PDHPE 7-10 Stage 5, moving oceans learning sequence

Description

Actions to improve sustainability are both an individual and shared responsibility. Students need opportunities to explore how promoting, supporting and sustaining the environment can improve the health, safety, appreciation of their environment and wellbeing of self and others. This learning sequence explores the Moving Oceans project as a model for students to create their own project designed for their local community. It is not necessary to live in a coastal geographic location for this learning sequence to be implemented into classroom contexts.

Moving Oceans is a research project about the role of sport, physical activities and leisure in how we come to care for oceans and coasts. It explores the everyday individual and community relationships we develop through surfing, swimming and other ocean lifestyle sports. These sports and activities keep our bodies and minds healthy and they play a key part in the health of oceans and coasts too. This project aims to show how and why ocean lifestyle sports help us experience such close connections with the saltwater plants, animals, geographies and climates.

## Duration

* 8-10 lessons (50 minutes duration)

## Resources

* [Moving oceans project website](https://movingoceans.com/),

## PDHPE skills

Skills have been modelled throughout the learning sequence. Teachers could use models suggested or use their own to suit student needs.

|  |  |
| --- | --- |
| Skill domain and skills  | Evidence of learning - what do we want students to be able to do?  |
| Self management skills * Decision making and problem solving
 | * Identify how sustainable movement projects can be supportive of wellbeing for all communities
* Develop the ability to make informed decisions to support their local community based on the movement and wellbeing needs
* Identify problems and challenges in the community and design a sustainable movement solution to support individual and community wellbeing
* Take ownership of actions and behaviours to support a group project
* Deepen their understanding of how promoting, supporting and sustaining the environments they live in is an individual and shared responsibility
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| Interpersonal skills * Social awareness- (contributing to their community)
 | * Identify barriers, challenges and difficulties in their local community context that limits their understanding of the significance of sustainable movement projects to support health and wellbeing
* Recognise and support community values and attitudes to solve health, movement and wellbeing problems to enhance wellbeing for all.
* Understand that meaningful connections can be made between movement experiences and their local environments
* Express own thoughts, emotions and opinions openly and honestly with others to support their local context
* Acknowledge and use their own and others knowledge, strengths and skills to adopt more sustainable ways of living to support wellbeing in their local context
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## Link to syllabus

|  |  |  |
| --- | --- | --- |
| Outcome | Key inquiry question | Syllabus content |
| PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities | How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity? | * evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community.
* propose, implement and evaluate strategies and actions that influence their own and others’ mental health and wellbeing, eg participation in physical activity, sleep habits, mindfulness, connectedness design, implement and evaluate creative interventions for enhancing their own and others fitness levels and participation in a lifetime of physical activity
* investigate and prepare plans that promote the use of natural settings within the local community for physical activity and analyse their effectiveness in enhancing a lifetime of physical activity and/or improving fitness levels
* prepare, deliver and critique a health intervention that is designed to promote health, safe, active and balanced lifestyles
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| PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts | How can I include, assist and lead others during physical activity?  | * Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)
* Implement motivational strategies to influence the involvement and engagement of themselves and others in movements activities
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### Learning Across the Curriculum

#### Sustainability

Exploring Moving Oceans enables students to deepen their understanding of how promoting, supporting and sustaining the environments they live in is an individual and shared responsibility. Gaining a deeper understanding provides agency for students to recognise the important role they can play with contributing to health, safety, wellbeing and active lifestyles in their local community both now and in the future. This learning sequence provides opportunities for students to consider and reflect on their current values, attitudes and potential ways they can use their knowledge, strengths and skills to adopt more sustainable ways of living whilst supporting all areas of wellbeing in their local community contexts. Through evaluating Moving Oceans and creating a project within their local community, students are empowered to pitch an idea and create a movement experience for their local community that develops meaningful connections between movement and their outdoor, natural environments which in turn promotes the interrelationship between health, safety and wellbeing of people and their environments.

