**Lesson 4.2 Exercise Training Theory and Examples**

**Demographic of Lesson**

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| **Year Level:** | **9** | **Length of lesson in minutes:** | **60** |
| **Topic/Theme:** | **Exercise Training** | | |
| **Curriculum Learning Area:** | **Health and Physical Education** | | |
| **Strand:** | **Personal, social and community health** | | |
| **Content Descriptor and Code:** | **Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities** [(ACPPS096 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACPPS096) | | |
| **General Capabilities:** | **Literacy**  Interpret and analyse learning area texts  Navigate, read and view learning area texts  Understand how visual elements create meaning  **Critical and Creative Thinking capability**  Imagine possibilities and connect ideas  Seek solutions and put ideas into action  Evaluate procedures and outcomes  Organise and process information  Identify and clarify information and ideas  Reflecting on thinking and processes  **Challenge and Adventure Activities**  movement challenges (as individuals and in teams or groups)  **Personal and Social Capability**  Contribute to civil society | | |
| **Learning Intention (objective)** | **Students are learning to**: understandtraining theory and to evaluate and analyse examples. | | |
| **Success Criteria (assessment):** | **Students will be able to:**   * Students understand, analyse and critique a small variety of training programs. Students can also research training programs individually or as a group. | | |

**Lesson Sequence:**

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| **Timings:** | **Teacher Activity:** | **Student Activity:** | **Resources/Notes** |
|  | **Introduction:** | |  |
| 10min | Welcome, roll call  Play video. Open with board discussion about students’ experiences with training programs. Identify overall level of understanding/knowledge. | Students will be in standard seating arrangement with full view to the front of the classroom. | [Travis Boak AFL Movement Regime](https://www.youtube.com/watch?v=43QFgUjKDuA) |
|  | **Lesson Body (Middle)** | |  |
| 15 min | Discuss phases of training programs, breadth of activities, recovery, burnout, alternative training techniques/methods  Discuss an example of a training method, to provide students an example of the information required for the next part of the lesson. | Students are to openly discuss and provide input into the training method. | Use of PPT for delivery or training methodology, etc. or use open discussion with notes on whiteboard.  Use of a smartboard or white board for the discussion on a specific training method. |
|  | **Lesson Body (Middle)** | |  |
| 15 min | Teacher is to manage the division of groups whilst students conduct individual and group research on training methods. They are also to monitor and guide the groups’ work. | Students will be divided into small groups (or may work individually) to research other types of training not already discussed. Examples of training types are provided.  Students are to assess the training under the following headings (minimum) General Overview, Pros, Cons, How it differs from other similar styles, What sports/activities/people would benefit from this type.  Student may identify other headings or areas to investigate the training method. | Examples are:  Muscular Endurance  Strength  Circuit  Cardio: Continuous, Fartlek, MAS, interval,  Plyometric  Flexibility  Mental/Psychological Skills  Heart Rate  HIIT  Tabata  Classes (Yoga, Pilates, Body Pump)  Crossfit |
|  | **Conclusion/Summary (End)** | |  |
| 15 min | Redirect students back to front of the classroom and direct groups to present their analysis and critique. | Students are to present their findings to the class. | Alternatively, groups may pair up to discuss each of their findings in small group discussions. In this case the teacher will be required to move between groups to observe. |

**Reflection/Notes:**

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| **How do you know if the lesson went well?** | Did students analyse training method with the preformed headings?  Did students identify other, more appropriate headings?  How well does this prepare for assessment project and subsequent lessons?  Can students critically analyse training programs?  Can student assess applications of training programs to their own lives and that of others. |

**Resources**

Science For Sport <https://www.scienceforsport.com/maximal-aerobic-speed-mas/#av_section_2>

Australian Institute of Fitness <https://fitness.edu.au/the-fitness-zone/article/training-at-maximum-aerobic-speed/>

Implementing High-Intensity Aerobic Energy System Conditioning for Field Sports <https://simplifaster.com/articles/high-intensity-aerobic-conditioning>

BodyBuilding.com <https://www.bodybuilding.com/content/our-10-most-popular-workout-programs.html>

Coach Assist, AFL Training programs <https://www.coachassist.com.au/diary.aspx>

More than Fitness: The movement regime behind Port Adelaide star Travis Boak | AFL <https://www.youtube.com/watch?v=43QFgUjKDuA>