

Unit Description	Unit Objectives
<p>In Topic 2, the first stage of inquiry requires students to recognise and explain the concepts and principles about equity in physical activity. In a range of physical activities, students explore barriers and enablers to gather data about the influence on equity.</p> <p>In the second stage, students analyse data to synthesise relationships between the barriers and enablers in physical activity, and engagement and performance to identify an equity dilemma. Student then devise an equity strategy in response to the dilemma to optimise engagement and performance in physical activity.</p> <p>In the final stage, students evaluate the effectiveness of the equity strategy on engagement and performance, and justify using primary data and secondary data.</p>	<p>By the end of this unit, students will:</p> <ol style="list-style-type: none"> <li>1. recognise and explain sport psychology and equity concepts and principles about selected physical activities</li> <li>2. demonstrate specialised movement sequences and movement strategies in the selected physical activity</li> <li>3. apply concepts to specialised movement sequences and movement strategies in the selected physical activity</li> <li>4. analyse and synthesise data to devise strategies about sport psychology and equity</li> <li>5. evaluate sport psychology, equity and movement strategies</li> <li>6. justify sport psychology, equity and movement strategies</li> <li>7. make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.</li> </ol>

Assessment Plan:				
Task	%	Objectives to be assessed	Conditions	Date
<p>Devise a strategy in response to primary data that aims to increase equity for Kirwan State High School (KSHS) year 11 students participating in physical activity. Evaluate the effectiveness of the implemented strategy and justify the future development.</p>	<p>20%</p>	<ol style="list-style-type: none"> <li>1. recognise and explain concepts and principles about equity relevant to a physical activity context</li> <li>4. analyse and synthesise data to devise an equity strategy to influence personal, social, cultural or environmental factors relevant to a physical activity context</li> <li>5. evaluate an equity strategy relevant to a physical activity context</li> <li>6. justify an equity strategy relevant to a physical activity context</li> <li>7. make decisions about and use language, conventions and mode-appropriate features to communicate information about strategies to a technical audience.</li> </ol>	<ul style="list-style-type: none"> <li>• Duration – 5 hrs</li> <li>• Mode – Written</li> <li>• To be completed individually</li> <li>• Length – 1500 – 2000 words</li> </ul>	<ul style="list-style-type: none"> <li>• Task handed out T1 W3</li> <li>• Draft submitted T1 W6</li> <li>• Final submission T1 W7</li> </ul>

### Monitoring and Reviewing:

Strategies for Monitoring Student Progress	Date	Planned Reviews at Key Intervals	Date
5.1 Check your learning 5.2A Check your learning 5.2B Check your learning 5.2C Check your learning 5.2D Check your learning 5.2E Check your learning 5.2F Check your learning 5.3A 5.3B 5.3C 5.4A 5.4D 5.5A 5.6	08/02/19		

### Underpinning Factors:

Guaranteed Vocabulary:	Literacy Skills	21 <sup>st</sup> Century Skill/s
<ul style="list-style-type: none"> <li>Social, personal, cultural, environmental factors</li> <li>Equity</li> <li>Equality</li> <li>Access</li> <li>Barriers</li> <li>Enablers</li> </ul>	<ul style="list-style-type: none"> <li>APA referencing</li> <li>Genre structure – Report</li> <li>Formal language features – subject specific terminology, conventional spelling, punctuation and grammar</li> <li>Literal and inferred meaning</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Communication – oral and written</li> <li>Personal and social skills</li> <li>Information &amp; communication technologies (ICT) skills</li> <li>Collaboration</li> </ul>
	<b>Numeracy Skills</b>	<b>Cognitive Verbs</b>
	<ul style="list-style-type: none"> <li>Interpret data</li> <li>Create percentages and graphs</li> <li>Using calculation, estimation and measurement to collect primary data</li> </ul>	<ul style="list-style-type: none"> <li>Explain</li> <li>Analyse</li> <li>Justify</li> </ul>

