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|  | **Year 9: Health and Physical Education** |

**Scope and Sequence**

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| Identify curriculum | Curriculum Overview | **Year 9 overview** The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.  In Year 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. Students analyse how participation in physical activity and sport influence an individual’s identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. |
| Focus areas | Focus areas to be addressed in Year 9 include:   * alcohol and other drugs (AD) * food and nutrition (FN) * health benefits of physical activity (HBPA) * mental health and wellbeing (MH) * relationships and sexuality (RS) * safety (S) * challenge and adventure activities (CA) * games and sports (GS) * lifelong physical activities (LLPA) * rhythmic and expressive movement activities (RE). |
| Assessment and Achievement standard | Assessment of the curriculum will be conducted via the following methods; • concurrent formative assessments during teaching periods – This will provide regular feedback to students during the Unit.  • summative assessments – the summative assessment will be conducted through a project, detailed below. The assessments will be conducted in conjunction with the [Australian Curriculum achievement standards](http://docs.acara.edu.au/resources/Health_and_Physical_Education_Sequence_of_achievement.pdf)  This will also allow the teacher to gauge the learning by students and determined whether the teaching level is appropriate to the classroom. |

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| **Unit overview** | **Unit 1 Overview** | Unit 1 will be designed so that each week a lesson from *Personal, social and community health* strand and from the *Movement and physical activity* strand will be taught alternately. The focus and project of this Unit will be to produce a presentation to promote healthy behaviours with the intent of improvement of the health and well-being of the students and staff at school, through activities that can be conducted with limited non-specialised equipment. The Unit will also include a variety of different sports and game-based activities to allow for the expansion of ideas and activities that can also be included. The Unit will explore behaviours that improve their and their community’s health and well-being, through safe and beneficial activities. |
| **Project Summary** | Through Unit 1, students will be completing a project to encourage healthy activities and/or behaviours within their community, specifically their school’s students and staff. The project can be completed through any appropriate media, e.g. poster, persuasive speech or writing, video, webpage, etc. The Unit program will be designed to provide students the information and skills to research on healthy behaviour choices. |
| **Background Context** | The Class is 20 students, with 4 indigenous, 2 recent immigrants and split 14 males and 6 females. Attendance is 85%. About 90% of the students participate in extra-curricular sports. 5 students speak English as a second language or not their main language at home. 12 Students currently participate in competitive sports with Clubs and in Adult grades. |
| **Assessment method** | Formative = 75% grade for Unit 1. Continuous formative assessment will be conducted by the teacher. This will be through student participation and observation of their understanding of and ability to execute the physical tasks during practical lessons. The teacher is to provide specific and regular informal feedback to all students. This will manage students’ expectations prior to receiving grades at the end of the Unit.  Summative = 25% grade for the Unit. Consisting of one piece, as described above in the Project Summary. |
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**Unit Map**

Unit map provides a graphical representation of lesson sequence and links between Stands.

