

**EPR 100: Assignment 1 Template**

*This template has been developed to support the development and submission of your assignment. You must use the headings below to present your responses/content. Please follow the recommended word count and instructions.*

**PART 1: Cover Page**

*Please complete the following details:*

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| --- | --- |
| **Unit:** | EPR100 |
| **Course:** | WEDS01 BEd (Sec) |
| **Student Name:** | Alan Hubbard |
| **Student Number:** | S326012 |
| **Date:** | 20 Apr 20 |
| **Internal/External Student:** | Internal |
| **Your Lecturer:**  **Internal students: Sarah Dowden-Parker**  **External students: Lisa Papatraianou** | Sarah Dowden-Parker |
| **Subject/Title of your Lesson:** | Designing a Fitness Plan |

**PART 2: Written Introduction. Use the following headings.**

1. **Background Context**

Chosen school is Casuarina Senior College. Demographic profile includes 50/50 split of boys and girls. 24% indigenous students and 40% of students with a language background other than English.

Attendance rate is 83%, with a rate of 76% for Indigenous and 86% for Non-Indigenous students. Whilst, on its own is not alarming, although undesirable, the student attendance level above 90% is 47% for all students, 31% for Indigenous students and 53% for Non-Indigenous. These attendance rates are less than ideal and create a problem for long term learning and consistency for student development.

Funding of CSC is higher per student than Darwin High School however Capital Expenditure, during 2018 is much lower, which may result in a lack of facilities or advanced facilities.

Possibly, as a result of the significant percentage of Indigenous students, CSC has two programs specifically targeting them: CLONTARF and Stars foundation. Clontarf targets males specialising in sporting excellence and Stars targets females to select future careers and to make sound life choices.

CSC also has two programs focused on STEM fields. The Centre for Excellence focuses on academic excellence within STEM, whilst a VET program engages with local industry to teach students useable skills, designed for the workplace.

Classroom cohort.

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 the main language at home. 2 Students currently participate in competitive sports (Club/Adult grades)

Students have previously explored and established their own fitness goals and learnt about the benefits of setting long- and short-term goals. They have also learnt how to cycle training to avoid over-training.

1. **Theory of Child Development**

Identity Development.

* Students will develop self-concept through understanding current fitness levels (previous lesion) and set a method for self-improvement to a “future self” through goal setting.
* This lesson will also set the stage for development into goal setting and achievement for others, thus developing their social capability.

1. **Curriculum Content Descriptors**

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)

* 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

1. **Graphic Representation**







































1. **Key features and knowledge: Declarative and Procedural**

Students will have prior knowledge, though this unit, learning about the stages of a fitness plan, frequency of training, intensity and training load, goal setting and planning. This will set the conditions for the following lesson. This knowledge is declarative as the information is learned and discussed, not developed by the students.

In this lesson students will be given a blank template to develop a personalised fitness plan based on their own abilities and their own goals. The students must be able to use the material, mentioned above, to analyse how they are going to achieve their goal. Students will be required to moderate their training plan and incorporate a recovery period. They will also need to assess their beginning training load and intensity and the rate at which they increase. This lesson will be using procedural knowledge as the previously taught information is being used to create their own product, specific to a situation not included in the teaching plan.

1. **Success Criteria**

Students will be required to create their own fitness plan skeleton. I.e. provide a 6-week plan with 3-5 sessions per week. Required information will be the type and aim of each session. The plan should include a clear goal that is achievable within the 6-week timeframe. This also needs to be based on their current ability and does not factor in other training commitments. I.e. their fitness plan is to be considered as if no other training was being undertake at the time.

**Part 3: Lesson Template**

*There are many different ways to develop a lesson plan. For the purposes of this unit and assignment, please use the following template. The italicised elements provide guidance on how key elements need to be written. Please write your responses in the white spaces provided.*