**TEACHING AND LEARNING PLAN:**

Hours/Weeks	Unit Objectives	Subject Matter	Learning Experiences [reflecting DQ 3, 4, 5 and 6]	Possible Resources
3/1	1	<ul style="list-style-type: none"> <li>• recognise and explain that equity is concerned with giving value to, and celebrating personal, social, and cultural differences in society</li> <li>• recognise and explain that access includes the opportunity to participate in physical activity</li> <li>• identify and explore how equity and access interact and impact engagement in physical activity</li> <li>• recognise and explain that barriers are personal, social, cultural and environmental factors that limit access to personal, social and community resources</li> <li>• recognise and explain that enablers are personal, social, cultural and environmental factors that increase access to personal, social and community resources</li> <li>• identify and explore information about personal factors acting as barriers and enablers for self or others to influence equity and access, including               <ul style="list-style-type: none"> <li>- motivation</li> <li>- confidence</li> <li>- personality traits, e.g. enjoyment, temperament or preference, self-esteem and self-concept</li> <li>- personal ability</li> <li>- genetic disposition</li> <li>- gender</li> <li>- previous experiences of physical activity</li> </ul> </li> <li>• identify and explore information about social factors acting as barriers and enablers for self or others to influence equity and access, including               <ul style="list-style-type: none"> <li>- agents of socialisation</li> <li>- siblings, peers, parents, teachers and coaches</li> <li>- the social construction of gender</li> <li>- diversity</li> <li>- physical activity preferences</li> </ul> </li> <li>• identify and explore information about cultural factors acting as barriers and enablers to influence equity and access,</li> </ul>	<p><b>Individual activity</b> Students:</p> <ul style="list-style-type: none"> <li>• read the article 'Australia needs to make sport a more equal playing field: Here's why'</li> <li>• identify equity and access issues discussed in the article</li> <li>• identify similar barriers and enablers that exist in their own lives for participation in physical activity.</li> </ul> <p><b>Group activity</b> Please be advised that content included in this activity will require consideration of teaching context and the nature and sensitivity of the cohort. Teachers should consult with school leadership and community about the suitability of any sample resources. Students:</p> <ul style="list-style-type: none"> <li>• move around the room and share barriers and enablers from their own lives in regards to participation in physical activity</li> <li>• recognise and record additional barriers and enablers that fellow classmates have identified from their own lives.</li> </ul> <p><b>Class activity</b> Students:</p> <ul style="list-style-type: none"> <li>• work together to brainstorm and identify specific barriers that exist on a school level for students participating in a range of physical activity opportunities, e.g. PE classes, lunchtime activities, interschool sport, school sport carnivals</li> <li>• use a graphic organiser to categorise barriers and enablers into personal, social, cultural and environmental factors.</li> </ul> <p><b>Group performance activity</b> Students:</p> <ul style="list-style-type: none"> <li>• participate in a game of soccer or similar invasion physical activity</li> <li>• complete personal journal entries at various intervals during the game, answering questions including How was your participation in the game influenced by gender, personal ability, motivation, confidence and previous experience? How would you describe your personal experience in terms of access to the physical activity, e.g. time on ball, access to the ball, positions played, role and contribution</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Conversation</i>, 'Australia needs to make sport a more equal playing field: Here's why', <a href="http://theconversation.com/australia-needs-to-make-sport-a-more-equal-playing-field-heres-why-71144">theconversation.com/australia-needs-to-make-sport-a-more-equal-playing-field-heres-why-71144</a></li> </ul>

