**Lesson 5.1 MAS Training**

**Demographic of Lesson**

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| **Year Level:** | **9** | **Length of lesson in minutes:** | **60** |
| **Topic/Theme:** | **Modified Games** | | |
| **Curriculum Learning Area:** | **Health and Physical Education** | | |
| **Strand:** | **Understanding Movement** | | |
| **Content Descriptor and Code:** | Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment [(ACPMP101 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP101) | | |
| **General Capabilities:** | **Numeracy**  Estimate and measure with metric units  Recognise and use patterns and relationships  **Life Long Physical Activities**  individual and group fitness activities  active recreation activities  **Critical and Creative Thinking capability**  Analysing, synthesising and evaluating reasoning and procedures  Transfer knowledge into new contexts  Identify and clarify information and ideas  (ACARA, n.d.) | | |
| **Learning Intention (objective)** | **Students are learning to:** practically apply a training technique, interpret results and apply solutions. | | |
| **Success Criteria (assessment):** | **Students will be able to:**   * Interpret the results derived from MAS test and apply the resulting solution from that data. | | |

**Lesson Sequence:**

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| **Timings** | **Teacher Activity:** | **Student Activity:** | **Resources/Notes** |
|  | **Preliminaries:** | |  |
| 10min | Welcome, roll call, injury check, equipment/uniform check.  Reaffirm the learning taken place in Lesson 4.2, specific to MAS Training | Running/leg warm-up activities  Light jogging, Range of Movement activities, light stretching | Measured running track to be used. Alternate measured tracks may be used however, must be easily observable and well known to the students and teacher.  AFL oval is suitable, however circumference is to be confirmed prior to beginning. |
|  | **Introduction (Beginning):** | |  |
| Max 5 min | Running 1600m instruction to be given. Actions on injury, etc. if track is not easily observed by teacher. |  | Teacher/timer is to record time of students’ run.  Distance can be increased or decreased to achieve maximum inclusion for individuals. |
|  | **Lesson Body (Middle)** | |  |
| 20-30 min | Observe students and record times. | Students will complete a 1600m run. They are to achieve a maximal effort to achieve most accurate results.  Students unable to complete the running activity will assist the teacher in timing, recording results, and calculating timings. |  |
|  | **Lesson Body (Middle)** | |  |
| 5-10 min | Reaffirm training protocols of MAS15 and MAS30, as taught in Lesson 4.2.  Ensure student understand the full execution of training protocol as they will not be completing this during this lesson. | Students complete 4 rounds of MAS15 at 120% of MAS.  Students unable to complete the running will monitor timing and assist calculating results. They will also monitor RPE. | Cones as required to mark out set distances. |
|  | **Conclusion/Summary (End)** | |  |
| 10 min | Being discussion with students in what circumstances MAS in implemented. How a full MAS training session is likely to look. | Pack up equipment  Sitting as a group  Students that have recorded results can share select clips or photos with the group. Students can also share others and their own RPE and experience with MAS or other cardio training protocols. |  |

**Reflection/Notes:**

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| **How do you know if the lesson went well?** | Students were able to complete the set distance run.  Students enjoyed the training activity.  Students are likely to use this training method in their own training or project.  Were students confused about the activity calculations. |

**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/>

Measured running track to be used.

Timer.

Measuring Wheel

Templated MAS Calculator (hard or soft copy) Digital provides flexibility to adjust distance in first test.