## Teaching notes

Schools are advised that resources embedded within this unit are not endorsed by the NSW Department of Education.

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. More information on creating a safe and supportive learning environment can be found on the [PDHPE website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/pdhpe-syllabus-implementation/learning-environment).

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (for example videos, media clips and YouTube), interactive web-based content (for example games, quizzes and websites) and texts.

Use the [resource review flowchart](https://nswpdhpecurriculum.coassemble.com/enter/b6fNd0S) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected. A sample information letter is available on the [PDHPE website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/pdhpe-syllabus-implementation/pdhpe-communication).

## Teaching and learning opportunities

### Activity one – What is Moving Oceans?

In this exploration activity, Moving oceans allows students to see one way that researchers and community are working together to promote physical activity and wellbeing. They are also increasing awareness of sustainability through improving relationships with the individuals and the environment they live.

Students are to investigate the [Moving oceans website](https://movingoceans.com/) using a [see, think, wonder](https://pz.harvard.edu/resources/see-think-wonder) thinking routine to write down ideas about what they see, what they think and what they wonder about the information on this website. Discuss as a class.

Teacher note: See, think, wonder thinking routines allow students to thoughtfully consider not only what they’re observing, but also what those observations mean. Using this as a strategy to explore should get students to ask probing questions, consider what else about this topic do I need and want to know, stimulate curiosity, which should set the stage for inquiry.

Students:

* individually, create a vocabulary list to record what terminology was new to them from their investigations of Moving Oceans
* discuss with a partner
* share with another pair what words were new
* record and share the groups’ words or terms on a board or central place for all of the class to see.
* investigate these new words further and consider:
* what do they mean?
* why do they matter to me now?
* why do they matter to people around me?
* why they might matter to the world?

Suggested new words might include:

Coastal ecologies, health is intertwined, sustainability, climate change, local-global conversations, ocean-user individuals and groups, ocean lifestyle sports (what are these?), ocean lifestyle cultures and practices, lived knowledge and experience, advocate, ethical processes, marine and coastal management, cultural and identity politics, policy makers, diversity, inclusion, multi-disciplinary approach, environmental dilemma.

**Students are to work through student activity worksheet one.** They are to compare the location of the Moving Oceans research project to their local geographic location. They will use the table provided to collate images of the two areas and answer the following questions.

* Compare the moving ocean’s location and your location? What do you notice?
* What is the rationale or reason behind the moving oceans research project?
* What is the main purpose (target, aim or goal) of the moving oceans research project?
* What problems could a project like moving oceans address, promote and improve for:
* individuals? How does it do this? Provide clear and explicit examples.
* local communities? How does it do this? Provide clear and explicit examples.
* natural environmental surroundings? How does it do this? Provide clear and explicit examples.
* broader global environmental issues? How does it do this? Provide clear and explicit examples.

Teacher note: As students consider the problems that Moving Oceans could address, it is important to explain what social awareness is and how they will gain a deeper understanding of this skill, contributing to their community, which is also an important factor of social awareness. Student could consider:

* barriers, challenges or difficulties overcome
* recognise how values and attitudes can impact the overall health of a population, starting at the individual level
* understand that connections can impact the overall health of a population
* using their own, and others’ knowledge or experiences to support their analysis of the problems Moving Oceans could overcome and/ or improve.

Following this activity, teachers can refer to the evidence of learning for this skill to make a judgement and support their students’ learning of this skill.

### Activity two – Deciding on a project

Students will work in groups to create a project that will support the health, movement, safety, wellbeing and sustainability in their community. They will work through a number of steps to deduce ideas to formulate their project.

Moving oceans uses a number of themes to guide the project which students should consider in the development of their project. These are:

* sport, physical activity and leisure can influence how individuals come to care for oceans and coasts (sustainability)
* everyday individual and community relationships, attitudes and behaviours can be developed, influenced and improved through surfing, swimming and other ocean lifestyle sports
* the link between ocean lifestyle sports and activities to keep our bodies and minds healthy, encouraging a passion for lifelong physical activity
* how and why ocean lifestyle sports help us experience such close connections with the saltwater plants, animals, geographies and climates, which in turn supports our physical and mental wellbeing.