Strand

**Unit 1.2** Personal, social and community health

**Unit 1.1** Movement and Physical Activity

Lessons Number and Short Title

1.2 Apply First Aid

1.1 Introduction to Ultimate Frisbee

2.2 Apply CPR

2.1 UF - Baseball

3.2 Evaluate Health Campaigns

3.1 Rules of Ultimate Frisbee

4.2 Exercise Training Theory

4.1 Kickball

5.2 Discuss Health Activities

5.1 MAS Training

6.2 Create Health Campaign

6.1 Alternative Training - Practical

7.2 Design Fitness Assessment

7.1 Modified Lacrosse

8.2 Present Data from Testing

8.1 Test Fitness

9.2 Develop Fitness Plan

9.1 Muscular Fitness Activity

10.1 Yoga and Mental Stillness

10.2 Submit/Present Project

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| **Scope and Sequence** | | | |
| **Unit 1** | **Content Descriptions** | **Elaborations** | **Resources** |
| **Unit 1.1**  Movement and Physical Activity | 1. Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations [(ACPMP099 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP099) 2. 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) 3. Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels [(ACPMP102 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACPMP102) | 1. Transferring skills learnt in one movement situation to a different situation 2. Performing specialised movement skills in situations where the rules or conditions have been modified to vary complexity 3. Using knowledge of results feedback to support another student in performing a skill with greater accuracy or control 4. Responding to teacher and peer feedback to enhance performance 5. Using ICT to record others' performance, and providing feedback on synchronicity and timing of movements in relation to other people, objects or external stimuli 6. Providing constructive feedback on their own and others' performance by using movement-analysis software to break down a skill or sequence 7. Using established criteria to apply and evaluate the effectiveness of movement concepts and strategies 8. Developing and implementing appropriate movement concepts and strategies for selected movement scenarios 9. Reviewing, proposing and implementing alternative responses to movement situations based on the outcome of previous performances 10. Using ICT to design, implement and monitor a personal fitness plan which includes a timeframe, goals and a variety of specific activities that meet the needs of different people 11. Justifying the selection of physical activities included in a personalised plan linked to the components of health- and skill-related fitness they wish to improve or maintain 12. Using non-specialised equipment to develop health- or skill-related fitness circuits that can be used by family or community members | Unit 1.1 will be conducted on an AFL/Soccer field to allow for full body movement. During the development of this Unit, no facility conflict exists, however this is to be confirmed regularly at staff meetings and through facility bookings.  Generic sports equipment, such as a whistle, cones, weights and circuit training equipment, will be required. The lesson plan is to have the resource requirements detailed and their availability confirmed prior to the lesson.  Specific sports equipment is also required, such as frisbees, soccer, AFL balls, baseball equipment, etc. Same requirements for the generic sports equipment apply. |
| **Unit 1.2** Personal, social and community health | 1. Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at short or long term risk [(ACPPS091 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACPPS091) 2. 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) 3. Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments [(ACPPS097 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACPPS097) | 1. Planning and practising responses to emergencies where they may be required to administer first aid to a friend, including CPR 2. Critiquing the appropriateness and effectiveness of help and support services available for young people in the local community 3. Creating and evaluating visual and multimodal health campaigns in print-based and digital environments to promote health and wellbeing in their community 4. Developing and implementing proposals to enhance the wellbeing of staff and students in the school 5. Preparing, delivering and critiquing a class presentation to the community, for example a presentation to parents on tips for serving and eating food that has been prepared sustainably 6. Creating and evaluating proposals to promote the use of natural settings within the local community for physical activity 7. Designing and adopting actions which promote healthy, active and sustainable lifestyles | Unit 1.2 will require ICT facilities to allow delivery of web-based content, e.g. videos and articles. Students will also require access to these facilities to complete classroom work and the summative assessment project.  Students completing projects through physical media, such as posters and presentations, are to be provided with the appropriate stationery supplies. |

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| **Unit of Work: Movement and Physical Activity** | | | |
| **Unit 1.1** | |  | **10 Weeks (1-10)** |
| **Focus Areas** | Focus areas to be addressed in this part of Unit 1.2 include:   * health benefits of physical activity (HBPA) * challenge and adventure activities (CA) * games and sports (GS) * lifelong physical activities (LLPA) * rhythmic and expressive movement activities (RE). | | |

**Week 1 – Lesson 1.1**

**Lesson Outcome:** Introduction to Ultimate Frisbee

**Success Criteria:** Students can throw a frisbee in multiple ways and catch, static and whilst moving.

**Teacher Notes:** Key throwing techniques to be demonstrated and practiced are: forehand, backhand, bootstrap, hammer, scoober. Examples found at “All the ways to throw a frisbee”

**Resources:** Frisbees, Cones, Whistle

How to play Ultimate Frisbee for Beginners - <https://www.youtube.com/watch?v=YkMMqOUNyKk>

All the ways to throw a frisbee - <https://www.youtube.com/watch?v=hJK1xUeFtig>

**Week 2 – Lesson 2.1**

**Lesson Outcome:** Ultimate Frisbee - Baseball

**Success Criteria:** Students demonstrate the ability to manipulate skills from one sport to form a new game.

**Teacher Notes:** Game is played similar to t-ball, without a pitcher, the “hitter” will throw the frisbee and run around the bases.

**Resources:** Frisbees, Cones, Whistle, Bases (from baseball kit)

All the ways to throw a frisbee - <https://www.youtube.com/watch?v=hJK1xUeFtig>

**Week 3 – Lesson 3.1**

**Lesson Outcome:** Rules of Ultimate Frisbee –Students will learn the rules of Ultimate Frisbee and can demonstrate their learning.