		<p>including</p> <ul style="list-style-type: none"> <li>- demographic, generational and cultural change</li> <li>- the role of government funding</li> <li>- mass media promotion and marketing of physical activity</li> <li>- institutional rules, policies and procedures</li> </ul>	<p>to the team, time spent off task or on the bench? What rule changes or modifications to the activity would you recommend to enhance enjoyment and motivation, or enable access and participation?</p> <p><b>Individual activity</b> Students:</p> <ul style="list-style-type: none"> <li>• identify a physical activity they have either never engaged in or had very limited participation in</li> <li>• research and explore the social factors that may have contributed to their lack of engagement in that physical activity in terms of parent, peer and teacher/coach influence physical activity preferences gender stereotypes</li> <li>• research and explore the cultural factors that have contributed to their lack of engagement in that physical activity in terms of media influence government support, funding school, club and other institutional rules and policies</li> <li>• share their findings regarding social and cultural factors with their classmates.</li> </ul>	
2/1&2	1	<ul style="list-style-type: none"> <li>• identify and explore information about environmental factors acting as barriers and enablers to influence equity and access including built and natural environments, green space</li> <li>• investigate the emerging megatrends in Australia of 'being physically active'; including <ul style="list-style-type: none"> <li>- personalised sport for health and fitness</li> <li>- the rise of lifestyle sports</li> <li>- demographic, generational and cultural change</li> <li>- the attainment of health and community objectives via physical activity</li> </ul> </li> </ul>	<p><b>Group activity</b> Students:</p> <ul style="list-style-type: none"> <li>• work in groups to research 'walk to school' and/or 'ride to school' initiatives in Australia</li> <li>• identify the level of environmental access to the physical activity involved in walking/riding to school</li> <li>• explore barriers to walking/riding to school for some students.</li> </ul> <p><b>Group activity</b> Students:</p> <ul style="list-style-type: none"> <li>• conduct a survey of school students to gather data on walking/riding to school, e.g. What reasons do students give for not walking/riding to school?</li> <li>• identify current barriers that prevent access for students at school to walking/riding to school</li> <li>• brainstorm actions and strategies that can be implemented to enable access or encourage students to walk/ride to school.</li> </ul> <p><b>Individual activity</b> Students:</p> <ul style="list-style-type: none"> <li>• read the summary report for 'The future of Australian</li> </ul>	<ul style="list-style-type: none"> <li>• <i>VicHealth</i>, 'Walk to school is a fun and easy way for Victorian primary school kids to build healthy habits for life', <a href="http://www.vichealth.vic.gov.au/programs-and-projects/walk-to-school">www.vichealth.vic.gov.au/programs-and-projects/walk-to-school</a></li> <li>• <i>Bicycle Network</i>, 'Raise the age of footpath riding', <a href="http://www.bicyclenetwork.com.au/our-campaigns/footpath-riding/">www.bicyclenetwork.com.au/our-campaigns/footpath-riding/</a></li> <li>• <i>Bicycle Queensland</i>, 'National Ride2School Day', <a href="http://bq.org.au/programs/ride-2-school/national-ride2school-day/">bq.org.au/programs/ride-2-school/national-ride2school-day/</a></li> <li>• Queensland Government, 'School travel options', <a href="http://www.qld.gov.au/transport/public/school/travel">www.qld.gov.au/transport/public/school/travel</a></li> <li>• <i>Australian Sports Commission</i>, 'The future of Australian sport: Megatrends shaping the sports sector over coming decades — summary', <a href="http://www.clearinghouseforsport.gov.au/">www.clearinghouseforsport.gov.au/</a></li> </ul>

