

# SOCIOCULTURAL FOUNDATIONS FOR HPE IN SCHOOLS (9916)

## WORKSHOP 5: FIGURATIONAL SOCIOLOGY AND QUALITY PHYSICAL EDUCATION

This week we will be focusing on:

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- More about how we can decide if Physical Education is quality or not.
- Learning more about figurational sociology through a drama activity.

Version	Created By	Date	Comments
V1.0	Dr John Williams	15/02/2024	Document revised

# SOCIOCULTURAL FOUNDATIONS FOR HPE IN SCHOOLS Reminders

## Unit Disclaimer and Sources of Support

Across the Semester the unit will be covering a variety of topics that will sometimes address sensitive information about health and physical education. At times your beliefs and ideologies (personal ideas lacking scientific basis) are likely to be challenged. Students are therefore reminded to approach the learning activities and discussions with an open mind and be respectful to **all** students' opinions, preferences, cultures and backgrounds.

If at any point you are struggling with anything to do with this unit and need a listening ear, please inform the Unit Convenor via a communication platform you are comfortable with (e.g. face-to-face, email or phone).

If you prefer to speak with someone else, the following services are available here on-campus:

### UC Medical and Counselling Centre

P: 02 6201 2351

### Mental Health Crisis Service

P: 1800 629 354

Alternatively, the following external providers are also available if you require broader support:

### Lifeline Australia

P: 13 11 14

E: [lifeline.org.au](http://lifeline.org.au)

### 1800 Respect

P: 1800 737 732

E: [1800respect.org.au](http://1800respect.org.au)

### Beyond Blue

P: 1300 22 4636

E: [beyondblue.org.au](http://beyondblue.org.au)

## Before Each Workshop

Before each workshop, students are expected to read the applicable *Sociocultural Foundations for HPE in Schools* workbook for the given week (the relevant version of this workbook) to best prepare for the upcoming session. In addition, students are expected to have watched the associated weekly lecture and have completed accompanying reading and any other learning materials tasks before attending the workshop.

# WELL-BEING CHECK-INS

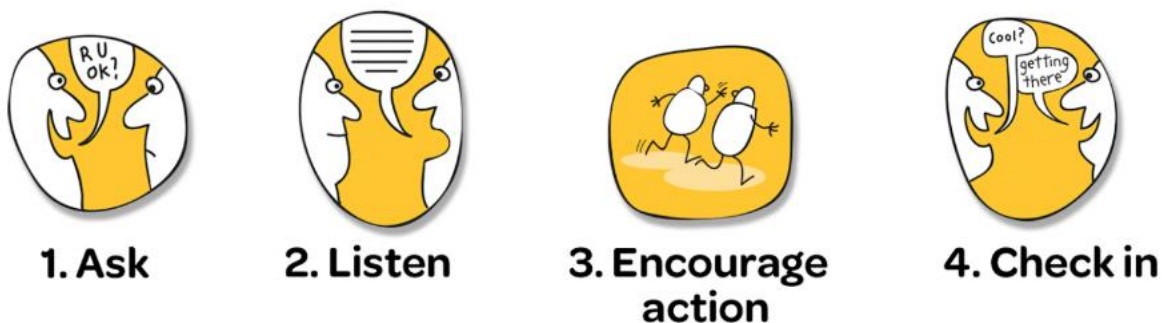
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## Peer Mentor

Creating a safe learning environment is a key feature for all workshops across the Semester, as expected in your own classroom teaching. One approach to achieve this is creating a 'Community of Practice' by using a 'Peer Mentor' framework at the beginning of each workshop.

### How it works?

During the first 5 mins of each workshop students will have time to reconnect with their self-assigned Peer Mentor from their workshop. The purpose is to check-in with on each other's own well-being, current achievements or challenges.



*Figure 1. The four (4) steps to having the conversation as the Peer Mentor or Mentee. Source: ruok.org.au/education*

# WEEK 5 ACTIVITIES

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Duration: 110 minutes

## ACTIVITY 1: Drama Exercise

Carry out and discuss the drama exercise – see ‘Week 5 Figurational Sociology Drama Scene doc’ in the Week 5 Module.

Duration: 20 minutes

## ACTIVITY 2: Figurations as dances

Learn and practice the Scottish dance that you will be introduced to.

Duration: 30 minutes

## ACTIVITY 3: Game models framework (Elias, 1978) activity

Read Scanlon et al. (2019) pages 75 to 77 (Week 5 Reading List)

This is a small group task where each group will be allocated a game play from the above reading. Discuss how you can replicate your allocated game play using indoor soccer.

Group 1: Player A and Player B.

Group 2: Player A playing multiple players.

Group 3: A number of players on each side of the game.

Group 4: A multi-player, multi-level game with non-face to face players who can influence the game.

Duration: 30 minutes

## ACTIVITY 4 United Nations Educational, Scientific and Cultural Organization Quality PE

Consider the first 18 pages of the United Nations Educational, Scientific and Cultural Organization (2014) *Quality Physical Education Guidelines* available from <https://unesdoc.unesco.org/ark:/48223/pf0000231101>

What are the key messages in these pages about quality PE and how can you use this information for your assignment?

Duration: 30 minutes

# TAKE AWAY MESSAGES FROM THIS WEEK AND THE WEEK 4 CONTENT

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Quality PE can be described or defined in different ways. For example:

- According to the aims, rationale and Key Ideas of the AC: HPE (ACARA, 2022).
- Using the QTM framework (ACT DET, 2006).
- From the point of view of safety.
- Using Arnold's ideas (1979) of 'in' through' and 'about' PE.
- The use of evidence-based pedagogy.
- In terms of what your principal, students and parents/carers 'believe' quality PE to be.
- What the teachers in your HPE Faculty (secondary schools) or other teachers think PE is, based on their values and beliefs or habitus.

# REFERENCES

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- Arnold, P. (1979). *Meaning in Movement, Sport and Physical Education*. London: Heinemann.
- Australian Curriculum Assessment and Reporting Authority (ACARA). (2022) *The Australian curriculum health and physical education Version 9*. ACARA.
- Elias, N. (1978). *What is sociology?* New York: Columbia University Press.
- United Nations Educational, Scientific and Cultural Organization (2014) *Quality physical education*. Available at: <http://unesdoc.unesco.org/images/0023/002311/231101E.pdf> (accessed 7 March 2020).