**Success Criteria:** Students demonstrate their understanding of the rules of Ultimate Frisbee.

**Teacher Notes:**

**Resources:** Frisbees, Cones, Whistle, Bibs

How to play Ultimate Frisbee for Beginners - <https://www.youtube.com/watch?v=YkMMqOUNyKk>

Refer to Self-Assessment report and collate information in Self-Assessment Collated spreadsheet.

**Week 4 – Lesson 4.1**

**Lesson Outcome:** Kick Ball – Soccer/Football/Handball combination

**Success Criteria:** Students demonstrate the ability to combine several familiar sports to create a new game.

**Teacher Notes:** Game combinesrules from Soccer, AFL and European handball to create a new game. Students will be required to adapt to the combination of rules with the introduction of rules during the lesson, increasing the difficulty. This requires particular attention by the teacher to ensure consistency of the rules and progression of play.

**Resources:** Soccer ball, standard AFL (preferable) or soccer field, whistle, handball goal (or similar)

Soccer Rules <https://www.rulesofsport.com/sports/football.html>

AFL Rules <https://www.rulesofsport.com/sports/aussie-rules-football.html>   
European Handball Rules <https://www.rulesofsport.com/sports/handball.html>

**Week 5 – Lesson 5.1**

**Lesson Outcome:** MAS Training

**Success Criteria:** Students can interpret data derived from MAS Testing and determine MAS training protocol, using preformed tables

**Teacher Notes:** Students will run on a premeasured track, for time. At the competition students will use their time to determine the 120% MAS and conduct a modified MAS15 protocol. **Resources:**  Measured running track to be used. Timer. Measuring Wheel

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/>

Refer to Self-Assessment report and collate information in Self-Assessment Collated spreadsheet.

**Week 6 – Lesson 6.1**

**Lesson Outcome:** Explore alternative exercise options, using no or non-specialised equipment.

**Success Criteria:** Students can design exercise activities using no or non-specialised equipment.

**Teacher Notes:** Aim of this lesson is to demonstrate that fitness activities can be executed with little or no traditional exercise equipment. This exercise will follow on from Lesson 4.2 and 5.2 through practical execution.

**Resources:** It is preferable to conduct this lesson in the gymnasium due to proximity of training equipment. However, can be conducted outside with no equipment. Selection of equipment is to be restricted by the teacher so students use equipment to replicate environments that are commonplace outside a gymnasium.

PE Central <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11821#.XsyJf2j7SCp>

Nerd Fitness, Home work outs, <https://www.nerdfitness.com/blog/the-7-best-at-home-workout-routines-the-ultimate-guide-for-training-without-a-gym/>

**Week 7 – Lesson 7.1**

**Lesson Outcome:** Modified Lacrosse

**Success Criteria:** Students demonstrate their understanding of the rules of Lacrosse.

**Teacher Notes:** Lacrosse is traditionally a contact sport, therefore running with the ball is limited to 5 steps to ensure individuals cannot dominate play.

**Resources:**Lacrosse Rules <https://www.rulesofsport.com/sports/lacrosse.html>

Beginner Lacrosse <https://beginnerlacrosse.com/rules-of-lacrosse/>

Refer to Self-Assessment report and collate information in Self-Assessment Collated spreadsheet.

**Week 8 – Lesson 8.1**

**Lesson Outcome:** Test fitness assessment protocol

**Success Criteria:** Students are able to execute and record results from assessment protocols determined in Lesson 7.2.

**Teacher Notes:** The success criteria achievement will become fully evident in Lesson 8.2. Teacher is to observe the conduct of the assessments and assist where required.

**Resources:** Schooltablets are to be used if available, however students’ phones may be used to record data and video activities.

Gymnasium, in conjunction with outside running tracks and sports ovals, are be used to facilitate a variety of testing activities chosen by the students.

**Week 9 – Lesson 9.1**

**Lesson Outcome:** Muscular Fitness Training Activity

**Success Criteria:** Students demonstrate their ability to execute a variety of movements, based around a muscular fitness training activity.

**Teacher Notes:** Discuss with students a variety of muscular endurance activities that they can all conduct and select up to ten to be conducted in a circuit like activity. Activity should take no more than 20 minutes and demonstrate the need to assess the group’s fitness level for the activity choices.