Many decisions will need to be made as they develop the project . Exploring the skill of decision making prior to groups doing the task is advised.

#### Decision making steps

Students will be required to make positive and effective decisions in this session as they work collaboratively to establish their final movement project idea. **Decision making** involves a number of steps that can support individuals as they collaborate. These are:

**identifying the problem** or need that needs addressing. It is important for students to consider here why this problem needs addressing and be able to state why and in what ways this will make a difference for their community.

**gathering information** about the problem or need based on current challenges that may currently exist. Here students could consider what problem or series of problems this may address in their local community.

**identifying alternatives** for potential solutions that will support the identified problem or need within the community.

**considering alternative/ options.** Here it is important to weigh up the evidence for each alternative and consider why this could work and potentially how it would work.

**choosing an appropriate option. Here it is important to** look at what alternatives can be successful in their local context and understand the potential challenges along the way and have potential solutions if they arise.

**actioning the idea that will solve the problem or support the identified need.** Here a plan will need to be considered for the implementation process. Each group will need to go through process below to decide on a movement project.

As students work through the decision making process, they can use the decision making process table worksheet as required.

Students work in groups of four to brainstorm, collaborate, make decisions, propose, design and plan to implement a project. Each group will consider the themes from Moving Oceans and design a sustainable movement project that will support health and wellbeing for their community.

**Brainstorm. Individually,** students complete a [brainstorm bubble.](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) Record as many ideas as possible about a project they could design for their local community.

Each idea needs to allow for community engagement. It must include a movement experience that supports and demonstrates the interrelationship between individuals, their environment and sustainability. Allow 5 minutes to complete brainstorm bubble map.

**Collaborate**. Students share ideas with their group, giving a brief explanation of each idea from their brainstorm bubble to consider a possible direction.

**Decision making**. Once each member has shared their ideas, members of the group will vote on their top two ideas based on explanations. For example, person one will present and person two, three and four will vote on person one’s top two ideas. Repeat process for other three members of the group.

**Propose.** Each person is to individually brainstorm/flesh out the two ideas the group voted from their original ideas. For each idea they are to think about how this type of project could be successful. Considerations need to be given to:

* **what** it will be
* **why** this project could work
* **where** it could take place to ensure that there is an interrelationship between movement, wellbeing and sustainability
* **when** it would take place
* **who** could be involved – is it inclusive of all in the community?
* **how** it could be conducted within their group
* **what roles** and **duties** each person will carry out and how this will change throughout the project experience?

Each member presents their two elaborated ideas. The group collaboratively discusses them.

Students are to be introduced to the skill of social awareness and how this supports individuals contributing to their community.

Social awareness is being able to understand the deeper complexities of a community that individuals experience by living in that area. Examples may include, but not be limited to societal infrastructure, the immediate environment, problems or struggles faced, the norms and traditions that may exist in that area as well as cultures and customs that may be evident within that community.

By discussing each idea and recognising how they can make a positive impact, it can enable students to recognise how community challenges or problems faced can be improved by identifying these challenges and working towards a solution to improve these. Students will be aiming to do this by creating opportunities to improve health and wellbeing by planning and pitching for a sustainable movement project which will improve and motivate the community to improve health and wellbeing outcomes.

It is important or students to consider these ideas as they continue to move through this learning sequence.

* Group members can write notes and ask clarifying questions to gain a deeper understanding of ideas if required.
* Once each group member has presented, the group has open discussion about each and gives positive feedback about each and what they like about the idea.
* Each member votes for their top two ideas from all their group’s ideas. They are to choose the idea they feel will work the best in their local community. Students will need reminding that the project needs to be a sustainable movement project that will support health and wellbeing for their community.

