and some depth of analysis of evidence relating to physical activity.  Well-considered reflection on movement concepts and strategies with some insights.  Well-considered reflection on ways to improve participation and/or performance. |
| C | Generally effective application of knowledge and understanding to movement concepts and strategies.  Competent application of collaborative skills.  Generally effective use of subject-specific terminology with some accuracy. | Generally competent exploration and analysis of evidence relating to physical activity.  Considered reflection on movement concepts and strategies.  Considered reflection on ways to improve participation and/or performance. |
| D | Some application of knowledge and understanding to movement concepts and strategies.  Some application of collaborative skills.  Some use of subject-specific terminology. | Some exploration and analysis of evidence relating to physical activity.  Some reflection on movement concepts and strategies.  Some reflection on ways to improve participation and/or performance. |
| E | Attempted application of knowledge and understanding to movement concepts and strategies.  Attempted application of collaborative skills.  Attempted use of subject-specific terminology. | Attempted exploration and analysis of evidence relating to physical activity.  Attempted reflection on movement concepts and strategies.  Attempted reflection on ways to improve participation and/or performance. |

**Learning Scope:**

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| **Lessons** | **Inquiry Questions** | **Focus Area Considerations** | **Mode of Delivery** |
|  | How does Korfball provide an inclusive environment for physical activity?   * What movement concepts in Korfball facilitate maximising participation? * What movement concepts in Korfball facilitate maximising success? | In movement:   * Movement concepts and strategies: similarities and differences with other sports – movement quality, spatial awareness, executing movement, creating space. How do the similarities with other sports facilitate greater success for players?   Through movement:   * Social strategies to manipulate equity in participation: group and team selection in Korfball; environmental, task and individual constraints – gender equity and associated rules in Korfball * Personal influences on participation – cultural values and beliefs about physical activity informing attitude toward a new and probably unfamiliar sport like Korfball | About movement:   * Analysis of Korfball participation rates around the world * Comparison of a skilful Korfball player with a skilful Netball/Basketball/E-Handball player – similarities and differences – transferability of skill   In movement:   * Full game exposure * Game analysis of movement patterns, creating space, possession rates, scoring percentages – indicators of initial success of the class. Starting point for determining improvement   Through movement:   * Observation of and collection of data from Year 9 students doing Korfball unit – survey/interview |
|  | How accessible is it to play Korfball skilfully for those who have had minimal exposure to it?   * What does ‘skilful’ play look like in Korfball? * How easy has it been to alter our learning environment to play skilfully? * What role can and does feedback play in our improvement? * How successfully can students who have no experience in Korfball play a full game? | About movement:   * Learning and refining skills: skill classification, stages of learning, factors affecting skill learning:   In movement:   * Applying skill acquisition concepts for improvement:   + processes to improve skill learning: Cognitive Approaches (‘Fixed technique’ i.e. ‘skill and drill’ – flaws and advantages) v Ecological Approaches – Non-linear – Constraints Led Theory – game based practice; Information processing and associated theories   + Practice methods – links to information processing outcomes   + Learning environment modification   + Role of feedback and its effect on learning and performance | About movement:   * Students investigate blogs and podcasts that advocate for different approaches to inform the in movement exploration below   In movement:  *Focus on shooting in Korfball as a means by which to explore the following:*   * How learning environments affect outcomes in game play * Modified games (constraints-led) v Drill (Fixed technique) activities * Implementation of different practice methods * Feedback types varied – reflection undertaken on the effectiveness of different feedback   Through movement:   * Run a House Competition or Staff v Students competition to observe and collect data on those students who enter and play without having played before * Further analysis of data from 9PD Korfball |
|  | How can we best advocate for the inclusion of Korfball in school sporting programs?   * What are the main aims of school sporting programs? * Using knowledge from previous IQs, what are the main reasons for offering Korfball to achieve these aims? * What opportunities currently exist for offering Korfball in school sport? * What are the main barriers to Korfball in school sport? * What solutions can we offer to these barriers? | In movement:   * Movement concepts and strategies – relationships, interactions, making decisions. The role of Korfball to develop these skills for students   Through movement:   * Social strategies to manipulate equity in participation – modification of environments; environmental, task and individual constraints within activities – how do these factors in Korfball offer unique opportunities for developing the movement concepts; structural barriers to participation in sports; solutions for enabling participation through greater access * Personal influences on participation – cultural values and beliefs; exposure to physical activity and new experiences offered by Korfball | Through movement:   * Students undertake reflections of their own involvement in school sport and the outcomes gained through this   In movement:   * Exposure games to other ‘less popular’ sports of the co-curricular program are played to consider comparative benefits of Korfball in the program and comparative access issues   About movement:   * Analysis of co-curricular policy and the aims of the sport program at school * Interview Sport Coordinator about barriers to including sports in the program and how sports are selected |