**Resources:** PE Central <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11821#.XsyJf2j7SCp>

Refer to Self-Assessment report and collate information in Self-Assessment Collated spreadsheet.

**Week 10 – Lesson 10.1**

**Lesson Outcome:** Yoga and Mental Stillness

**Success Criteria:** Students demonstrate a willingness to attempt alternative activities. Students also understand the theory of mental stillness and its importance.

**Teacher Notes:** Beginning of the class will discuss the benefits of yoga and meditation on sports performance and conclude with a 20-30minute yoga activity. Review the video prior to the lesson to ensure movements are within the students’ abilities and to demonstrate if needed.

**Resources:** It is preferable to conduct this lesson in the gymnasium, however, may be conducted outside. Yoga mats or towels are also required.

e.g. Sarah Beth Yoga (YouTube) <https://www.youtube.com/watch?v=_2PB4J5h7bI>

Refer to Self-Assessment report and collate information in Self-Assessment Collated spreadsheet.

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| **Unit of Work: Personal, social and community health** | | | |
| **Unit 1.2** | |  | **10 Weeks (1-10)** |
| **Focus Areas** | Focus areas to be addressed in this part of Unit 1.1 include:   * health benefits of physical activity (HBPA) * mental health and wellbeing (MH) * relationships and sexuality (RS) * safety (S) * lifelong physical activities (LLPA) | | |

**Week 1 – Lesson 1.2**

**Lesson Outcome:** Students are learning to apply first aid to a range of scenarios they may encounter.

**Success Criteria:** Students can assess and treat: snake bite, broken/fractured limb and burns. Students can conduct the primary survey.

**Teacher Notes:** Classroom will be required to cleared to allow for space for practical activities. Students will work in pairs or groups, depending on the scenario being taught. Lesson should be introduced to prompt students as to why this is important to their and others’ safety and conclude in a similar fashion to relate relevance to the students.

**Resources:** St John’s Ambulance will be the primary delivery agent for this lesson. The teacher will still be required to assist and is to be familiar with first aid treatments. The instructor is planned to be met at the front office by the teacher, one day prior to the lesson, in order to view the training environment and facilities.

St John’s has been booked by Mrs. Smith, Admin and Bookings, Ph. 08 8945 XXXX

St John’s POC is Mr. Jackson, Ph 08 8923 XXXX

Instructor is Mr. Peterson, Ph 08 8923 XXXX, Mob. 0403 XXX XXX

**Week 2 – Lesson 2.2**

**Lesson Outcome:** Students will learn to apply CPR.

**Success Criteria:** Students can perform CPR individually or in a pair.

**Teacher Notes:** Classroom will be required to cleared to allow for space for practical activities. Students will work in pairs or groups, depending on the CPR technique being taught. St John’s is expected to bring at least eight Annie CPR Doll, as discussed via email. Lesson should be introduced to prompt students as to why this is important to their and others’ safety and conclude in a similar fashion to relate relevance to the students.

**Resources:** St John’s Ambulance will be the primary delivery agent for this lesson. The teacher will still be required to assist and is to be familiar with first aid treatments. The instructor is planned to be met at the front office by the teacher, one day prior to the lesson, in order to view the training environment and facilities. If the instructor does not change, this is not required.

St John’s has been booked by Mrs. Smith, Admin and Bookings, Ph. 08 8945 XXXX

St John’s POC is Mr. Jackson, Ph 08 8923 XXXX

Instructor is Mr. Peterson, Ph 08 8923 XXXX, Mob. 0403 XXX XXX

**Week 3 – Lesson 3.2**

**Lesson Outcome:** Evaluating Multimodal Health campaigns proliferated by Local and National Government, other Non-Government Organisations and Corporations

**Success Criteria:** Students can analyse a health campaign and assess its impact.

**Teacher Notes:** Examples to be provided of campaigns and advertising.

**Resources:** WHO “Let’s be active for health for all”<https://www.youtube.com/watch?v=uZX14W4rVCU>

McDonald’s Commercial- Healthy Meal with Mom.mp4. <https://www.youtube.com/watch?v=9LzMtL6cT4I>

Image from <https://jsardeafolioblog.wordpress.com/2016/04/24/ads-by-category/>

Jump Rope for Heart <https://resources.heartfoundation.org.au/jump-rope-for-heart/thank-you-prizes>

Move it AUS <https://www.youtube.com/watch?v=9HVACy4l0ZU>

Life. Be in it. <https://www.youtube.com/watch?v=CxxIEBLfVrw> Girls Make your move, Image, <https://theconversation.com/will-the-governments-new-move-it-exercise-campaign-move-us-or-lose-us-100969>

**Week 4 – Lesson 4.2**

**Lesson Outcome:** Exercise Training Theory and Examples

**Success Criteria:** Students understand, analyse and critique a small variety of training programs. Students can also research training programs individually or as a group.