			<p>sport: Megatrends shaping the sports sector over coming decades'</p> <ul style="list-style-type: none"> <li>investigate new barriers and enablers that are influencing people's access and engagement in physical activity in Australia</li> <li>identify megatrends emerging in physical activity participation that have had or are likely to have an impact on their own personal engagement and access to physical activity.</li> </ul> <p><b>Group activity</b> Students:</p> <ul style="list-style-type: none"> <li>work in groups to investigate the secondary resource (megatrends summary report) to review how participation in physical activity in Australia is changing</li> <li>identify one of the following within the research <ul style="list-style-type: none"> <li>the rise of lifestyle sports</li> <li>demographic, generational and cultural change</li> <li>the attainment of health and community objectives via physical activity</li> <li>personalisation of sport for health and fitness</li> </ul> </li> <li>reflect on their experiences in class soccer games and/or interschool sport to recommend adaptations to rules, venues, timing and management to better suit time-fragmented lifestyles and a fitness-oriented consumer at their school.</li> </ul>	<p>data/assets/pdf_file/0006/564072/The_Future_of_Australian_Sport_-_Summary_Report.pdf</p>
2/2	1,4	<ul style="list-style-type: none"> <li>identify and explore how the emerging megatrends may interact as barriers or enablers to influence personal, social, cultural and environmental factors related to engagement in physical activity</li> </ul>	<p><b>Group performance activity</b> Students:</p> <ul style="list-style-type: none"> <li>participate in traditional games of tennis: singles and doubles</li> <li>identify barriers and enablers relating to personal, social, cultural and environmental factors that impacted on their engagement in tennis</li> <li>participate in a cardio tennis program</li> <li>explore the personal, social, cultural and environmental factors that differ in their engagement in traditional tennis and cardio tennis</li> <li>identify the relationships between the barriers and enablers that changed from traditional tennis to cardio tennis, and the emerging megatrends including personalised sport, health and fitness, and lifestyle sports</li> <li>explore other adaptations to popular physical activities that increase engagement, equity and access, and report back to their class about their findings.</li> </ul>	<ul style="list-style-type: none"> <li><i>LTA British Tennis</i>, 'Running a cardio tennis session', <a href="http://www.lta.org.uk/play/types-of-tennis/cardio-tennis/running-a-cardio-tennis-session/">www.lta.org.uk/play/types-of-tennis/cardio-tennis/running-a-cardio-tennis-session/</a></li> <li><i>Australian Sports Commission</i>, 'The future of Australian sport: Megatrends shaping the sports sector over coming decades — summary', <a href="http://www.clearinghouseforsport.gov.au/_data/assets/pdf_file/0006/564072/The_Future_of_Australian_Sport_-_Summary_Report.pdf">www.clearinghouseforsport.gov.au/_data/assets/pdf_file/0006/564072/The_Future_of_Australian_Sport_-_Summary_Report.pdf</a></li> </ul>
3/3	1,4	<ul style="list-style-type: none"> <li>gather primary data about the influence of equity and access concepts and principles,</li> </ul>	<p><b>Group activity</b> Students:</p>	<ul style="list-style-type: none"> <li><i>Australian Sports Commission</i>, 'The future of Australian sport: Megatrends</li> </ul>

		<p>including personal, social, cultural and environmental factors acting as barriers and enablers, on engagement in physical activity</p> <ul style="list-style-type: none"> <li>• use secondary data to analyse how equity and access concepts and principles influence engagement in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of physical activities from a number of categories outlined in the syllabus (Section 1.2.5)</li> <li>• use a reflection log to gather primary data on their level of engagement in each physical activity</li> <li>• use the table in Figure 5 (p. 20) to gather data on how their engagement in each physical activity was influenced by personal, social, cultural and environmental factors. Students use the following statements/questions to guide their reflection List the specific factor that impacted on your engagement. Did this factor act as a barrier or an enabler to your equitable access to the physical activity? For each of the four types of barriers and enablers (personal, social cultural and environmental), identify an inequity that applies to either yourself or your peers.</li> <li>• compare their reflections on their engagement in the physical activities with their classmates to analyse trends in the barriers and enablers across the class</li> <li>• analyse some of the megatrends data from the report to identify relationships and correlations between their personal experiences in a range of physical activities and the emerging trends in sport participation and engagement</li> <li>• report their findings to the class.</li> </ul>	<p>shaping the sports sector over coming decades — summary’, <a href="http://www.clearinghouseforsport.gov.au/_data/assets/pdf_file/0006/564072/The_Future_of_Australian_Sport_-_Summary_Report.pdf">www.clearinghouseforsport.gov.au/_data/assets/pdf_file/0006/564072/The_Future_of_Australian_Sport_-_Summary_Report.pdf</a></p> <ul style="list-style-type: none"> <li>• Graphic organiser (Figure 5, p. 20)</li> </ul>
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## Stage 2: Apply and analyse