**Self-assessment opportunity**: Students are to reflect on the decision making process in the activity above using the decision making self reflection sheet.

The groups top two ideas will now be explored more deeply using Activity two worksheet. As groups work through the worksheet together, students will gain an understanding of which idea will be more suitable for their sustainable movement project to support health and wellbeing for their community. They will consider:

* location of community
* problems the project would solve
* rationale (reason for project)
* purpose (targets, aims, goals)
* how the project fosters inclusion
* resources, skills and knowledge required
* whether the project will be sustainable
* cost effectiveness of the project
* how effectively the project will motivate individuals to stay healthy and well.

Once each idea has been discussed, student make a collaborative decision and choose their project idea for further investigation and collaboration. Consider keeping an online live document for each group that the teacher can access and provide ongoing support during this process design or use worksheet two.

#### Alternative experiences

In addition to their sustainable movement project idea that will support health and wellbeing for their community, groups **must** include alternative experiences at the geographical location that will support wellbeing for all community members; this includes all age groups and groups that exist within their community.

* For example, experiences may be available within that local area to participate in YOGA, mindfulness breathing or alternative activities that promote wellbeing, connectedness and the interrelationship between their local environment, sustainable living and positive wellbeing.
* Each person within their group will investigate and create a plan for their inclusive, alternative activity to support all community members and their potential involvement outside of the sustainable movement project idea.

### Activity three – The pitch

Groups [create a pitch](https://pitchdeck.improvepresentation.com/what-is-a-pitch-deck) that “sells” their group’s idea to the class. The pitch must use ideas from their planning documents and previous discussions as well as address the areas in worksheet three. The pitch that receives the most votes becomes the class project.

Students will create their pitch on an ICT platform such as Microsoft Sway or Microsoft PowerPoint.

Their pitch must include:

* their project logo
* project slogan
* how their project contributes to the local community by solving problems or reducing some of the challenges faced by individuals and groups. Their ideas within their project should potentially invite innovative ideas that will support the health, safety and wellbeing of their community and should be evident in their pitch.
* a sample website that including links to social media communications. For example, Instagram, Twitter and Facebook.

**Formative assessment opportunity:** [Headlines activity](http://pz.harvard.edu/resources/headlines). Headlines is a thinking routine that supports students with identifying the essence, or core concept of the topic/ issue that is being covered in class. It reinforces that being aware and considering the central theme of a particular idea is important to enable students to gain a deeper understanding of the learning.

Task instructions and criteria: Students create a headline for one of the projects presented which will be promoted in their local community. Once students have their headline for their project, they will go on to produce a 3-5 minute [podcast](https://t4l.schools.nsw.gov.au/resources/teaching-and-learning-resources/the-student-podcaster.html), pre-recorded presentation or audio for their local radio station.

### Activity four – Peer assessment of the pitch

Prior to pitching their idea, create a class peer assessment criteria/peer reflection sheet. Pose the question to each group “What things are you looking for from a good pitch for a sustainable movement project idea?” Suggested answers may include:

* makes use of local environment in a sustainable way
* includes all groups
* supports wellbeing of individuals
* demonstrates interconnectedness of environment to health and wellbeing
* healthy and sustainable living is both an individual and shared responsibility.

Each group shares their top five things they are looking for in a good pitch. Collate the classes’ ideas to formulate the final peer reflection sheet. See sample Peer reflection sheet – the Pitch for students to modify if required.

* Each group will complete the peer reflection sheet for each group’s pitch. See sample as a worksheet.
* At the completion of all the pitches, vote for the class project that the class can continue to implement if time and resources allow for this.

### Activity five – Self-reflection of the process

Throughout the project investigation, ideation, design and presentation experience, students have:

* relied on, and built upon their skills, strengths, knowledge and understanding of this sustainable movement idea to support health and wellbeing in their local community.
* used interpersonal skills in a variety of activities throughout the project experience to support their group.
* For example, students have collaborated throughout the project experience to support decision making, problem solving, investigation and research.