**Teacher Notes:** Students will be initially guided through a training program, selected by the teacher. Through this example, theories of overload, recovery and cycling training will be discussed. Then, as a class, will analyse and critique a program, selected by the teacher. Finally, students will, individually or in small groups (not more than 3), search for a program, online or from resources provided, and analyse and critique a program.

**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/implementing-high-intensity-aerobic-energy-system-conditioning-field-sports/>

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>

**Week 5 – Lesson 5.2**

**Lesson Outcome:** Discuss methods to improve or increase healthy activities and choices

**Success Criteria:** Students can identify activities that will improve mental and physical health, and opportunities to achieve them.

**Teacher Notes:** Lesson will be useful for project to identify options for development of physical activity choices.

**Resources:**

**Week 6 – Lesson 6.2**

**Lesson Outcome:** Begin Creating their own Multimodal Health Campaign

**Success Criteria:** This will be met upon submission of their project.

**Teacher Notes:** Teacher is to monitor progress of the project and ensure they are continuing to meet the assessment criteria and intention.

**Resources:** Classroom with ICT facilities for students to design projects.

Refer to examples from Lesson 3

**Week 7 – Lesson 7.2**

**Lesson Outcome:** Design a fitness assessment protocol

**Success Criteria:** Students demonstrate the ability to design a fitness assessment for a chosen purpose. Assessments should provide a breadth of information.

**Teacher Notes:** If students are unable or unwilling to choose a purpose for their fitness assessment, options are to be provided to them. Students are to create their own assessment, i.e. beep test or Illinois shuttle run are not to be used, although variations can be created, provided sufficient alterations are demonstrated. Assessments are to be multi-exercised and an example is to be provided, one for cardio based assessment and one for muscular endurance.

**Resources:**

Exercise.com, Fitness Assessment Guide <https://www.exercise.com/learn/health-and-fitness-assessments-guide/>

Glofox.com, 5 elements of a Great Fitness Assessment <https://www.glofox.com/blog/5-elements-of-a-great-fitness-assessment/>

**Week 8 – Lesson 8.2**

**Lesson Outcome:** Present the Data derived from the fitness assessment

**Success Criteria:** Students demonstrate their ability to assess and record results from an already determined assessment protocol.

**Teacher Notes:** Students will also be asked to determine and analyse exercises to improve results. This activity will progress to lesson 9.2

**Resources:**Exercise.com, Fitness Assessment Guide <https://www.exercise.com/learn/health-and-fitness-assessments-guide/>

Glofox.com, 5 elements of a Great Fitness Assessment <https://www.glofox.com/blog/5-elements-of-a-great-fitness-assessment/>

**Week 9 – Lesson 9.2**

**Lesson Outcome:** Develop a Fitness Plan to improve individual result**s**

**Success Criteria:** Students demonstrate the ability to design a fitness plan, from a template, for a chosen goal or aim. The plan must show evidence of cycling, increase and progression of training load. It must also demonstrate the realistic achievement of the goal within the timeframe.

**Teacher Notes:** This lesson may be replaced with a period of completing their Unit Summative Assessment Project if required.

**Resources:**What it takes to be an AFL PLAYER ? - Web Video / IPAD Video / IPHONE Video / Tablet Video <https://www.youtube.com/watch?v=oYNXX3QG-vA>

**Week 10 – Lesson 10.2**

**Lesson Outcome:** Submit Project

**Success Criteria:** Refer to assessment rubric.

**Teacher Notes:** Student may not necessarily submit a presentation that is suitable for the classroom. Those that have completed projects, such as poster or persuasive argument, may present their work to the class.