3/3&4	4	<ul style="list-style-type: none"> <li>• analyse and synthesise primary data and secondary data about access, equity and engagement in a physical activity context</li> <li>• identify relationships between personal, social, cultural and environmental factors, including personal factors, e.g. enabling choice of activities to suit personal preference, acknowledging personal attitudes, values and beliefs</li> <li>social factors, e.g. grouping and team selection, performance environment modifications, manipulation of rules and constraints in physical activity</li> <li>cultural factors, e.g. community promotion and engagement related to physical activity, media and marketing strategies, rules, policies and procedures, risk assessment within a school context</li> <li>environmental factors, e.g. active travel, planning of walkways and cycleways, design</li> </ul>	<p><b>Individual activity</b> Students:</p> <ul style="list-style-type: none"> <li>• complete ‘What are your barriers to being active?’ quiz to determine what barriers apply to their personal participation or engagement in general physical activity.</li> <li>• compare results of the quiz with fellow classmates to analyse similarities and differences or common barriers.</li> </ul> <p><b>Group performance activity</b> Students:</p> <ul style="list-style-type: none"> <li>• participate in two different physical activities, e.g. sport aerobics and lawn bowls</li> <li>• keep a personal reflections work log to complete after participation in each physical activity</li> <li>• use their logbooks to analyse their personal level of engagement in each physical activity and identify factors that influence personal access and equity</li> <li>• in their logbooks and after each physical activity <ul style="list-style-type: none"> <li>- analyse how equitable the physical activity is with regards to gender, age, cultural diversity and physical</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>VicHealth</i>, ‘Female participation in sport &amp; physical activity: A snapshot of the evidence’, <a href="http://www.vichealth.vic.gov.au/media-and-resources/publications/female-participation-in-sport-and-physical-activity-a-snapshot-of-the-evidence">www.vichealth.vic.gov.au/media-and-resources/publications/female-participation-in-sport-and-physical-activity-a-snapshot-of-the-evidence</a></li> <li>• <i>Harvard Medical School</i>, ‘What are your barriers to exercise?’, <a href="http://www.health.harvard.edu/heart-health/what-are-your-barriers-to-exercise">www.health.harvard.edu/heart-health/what-are-your-barriers-to-exercise</a></li> <li>• <i>BetterHealth</i>, ‘Physical activity — overcoming the barriers’, <a href="http://www.betterhealth.vic.gov.au/health/healthyliving/physical-activity-overcoming-the-barriers">www.betterhealth.vic.gov.au/health/healthyliving/physical-activity-overcoming-the-barriers</a></li> <li>• <i>BetterHealth</i>, ‘Physical activity — overcoming the barriers’, <a href="http://www.med.monash.edu.au/assets/doc">www.med.monash.edu.au/assets/doc</a></li> </ul>
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		<p>of green public spaces</p> <ul style="list-style-type: none"> <li>• devise equity strategies to influence personal, social, cultural and environmental factors in a physical activity context, e.g. event or tournament, come-and-try session or group participation activity</li> <li>• implement equity strategies to gather primary data about the outcomes, implications and limitations of decisions</li> <li>• analyse primary data and secondary data to identify relationships between the equity strategies and engagement in a physical activity context.</li> </ul>	<p>ability</p> <ul style="list-style-type: none"> <li>- analyse how their past exposure and access to each physical activity has influenced their level of motivation and enjoyment or engagement</li> <li>- analyse the most significant personal, social, cultural and environmental factors that impacted on their personal participation and engagement. Students can use a graphic organiser similar to Figure 5 to record factors that apply to them.</li> </ul> <p><b>Individual activity</b> Students:</p> <ul style="list-style-type: none"> <li>• research a range of articles on barriers to participation and engagement in physical activity to synthesise with primary data gathered from their personal reflections and the 'What are your barriers to being active?' quiz</li> <li>• analyse relationships and/or similarities between factors identified in secondary data and the factors that influenced their personal participation (primary data) in the two different physical activities.</li> </ul> <p><b>Individual performance activity</b> Please be advised that content included in this activity will require consideration of teaching context and the nature and sensitivity of the cohort. Teachers should consult with school leadership and community about the suitability of any sample resources. Students:</p> <ul style="list-style-type: none"> <li>• identify a personal, social, cultural or environmental factor that has a significant influence on their personal participation or engagement in a specific physical activity</li> <li>• devise an equity strategy to overcome the identified factor, e.g. strategies to increase motivation, enjoyment, access to facilities, time and minimise financial barriers</li> <li>• implement the equity strategy to increase personal engagement in the specific physical activity</li> <li>• gather primary data, using a personal reflection logbook to determine the outcome, implication or limitation of the devised equity strategy.</li> </ul>	<p>s/scs/psychiatry/psychopharmacology/physical-activity-tips-to-overcome-the-barriers.pdf</p> <ul style="list-style-type: none"> <li>• <i>Australian Bureau of Statistics</i>, 'Motivators and constraints to participation in sports and physical recreation', <a href="http://www.ausport.gov.au/__data/assets/pdf_file/0011/142220/ABS_-_Motivators_and_Constraints_to_participation_in_Sports_and_Physical_Recreation.pdf">www.ausport.gov.au/__data/assets/pdf_file/0011/142220/ABS_-_Motivators_and_Constraints_to_participation_in_Sports_and_Physical_Recreation.pdf</a></li> </ul>
<b>Stage 3: Evaluate and justify</b>				
3/5	5, 6	<ul style="list-style-type: none"> <li>• reflect on primary data and secondary data to evaluate the effectiveness of the equity strategies to achieve a determined outcome</li> <li>• make decisions to maintain or modify the</li> </ul>	<p><b>Individual activity</b> Please be advised that content included in this activity will require consideration of teaching context and the nature and sensitivity of the cohort. Teachers should consult with</p>	