Students are to reflect on their contribution throughout this project experience. They are to reflect on how they have supported, enabled and contributed to the success of their groups’ project experience as well as how they enhanced their ability to be socially aware and contribute to the community by finding solutions to sustainable health and wellbeing problems. This is to be no more than one page written or 300 words typed.

#### Further activities for consideration:

1. Students could take their class project idea to local council or community sporting group to action some of their ideas.
2. Students complete a [3 Why’s](http://pz.harvard.edu/resources/the-3-whys) thinking routine to recognise the significance of the learning. They could link this to the United Nations sustainable development goals 3, 11, 13, 14 and the [UN Decade of Ocean Science for sustainable development](https://news.un.org/en/story/2021/02/1083732). Use the key themes of the Moving oceans project as the focus of the [3 whys](http://pz.harvard.edu/resources/the-3-whys) and invite students to share with the class.

### Links to other resources

* Sustainable school New South Wales, [project ideas](https://www.sustainableschoolsnsw.org.au/manage/young-people/enviro-clubs-manual/project-ideas).
* Getting started with sustainability in schools, [support and resources in NSW](https://sustainabilityinschools.edu.au/support-and-resources-nsw)
* Coolaustralia.org, learn for life, [Sustainability in your class – all you need to know](https://www.coolaustralia.org/take-action/sustainability-in-your-class-all-you-need-to-know/)
* Sustainable Development Goals, [Goal 3: ensure healthy lives and promote well-being for all at all ages. Good health and wellbeing](https://www.un.org/sustainabledevelopment/health/).
* [The Essential Principles of Climate Literacy | NOAA Climate.gov](https://www.climate.gov/teaching/essential-principles-climate-literacy/essential-principles-climate-literacy)
* [Contributing to Conservation | Taronga Conservation Society Australia](https://taronga.org.au/conservation-and-science/our-contribution), [Education Learning Spaces | Taronga Conservation Society Australia](https://taronga.org.au/education/excursions/learning-spaces#habitatclassrooms), [Green Grants | Taronga Conservation Society Australia](https://taronga.org.au/conservation-and-science/our-actions/green-grants)
* [UNESCO One planet, One ocean: Mobilizing Science to #SaveOurOcean (Duration, 1:20)](https://youtu.be/YyiuLwhUpH4) and [United Nations decade of ocean science for sustainable development (2021-2030)](https://schoolsnsw.sharepoint.com/sites/NSWPDHPECurriculumSecondaryTeam/Shared%20Documents/Projects/2.0%207-10%20PDHPE%20Syllabus%20implementation%20project/unesdoc.unesco.org/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_03a3112b-9a74-42cb-9e88-0395620b3197?_=261962eng.pdf?to=8&from=1) and [Ocean decade: The science we need for the ocean we want, (duration, 3:49)](https://youtu.be/mV5a094KBH4)
* [Take Action Against Plastic Pollution | Take 3 For The Sea](https://www.take3.org/take-action/) and [The Facts About Plastic Pollution | Take 3 For The Sea](https://www.take3.org/the-plastic-facts/)
* [Building Climate Literacy With Community Science Projects for K-12 Students | Edutopia](https://www.edutopia.org/article/building-climate-literacy-community-science-projects?utm_content=linkpos10&utm_source=edu-newsletter&utm_medium=email&utm_campaign=weekly-2021-06-30-A)

## Activity one worksheet

The Moving Oceans research study takes place in Ballina, Lennox and Byron Bay, which is on the north coast of NSW. This may be very different to the area or location where you live.

Compare the location of this research project to your local geographic location. Use the table to collate images of the two areas. Complete the questions that that follow.

|  |  |
| --- | --- |
| Moving Oceans location | My local geographic location  |
|  |  |

1. Compare the Moving Oceans location and your location? What do you notice?
2. What is the rationale or reason behind the Moving Oceans research project?
3. What is the main purpose (target, aim or goal) of the Moving Oceans research project?
4. What problems could a project like Moving Oceans address, promote and improve for:
	1. individuals?
	2. local communities?
	3. natural environmental surroundings?
	4. broader global environmental issues?