**Resources:** Classroom with ICT facilities for students to present projects, as required.

**PART 2 – Lesson Plans Weeks 3-5**

**Lesson 3.1 Rules of Ultimate Frisbee**

**Demographic of Lesson**

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| **Year Level:** | **9** | **Length of lesson in minutes:** | **60** |
| **Topic/Theme:** | **Ultimate Frisbee** | | |
| **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:** | **Games and Sport**  modified games  non-traditional games and sports  **Challenge and Adventure Activities**  movement challenges (as individuals and in teams or groups)  **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 | | |
| **Learning Intention (objective)** | **Students are learning:** the rules of ultimate frisbee | | |
| **Success Criteria (assessment):** | **Students will be able to:**   * Demonstrate their understanding of the rules of Ultimate Frisbee. | | |

**Lesson Sequence:**

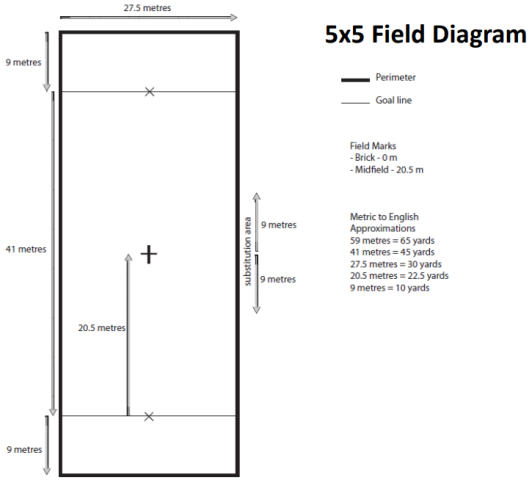
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| --- | --- | --- | --- |
| **Timings:** | **Teacher Activity:** | **Student Activity:** | **Resources/Notes** |
|  | **Preliminaries:** | |  |
| 10min | Welcome, roll call, injury check, equipment/uniform check.  Introduce Warm-up activity | Warm-up activity  Max distance throw competition individually.  Divide the group into 2 even teams and conduct a max team throw competition.  Then conduct accuracy competition. Students aim for a target at a set distance. | Field is to already be set up with minimum 8 cones or utilising soccer field lines.  Bibs required for one team. |
|  | **Introduction (Beginning):** | |  |
| Max 5 min | Introduce the rules of Ultimate Frisbee. Reinforce no contact is allowed. | Students will divide into their teams and assemble at their end goal. |  |
|  | **Lesson Body (Middle)** | |  |
| 15 min | Teacher will act as referee, unless a student is unable to participate. In this case, the student will act as the referee to aid their learning of the rules and include their participation.  Teacher is also to observe substitutions | Students are to self-rotate substitutions. All students are to participate; the teacher is to ensure this occurs. There should be no more than 8 players on the field per team, allowing up to 2 substitutes. | Students that are unable to play can either assist refereeing or video play for later review. |
|  | **Lesson Body (Middle)** | |  |
| 15 min | Introduction of modified rules. Options:   1. 1-2 players, on each team, are given different coloured bibs for identification. The frisbee must be passed to the bibbed players between each pass. 2. Minimum number of passes is introduced. E.g. 5 3. Zone restrictions. Similar to Netball or Lacrosse |  |  |
|  | **Conclusion/Summary (End)** | |  |
| 15 min | Being discussion with students about the rules to confirm learning. Discuss how the modification of the rules changed the game.  Confirm whether the students enjoyed the games.  Students to complete self-reflection survey before the completion of the lesson. | Pack up equipment  Sitting as a group  Students that have recorded plays can share select clips or photos with the group.  Students complete self-assessment form. If the student did not directly participate in the activity, they are to complete the self-assessment on their peers. |  |

**Reflection/Notes:**

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| **How do you know if the lesson went well?** | Students were able to participate in the game with little confusion.  Students enjoyed the game.  Students managed to assimilate the rule modification and continue playing without disruption. |

**Resources**

How to play Ultimate Frisbee for Beginners - <https://www.youtube.com/watch?v=YkMMqOUNyKk>



<https://detroitultimate.org/5v5-rules-outdoor>

Dimensions are a guide and should be manipulated to cater for the class.