		<p>equity strategies to optimise engagement in the physical activity context</p> <ul style="list-style-type: none"> <li>• justify the development of the equity strategies using evidence from primary data and secondary data</li> <li>• justify maintenance or modification of the equity strategies using evidence from primary data and secondary data</li> <li>• make decisions about and use language, conventions and mode-appropriate features to convey meaning for particular purposes and contexts.</li> </ul>	<p>school leadership and community about the suitability of any sample resources.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• reflect on the data gathered in their personal participation in the different physical activities to determine <ul style="list-style-type: none"> <li>- significant personal barriers to participation and engagement including personal, social, cultural or environmental factors</li> <li>- the impact of the devised equity strategy on their personal engagement</li> <li>- the outcome of the devised equity strategy</li> <li>- if the equity strategy increased participation and/or engagement for individuals in the physical activity</li> <li>- if the equity strategy could be further modified or implemented to influence barriers to participation on a school or community level</li> </ul> </li> <li>• justify the outcomes, implications and/or limitations of their devised equity strategy by reflecting on primary data gathered on participation</li> <li>• justify the outcomes, implications and/or limitations of their devised equity strategy through the use of secondary data</li> <li>• produce a written evaluation of the impact of their devised equity strategy on their personal performance and/or engagement</li> <li>• produce a written justification for the maintenance or modification of their equity strategy by referring to primary data and secondary data on personal, social, cultural and environmental factors that influence barriers and enablers for participation in physical activity.</li> </ul>	
5/6&7	1, 4, 5, 6, 7	Unit 2 Topic 2: Equity — barriers and enablers	<p><b>Formative assessment: Investigation — report</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• devise equity strategies to influence personal, social, cultural and environmental factors in a physical activity context, e.g. event or tournament, come-and-try session or group participation activity</li> <li>• present a response in a report format that includes <ul style="list-style-type: none"> <li>- an introduction — define the personal, social, cultural and/or environmental factors influencing equity and access in physical activity contexts to frame the investigation</li> <li>- a discussion — school physical activity context analysis referring to personal, social, cultural and/or environmental factors</li> <li>- a conclusion</li> <li>- referencing conventions — ethical scholarship</li> </ul> </li> </ul>	