**Formative assessment opportunity**. Students create a one-page showcase for Moving Oceans. Students can produce a written response, poster, wordle, Canva infographic or artistic representation for the following question.

How could a project like Moving Oceans solve problems within our local community? Students may wish to consider terms such as inclusivity, connection, participation, motivation, healthy and active behaviours, wellbeing, health, lifetime physical activity, mental health, sedentary behaviour, care for environment. Provide clear and explicit examples for each factor.

## Activity two worksheet

You will be required to communicate your ideas effectively and be able to make positive and effective decisions based on the ideas of the group. It is important your community context is considered as you collaboratively discuss these ideas. List your ideas in the table below.

|  |  |  |
| --- | --- | --- |
| Consideration for project  | Idea one | Idea two |
| Location: where in the community?  |  |  |
| What problems would your project solve within your local community? |  |  |
| Rationale: what would be your explanation or reason for your project idea for your community?  |  |  |
| Purpose: what would be your targets, aims or goals of the project in your local community? |  |  |
| How would your project demonstrate inclusion and be accessible for all individuals within your community? |  |  |
| What resources, skills and knowledge would you require? |  |  |
| Longevity of the project: will it be sustainable and cost effective? How? |  |  |
| In what ways will the project motivate individuals, groups and community to engage in behaviours that will keep them healthy and well? |  |  |

Finish with choosing one idea for the sustainable movement project that will support health and wellbeing for your community.

## Decision making process table

**Decision making** involves a number of steps that can support individuals as they collaborate. These are in the table below with space to brainstorm if required.

|  |  |  |
| --- | --- | --- |
| Decision making step  | Description | Brainstorming Ideas below |
| **Identifying the problem** | **Identifying the problem** or need that needs addressing. It is important for students to consider here why this problem needs addressing and be able to state why and in what ways this will make a difference for their community |  |
| **Gathering information** | **Gathering information** about the problem or need based on current challenges that may currently exist. Here students could consider what problem or series of problems this may address in their local community.  |  |
| **Alternatives** | **Alternatives** need to be **identified** here for potential solutions that will support the identified problem or need within the community |  |
| **Consider alternative/ options** | **Consider alternative/ options.** Here it is important to weigh up the evidence for each alternative and consider why this could work and potentially how it would work.  |  |
| **Choose an appropriate option** | **Choose an appropriate option. Here it is important to** look at what alternatives can be successful in their local context and understand the potential challenges along the way and have potential solutions if they arise |  |
| **Action the idea that will solve the problem or support the identified need** | **Action the idea that will solve the problem or support the identified need.** Here a plan will need to be considered for the implementation process. Each group will need to go through process below to decide on a movement project.  |  |

## Activity three worksheet – The pitch

A pitch is a strategic way to sell your idea as the best idea to the class. Your group is to [create a pitch](https://pitchdeck.improvepresentation.com/what-is-a-pitch-deck) that “sells” your idea to the class. Your pitch needs to be able to influence and persuade others to take on your project as it demonstrates advocacy for health, wellbeing, and active lifestyles. In the development of your pitch consider or include the following:

1. What are the opportunities with your idea?
2. In what ways will your sustainable movement idea (that uses your local natural settings), provide individuals with the skills to engage with lifelong physical activity?
3. What makes this idea sustainable in relation to time, longevity, participation and connection to natural environment/ country?
4. How will your project enhance mental health and wellbeing in your local community? Provide clear and considered examples that will support individuals now, and in their future years.
5. How will your movement idea improve fitness levels of all individuals within your community? How do you know this?
6. What dimensions of individual health and safety would be supported by actively engaging with the project?
7. How important will the use of motivational techniques/ strategies be to get all ages within your community curious about, and excited to participate in your sustainable movement project within your community? Your motivational techniques that you will present need to be clearly outlined and justified as to the reasons for using these techniques or strategies.
8. What skills, knowledge and understandings will your project improve for your local community?
9. Would you have different ideas for different age groups in your community, or would it be an inclusive approach to bringing the community together?
10. What else will your project provide for your local community? Students may consider what challenges are faced by varying groups within your community or the ways it could support groups within your community.