**Lesson 3.2 Evaluating Health Campaigns**

**Demographic of Lesson**

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| --- | --- | --- | --- |
| **Year Level:** | **9** | **Length of lesson in minutes:** | **60** |
| **Topic/Theme:** | **Health Campaigns and Advertising** | | |
| **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:** Evaluate multimodal health campaigns proliferated by Local and National Governments, other Non-Governments Organisations and Corporations. | | |
| **Success Criteria (assessment):** | **Students will be able to:**   * Analyse a health campaign and assess its impact and efficacy through their own perspective. | | |

**Lesson Sequence:**

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| --- | --- | --- | --- |
| **Timings:** | **Teacher Activity:** | **Student Activity:** | **Resources/Notes** |
|  | **Introduction:** | |  |
| 10min | Welcome, roll call  Play videos and present image to introduce topic. | Students will be in standard seating arrangement with full view to the front of the classroom. | Life. Be in it. <https://www.youtube.com/watch?v=CxxIEBLfVrw>  McDonald’s Commercial- Healthy Meal with Mom.mp4. <https://www.youtube.com/watch?v=9LzMtL6cT4I>  Jump Rope for Heart <https://resources.heartfoundation.org.au/jump-rope-for-heart/thank-you-prizes> |
|  | **Lesson Body (Middle)** | |  |
| 10 min | Teacher determines whether the students select the class discussion piece.  Guide discussion into the efficacy of the chosen campaign and the techniques used. | Students, as directed by the teacher, identify and discuss techniques used in the advertising to elicit reception of the audience. Discussion may also widen to include how to improve the campaign. | One of the above resources to be used.  Key headings to discuss: Pros, Cons, benefits to target audience, benefits to community, efficacy, aim of the campaign. |
|  | **Lesson Body (Middle)** | |  |
| 25 min | Teacher is to manage the division of groups and resources. They are also to monitor and guide the groups’ work. | Students will be divided into small groups (or may work individually) to conduct analysis and critique one of the example resources or may research a unique health campaign. | Resource Options;  WHO “Let’s be active for health for all”[Link](https://www.youtube.com/watch?v=uZX14W4rVCU)  McDonald’s Commercial- Healthy Meal with Mom.mp4. [Link](https://www.youtube.com/watch?v=9LzMtL6cT4I)  Image from WordPress Article [Link](https://jsardeafolioblog.wordpress.com/2016/04/24/ads-by-category/)  Jump Rope for Heart [Link](https://resources.heartfoundation.org.au/jump-rope-for-heart/thank-you-prizes)  Move it AUS [Link](https://www.youtube.com/watch?v=9HVACy4l0ZU)  Life. Be in it. [Link](https://www.youtube.com/watch?v=CxxIEBLfVrw) Girls Make your move, Image, [Link](https://theconversation.com/will-the-governments-new-move-it-exercise-campaign-move-us-or-lose-us-100969)  Uncle Tobys TV ad ft. Kieren Perkins - "kick it to me!" [Link](https://www.youtube.com/watch?v=TZb6wqH5NSA) |
|  | **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:**

|  |  |
| --- | --- |
| **How do you know if the lesson went well?** | Did students analyse health campaign with the preformed headings?  Did students identify other, more appropriate headings?  How well does this prepare for assessment project?  Can students critically analyse advertising campaigns benefits? |

**Resources**

WHO “Let’s be active for health for all”<https://www.youtube.com/watch?v=uZX14W4rVCU>

McDonald’s Commercial- Healthy Meal with Mom.mp4. <https://www.youtube.com/watch?v=9LzMtL6cT4I>

Image from <https://jsardeafolioblog.wordpress.com/2016/04/24/ads-by-category/>

Jump Rope for Heart <https://resources.heartfoundation.org.au/jump-rope-for-heart/thank-you-prizes>

Move it AUS <https://www.youtube.com/watch?v=9HVACy4l0ZU>

Life. Be in it. <https://www.youtube.com/watch?v=CxxIEBLfVrw> Girls Make your move, Image, <https://theconversation.com/will-the-governments-new-move-it-exercise-campaign-move-us-or-lose-us-100969>

Uncle Tobys TV ad ft. Kieren Perkins - "kick it to me!" <https://www.youtube.com/watch?v=TZb6wqH5NSA>