			<p>through the use of in-text citations and a reference list using a recognised system of referencing</p> <ul style="list-style-type: none"><li>- language features — terminology, vocabulary, and conventional spelling, punctuation and grammar.</li><li>- report headings — title page, table of contents, introduction, discussion, conclusion and reference list</li></ul>	
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**YEAR-TO-YEAR INFORMATION:**

**Differentiation [for small groups or individuals]:**

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**LESSON SEQUENCE**

WEEK	LESSON 1	LESSON 2	LESSON 3
1	<ul style="list-style-type: none"> <li>- defining equity and access</li> <li>- explore how equity and access impact participation in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>- identify barriers and enablers that limit/increase participation                             <ul style="list-style-type: none"> <li>o personal factors</li> <li>o social factors</li> <li>o cultural factors</li> <li>o environmental factors</li> </ul> </li> </ul>	Practical activities (can be embedded throughout week)
2	<ul style="list-style-type: none"> <li>- Megatrends and their influence on participation</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring how megatrends may interact as barriers or enablers</li> </ul>	Practical activities (can be embedded throughout week)
3	<ul style="list-style-type: none"> <li>- Gather primary data about the influence of equity and access</li> <li>- Analyse secondary data</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse primary data</li> <li>- Identify relationships between factors</li> </ul>	<b>Task handed out</b> <ul style="list-style-type: none"> <li>- Structure</li> <li>- Language choices</li> </ul>
4	<ul style="list-style-type: none"> <li>- Devise equity strategies</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Implement equity strategies</li> <li>- Collect primary data</li> </ul>	Practical activities (can be embedded throughout week)
5	Analyse primary and secondary data from strategy	<ul style="list-style-type: none"> <li>- Reflect on primary and secondary data</li> <li>- Make decisions to maintain or modify strategy</li> </ul>	Practical activities (can be embedded throughout week)
6	Working on assessment	Working on assessment	<b>Draft Due</b>
7	Feedback	Working on assessment	<b>Final submission</b>

