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| **Unit of Work: Movement and Physical Activity** | | | |
| **Unit 1.1** | |  | **10 Weeks (1-10)** |
| **Australian Curriculum** | 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)  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)  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) | | |
| **Elaborations** | 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 | | | |
| **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:** 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:**

**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.

**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

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**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/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>

**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/Present 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.