**Lesson 4.1 Kickball – Soccer/AFL/Handball Combination**

**Demographic of Lesson**

|  |  |  |  |
| --- | --- | --- | --- |
| **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:** | **Games and Sport**  modified games  non-traditional games and sports  **Challenge and Adventure Activities**  movement challenges (as individuals and in teams or groups)  **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 | | |
| **Learning Intention (objective)** | **Students are learning to:** adapt rules and movements of known games, to form a modified game. | | |
| **Success Criteria (assessment):** | **Students will be able to:**   * demonstrate the ability to combine several familiar sports to create a new game | | |

**Lesson Sequence:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Timings** | **Teacher Activity:** | **Student Activity:** | **Resources/Notes** |
|  | **Preliminaries:** | |  |
| 10min | Welcome, roll call, injury check, equipment/uniform check.  Introduce Warm-up activities  xxxx 1o 2o 3o 4o  x x x x  X – Student  O – Ball  Blue lines – student movement  Orange lines – ball movement | Warm-up activities  Kicking to a partner, (soccer)  Throwing (Handball)  Handball and Kicking (AFL)  Rotating activity, where students kick and throw the ball in each technique for the game.  1Soccer kick  2Handball Throw  3AFL Handball  4AFL Kick | Field is to already be set preferably on an AFL Oval with Handball goals set up at the centre of the goals. Alternate goal setups can also be used if student numbers are low and the field size needs to be modified. |
|  | **Introduction (Beginning):** | |  |
| Max 5 min | Introduce the rules of Kickball. Reinforce no contact is allowed. No picking up of the ball from the ground. | Students will divide into their teams and spread out around the field. | Scoring  1 point – Kicked through the point goals  2 points – Kicked through the AFL goals  6 points – Thrown into the handball goal |
|  | **Lesson Body (Middle)** | |  |
| 10 min | Teacher will act as referee, unless a student is unable to participate. In this case, the student will act as the referee to aid their learning of the rules and include their participation.  Teacher is also to observe substitutions | Students are to self-rotate substitutions. All students are to participate; the teacher is to ensure this occurs. There should be no more than 15 players on the field per team, therefore there should be no substitutions. | Students that are unable to play can either assist refereeing or video play for later review. |
|  | **Lesson Body (Middle)** | |  |
| 15 min | Introduction of modified rules. Options:   1. 1-2 players, on each team, are given different coloured bibs for identification. The frisbee must be passed to the bibbed players between each pass. 2. Minimum number of passes is introduced. E.g. 5 3. Zone restrictions. Similar to Netball or Lacrosse 4. Increase points scored for certain students | Increase in points scored by selected students shall be marked by specific bibs. This will encourage focused and strategic use of certain students to encourage critical thinking and inclusion. |  |
|  | **Conclusion/Summary (End)** | |  |
| 15 min | Being discussion with students about the rules to confirm learning. Discuss how the modification of the rules changed the game.  Confirm whether the students enjoyed the games. | Pack up equipment  Sitting as a group  Students that have recorded plays can share select clips or photos with the group. Students complete self-assessment form. If the student did not directly participate in the activity, they are to complete the self-assessment on their peers. |  |

**Reflection/Notes:**

|  |  |
| --- | --- |
| **How do you know if the lesson went well?** | Students were able to participate in the game with little confusion.  Students enjoyed the game.  Students managed to assimilate the rule modification and continue playing without disruption.  Were the rules clear. |

**Resources**

Game is similar to Speedball (American ball game) <https://en.wikipedia.org/wiki/Speedball_(American_ball_game)>. Rules may be adapted to suit the teacher’s confidence and the students’ abilities.

**Lesson 4.2 Exercise Training Theory and Examples**

**Demographic of Lesson**

|  |  |  |  |
| --- | --- | --- | --- |
| **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:**

|  |  |  |  |
| --- | --- | --- | --- |
| **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:**

|  |  |
| --- | --- |
| **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>

**Lesson 5.1 MAS Training**

**Demographic of Lesson**

|  |  |  |  |
| --- | --- | --- | --- |
| **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:**

|  |  |  |  |
| --- | --- | --- | --- |
| **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:**

|  |  |
| --- | --- |
| **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.

**Appendix List**

1. Formative Assessment Tool.xlsx.
2. Student Self-Assessment Form.docx
3. Self-Assessment collated results.xlsx
4. Project Description and Rubric.docx
5. MAS calculator.xlsx

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