Create your pitch on an ICT platform such as Microsoft Sway or Microsoft PowerPoint. Your pitch must include a project logo, project slogan and a sample website that including links to social media communications - Instagram, Twitter and Facebook.

## Social awareness self-reflection sheet

Consider the steps for the decision making process. Did it make it easier to work through the activity?

Complete the self-assessment table below. Reflect on your ability to engage with the decision making and problem-solving process and communicate effectively as part of a collaborative team.

##### **Self-assessment reflection questions:**

1. What did you learn about the process of decision making?
2. How was the decision-making process supportive of this task for you?
3. Did the process present challenge?
4. Did this process support your ability to contribute with confidence to the group share?
5. How has your ability to make decisions improved by going through this process?
6. In what ways and to what extent has working through this process, enhanced your understanding of how social awareness can positively impact a community?

|  |  |  |
| --- | --- | --- |
| Areas for improvement | Criteria for self reflection | Working beyond or excelling. Give example/s |
|  | I understand the reasons for making each decision  |  |
|  | I clearly understand each step in the decision making process  |  |
|  | I feel more confident with the decision-making process |  |
|  | I was able to adapt my ideas when a challenge presented during the decision-making process |  |
|  | I was able to clearly communicate final ideas to other members of the group once decision reached  |  |
|  | My ideas clearly demonstrate how they will support community health and wellbeing |  |

## The Pitch - peer reflection sheet

Use this sheet to record feedback for peers as each group pitches their idea.

|  |  |  |
| --- | --- | --- |
| Areas for improvement | Criteria used to provide peer feedback | Working beyond or excelling |
|  | Makes good use of natural, local environment  |  |
|  | Presents what their project is clearly  |  |
|  | Presents why their project will work and be successful |  |
|  | Their pitch clearly demonstrates how it will support community health and wellbeing |  |
|  | Clearly demonstrates how sustainability is both an individual and shared responsibility within their movement and wellbeing project idea |  |
|  | The project is inclusive of all individuals, including groups that may require extra consideration (For example, elderly, new parents) within their local community |  |

* + - * 1. **Other feedback as an observer of the project pitch:**
* What did you like about the project?
* Is the project’s purpose and aim clear?
* What have you learnt from the project?
* Why does this learning matter now and in the future?
* How does this project encourage lifelong physical activity? Is it effective?
* In what ways does this project enable individuals to respect and connect with their natural environment?
* How could a project like this encourage health and wellbeing in your community?

## Teacher feedback sheet

Student name:

Class:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | 1 | 2 | 3 | 4 | Feedback |
| Understands that sustainability is both an individual and shared responsibility |  |  |  |  |  |
| Is able to critique and understand a current strategy (Moving Oceans) and its link to valuing health, wellbeing, movement and sustainability |  |  |  |  |  |
| Is able to investigate, plan and propose an idea for potential implementation that promotes health, wellbeing and physical activity whilst considering sustainability in their local community |  |  |  |  |  |
| Is able to investigate and make decisions to promote a sustainable movement project within their local community |  |  |  |  |  |
| Demonstrated an understanding of each step of the decision making process |  |  |  |  |  |
| Creates and present sustainable movement ideas that solved a health and wellbeing problem within the community |  |  |  |  |  |
| Is able to work collaboratively within a team to make informed decisions and solve problems |  |  |  |  |  |

Number key, 1- not achieved, 2- working towards, 3- achieved, 4-working beyond

Further comments/ feedback for the movement sequence.