

## Observation Feedback Report

Aquinas College – Year 12 Physical Education

Topic: Violence in sports

*The notes offered are not intended to represent what an observer might record in a lesson, which would depend on the policy and practice defined by the school. Instead, they seek to explore the evidence of learning achieved in the video evidence and hence the inferred impact of the teaching. This can be used for comparison in staff discussion about the lessons.*

### Learning

- Defining violence in sport students express themselves well, though a teacher definition is later provided for students' notes.
- Students can define potential causes of violence and sound articulate about the subject from early in the lesson.
- They talk willingly in pairs debating whether causes of violence represent player or audience behaviours.
- The level of information considered by students is relatively low, hence their answers and level of debate is limited. For example, the combination or interaction of factors is not considered, or the relationship between player and audience violence in the same context.
- True or false answers require some thought by students and they are asked to explain their responses. However, responses are relatively closed and limited in nature.
- At times students' answers are more reflective and detailed than the teacher's information being provided.
- They competently articulate the implications of violent spectator fighting on both society and the sport.
- Students consolidate apparently existing knowledge in the lesson but appear to gain relatively little additional knowledge or understanding.

### Teaching

- The teacher introduction before the lesson indicates that students will be required to complete content notes for their exam by the end of the lesson. Learning outcomes are less precise.
- Initial photos cause students to look carefully and decide whether behaviours are violent or non violent and justify their answers. Teacher questioning whilst they are working sensitively pushes students to explain themselves without confirming or

correcting them. However, the actual photos make little demand on students and all seem to rely on whether the actions are within the rules of the game. Only 2 photos cause any real dilemma where the rules of the game are less familiar.

- The context of the lesson is fully explained and the knowledge and understanding that students will need. Learning objectives are now made specific.
- Teacher questioning covers a large number of students to solicit engagement.
- Violence by both players and spectators is considered as part of the curriculum and students are directed to record teacher provided notes.
- The implications of violence on both communities and sports themselves are briefly explained and explored, though not with depth.
- A written activity seemingly repeats what has already been covered in the lesson – the implications of violence for different stakeholder groups. The reading and repetition of answers shares information and adds some, e.g. the embarrassment of countries because of the behaviour of their fans. Overall relatively little information is added by the activity and some student answers actually extend the teacher information again, e.g. the impact on sponsorship income.
- Some significant causes of violence in many sports are not mentioned – abusive language directed at opposing fans, nationalism and xenophobic prejudice.
- The plenary activity is another recall of the same information dealt with repeatedly during the lesson.
- Teacher feedback is positive because students responded to activities and repeated back essential information, demonstrating that they had met the learning objective. Whilst this is the case a question remains about the level of challenge for these students and the degree to which existing knowledge was developed.

Overall the lesson delivers and consolidates required exam content but there is relatively little challenge apparent for these quite articulate students. Individual factors, e.g. social media are mentioned but not explored and the interaction of different factors is not considered. Whilst students have recorded and have been given essential information their ability to debate and understand these important issues has not been significantly extended.

#### **Questions that might be used to explore the lesson further with the teacher:**

- Throughout the lesson students sounded knowledgeable and quite articulate about the subject content. How challenging was the lesson for them?  
How might the level of challenge have been raised by deeper exploration of the factors covered?
- How might the *combination* of causal factors in violence be considered to deepen exploration?
- How could the cause and impact of violence in different sports be explored? For example, the differences between audience behaviour in apparently similar sports like boxing and judo?

### **Extending the learning**

Great lessons and great progress stem partly from great teaching, but are evidenced by deep learning. What are the opportunities in or beyond this lesson to extend the learning over the coming sequence to achieve this? Clearly there would not be time to pursue all of these options, but one or two might add depth and value to students' learning.

- Building on the questions above core information could be given to students at the beginning of the lesson so that they can be challenged to explore individual factors in groups and explain their findings to each other.
- Analysis of single sport incidents, e.g. in conjunction with media or police reports would enable students to see the impact of linked factors in real situations.
- There are many sports in which some causal factors appear to be present but there is little or no violence by players or audience. This includes many contact sports. Explaining this difference could be challenging and throw additional light on the factors themselves.