**LESSON SEQUENCE**

WEEK	LESSON 1 - MONDAY	LESSON 2 - WEDNESDAY	LESSON 3 - THURSDAY
1		<p>Introduction Lesson 1</p> <ul style="list-style-type: none"> <li>- Setting expectations and responsibilities</li> </ul> <p>Lesson Content:</p> <ul style="list-style-type: none"> <li>- defining equity and access</li> </ul> <p>explore how equity and access impact participation in physical activity</p> <p>Homework: paragraph on why equity is important to link to</p>	<p><b>Workshop- swimming (There is no practical for this unit- although preparation for swimming carnival and also can be integrated into equity unit.)</b></p> <p><b>Practical – Swimming Waterpolo</b></p> <p><b>Using the Equity Debate</b></p> <p><b>Males vs females</b></p> <p><b>Jan-June vs July-Dec</b></p>
2	<p><b>Lesson 2</b></p> <p><b>Prior to this lesson: teacher must have collected survey data</b></p> <p><b>Lesson Content</b></p> <ul style="list-style-type: none"> <li>- identify barriers and enablers that limit/increase participation               <ul style="list-style-type: none"> <li>o personal factors</li> </ul> </li> </ul> <p><b>Homework:</b></p>	<p><b>Lesson 3</b></p> <p><b>Prior to this lesson: teacher must have collected survey data</b></p> <p><b>Lesson Content</b></p> <ul style="list-style-type: none"> <li>- identify barriers and enablers that limit/increase participation               <ul style="list-style-type: none"> <li>o social factors</li> <li>o cultural factors</li> <li>o environmental factors</li> </ul> </li> </ul> <p><b>Homework:</b></p>	<p><b>Prior to this lesson: Print out their practical swim session</b></p> <p><b>Lesson Content:</b></p> <p><b>Swimming Practical- 50m Session</b></p> <p><b>-They identify the barriers and enablers relating to personal, social, cultural and environmental factors that impacted on their engagement</b></p>
3 Swimming Carnival Tuesday	<p><b>Lesson Content:</b></p> <ul style="list-style-type: none"> <li>- Megatrends and their influence on participation</li> <li>- Exploring how megatrends may interact as barriers or enablers</li> </ul> <p><b>Homework:</b></p>	<p><b>Lesson Content:</b></p> <ul style="list-style-type: none"> <li>- Primary data for barriers in physical activity</li> <li>- Secondary data for barriers in physical activity</li> </ul> <p><b>Homework:</b></p>	<p><b>Group Performance Activity (MPS/EC)</b></p> <p><b>Equipment:</b></p> <p><b>Change of clothes, joggers, HPE book</b></p>
4	<p><b>Assessment Task Handed Out</b></p> <p><b>Lesson Content:</b></p> <ul style="list-style-type: none"> <li>- Collate and analyse the Year 11 Survey Data</li> </ul>	<p><b>Lesson Content:</b></p> <ul style="list-style-type: none"> <li>- Collate primary data from survey</li> </ul> <p><b>Homework:</b></p> <p>Working on draft</p>	<p><b>Lesson Content:</b></p> <ul style="list-style-type: none"> <li>- Create an equity strategy to be used for your assessment</li> </ul> <p><b>Homework:</b></p>

	<ul style="list-style-type: none"> <li>- Unpack the assessment task question</li> </ul> <b>Homework:</b> <b>Working on draft</b>		<b>Working on draft</b>
<b>5</b> <b>Implement strategy during lunch break</b>	<b>Lesson Content :</b> <ul style="list-style-type: none"> <li>- Finalise equity strategy</li> <li>- Create survey for strategy participants</li> </ul> <b>Homework:</b> <b>Working on draft</b>	<b>Lesson Content:</b> <ul style="list-style-type: none"> <li>- Drafting</li> </ul> <b>Homework:</b> <b>Working on draft</b>	<b>Lesson Content:</b> <ul style="list-style-type: none"> <li>- Genre and language features</li> </ul> <b>Homework:</b> <b>Working on draft</b>
<b>6</b> <b>Draft due</b>	<b>Lesson Content:</b> <ul style="list-style-type: none"> <li>- Drafting</li> </ul> <b>Homework:</b> <b>Working on draft</b>	<b>Lesson Content:</b> <ul style="list-style-type: none"> <li>- Drafting</li> </ul> <b>Homework:</b> <b>Working on final submission</b>	<b>Draft Due</b> <b>Lesson Content:</b> <ul style="list-style-type: none"> <li>- Drafting</li> </ul> <b>Homework:</b> <b>Working on final submission</b>
<b>7</b> <b>Assessment due</b>	<b>Final submission</b> <b>Lesson Content:</b> <ul style="list-style-type: none"> <li>-Feedback</li> <li>- Working on final submission</li> </ul>	<b>Final submission</b> <b>Lesson Content:</b> <b>Working on final submission</b>	<b>Final submission Due</b> <b>Lesson Content:</b> <ul style="list-style-type: none"> <li>- Working on final submission</li> </ul>
<b>8</b>	<b>Onto New topic</b>		