

Teacher(s)		Subject group and discipline	Swimming / alternative games		
Unit title	Participation in coaching and alternative games	MYP year	2	Unit duration (hrs)	12-16

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Relationships	Perspectives and adaptation	Identities and relationships
Statement of inquiry		
Coaching needs co-operation between different perspectives to improve performance		
Inquiry questions		
<p>Factual— What are the different types of swimming strokes? What are the different rules associated with different inclusive sports?</p> <p>Conceptual— How do we perform each swimming stroke? How do we utilise tactics to perform in different inclusive sports?</p> <p>Debatable— How do we coach effectively?</p>		
Objectives	Summative assessment	

<p>A - Knowing and understanding</p> <p>i. explain physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to communicate understanding.</p> <p>D - Reflecting and improving performance</p> <p>i. explain and demonstrate strategies to enhance interpersonal skills</p> <p>ii. analyse and evaluate the effectiveness of a plan based on the outcome</p> <p>iii. analyse and evaluate performance.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal – to provide sport specific swimming coaching to an individual in order to improve their understanding of swimming / their swimming technique.</p> <p>Role – You are a swimming instructor in your local swimming pool (IVC sports centre).</p> <p>Audience – A peer / peers in the group.</p> <p>Situation – One of the swimmers who you are instructing wants to improve their swim stroke so they can have a chance of winning gold in the national championships next month.</p> <p>Purpose – You will observe the individual's swimming technique. You have to respond to the individual's needs and justify your advice to fit the situation.</p> <p>Standards and set criteria – You will be assessed in all strands of criterion A (knowing and understanding) and criterion D (reflecting and improving).</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Through regular feedback with a partner, students will develop a good level of cooperation in order to give meaningful and targeted feedback on performance.</p>
<p>Approaches to learning (ATL)</p>		
<p>In order for students to give and receive meaningful feedback as a coach/performer they will need to communicate clearly with a partner. This will be explicitly taught and practiced through teacher modelling of feeding back to students ways of improving their stroke, as well as consistent peer feedback throughout the unit.</p>		