**Demographic of Lesson**

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| --- | --- | --- | --- |
| **Year Level:** | **10** | **Length of lesson in minutes:** | **40** |
| **Topic/Theme:** | **Fitness Plan** | | |
| **Curriculum Learning Area:** | **Health and Physical Education** | | |
| **Strand:** | **Understanding Movement** | | |
| **Content Descriptor and Code:** | 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)   * 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. (elaboration) | | |
| **General Capabilities:** | **Personal and Social Capability**  develop self-discipline and set goals  recognise personal qualities and achievements  make decisions  **ICT Capability**  generate ideas, plans and processes  **Critical and Creative Thinking capability**  reflect on processes  transfer knowledge into new contexts | | |
| **Learning Intention (objective)**  *Students are learning to:*  *\*Describe x , \*Demonstrate x , \*Evaluate x* | **Students are learning to:** Design a Fitness Plan based on their established goals | | |
| **Success Criteria (assessment):**  \**Describe the key indicators of what meeting the learning intention look like* | **Students will be able to:**   * Adapt the templated fitness plan to achieve their goal with consideration to their own fitness level. The plan must show evidence of cycling and progression of training. It must also achieve the goal within the timeframe with the start point considered. | | |

**Lesson Sequence:**

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| --- | --- | --- | --- |
| **Timings:** | **Teacher Activity:**  *What the teacher says, does, resources, grouping etc.* | **Student Activity:**  *How the students are organised, what they will be doing and thinking about.* | **Resources Required for Each Part of the Lesson**  *Class/room layout, teaching aids and equipment, ICT use etc.* |
| **10% of lesson** | **Hook:** *Interesting and engaging way to entice and interest students to your lesson (question, problem, image, artefact, link to prior knowledge etc.). Share purpose for learning.* | |  |
| 5-6min | * “In the last lesson we explored individual goals for fitness, how to determine them and why they are important.” * Play video about Melb AFL pre-season (3:34) * Reiterate: Goals, time spent improving ALL aspects, these are elite athletes, motivation * Move on to today’s aim “Designing an individual fitness plan” * Reaffirm why we set goals and how to moderate training plans. | * Students are in seats, behind tables orientated toward the front of the class and teacher. * Students will be required to have set goals from previous lesson, either written or mental. * Students will begin considering their goals and possible methods to achieve them. | * Teacher will display a blank schedule on power point or projected screen. Schedule is to be 6 weeks long with 5 training sessions per week. * Play video on screen <https://www.youtube.com/watch?v=oYNXX3QG-vA> * NB: Students may design a plan with as few as 3 sessions per week. |
| **20% of lesson** | **Introduction (Beginning):** *Present the learning intention to students. Explain the purpose for learning. Demonstrate learning task and elicit what learning will look like (student led success criteria). You may wish to jointly construct task with class, before moving onto the next stage.* | | *\* Append resources to the end of this assignment* |
| 8-10 min | * Referring to the fitness plan outline, show how to increase training load to achieve personally set goals. * Input into the blank training plan, or have subsequent slide showing progression of building a fitness plan. * Students are to be given blank worksheets of fitness plans or delivered through digital aids. (preferred) | * Students have either digital or paper copy of a blank fitness plan. * Write down their goal at the end of the 6-week program. | * Blank fitness plan on projected screen * Add prepared sessions to the blank program or subsequent slides. |
| **50% of lesson** | **Building of Lesson (Middle)** *Describe what students should be doing and how students are organised to complete task (e.g.: groups, pairs, individuals)* | |  |
| 15-20 min | * Teacher observes and guides students either individually or in groups to achieve the aim of the lesson. * Teacher will be required to move around to students and refer to the templated fitness plan. * Periodically redirect students back to the front to reiterate key points (SC) and show an example progression of a fitness plan | * Students will be inputting session outlines/goals in a 3-5 session/week program for 6 weeks. * This can be done through digital aids (preferred) or on paper. The choice remains with the student, whether this is digital or hard copy. * Students are preferred to work on individual programs, however, may work in small groups, no more than 4. | * Students may move to work in small groups, product is still to be unique * Preference is for students to use Computer/Laptops/Tablets to add digital documents to their portfolio and refer to later * Templated fitness plan should be built prior to lesson and may be added to as an example. |
| **20% of lesson** | **Conclusion/Summary (End)** Revise *learning intention.* *Consider how students will evaluate and share their learning, against success criteria. Identify how this lesson relates to the purpose for learning (big picture) and links to the next lesson. Be specific about what kind of evidence of learning is expected.* | |  |
| 8-10 min | * Students are to for small groups/pairs and discuss their fitness plan. If already in groups are to move to different groups/pairs * Return attention to the front and ask for students to show their work and discuss with the class. * Reinforce loading and de-loading phases for fitness plans * Reinforce pursuit of the goal and not necessarily achievement | * Students return to desks oriented toward the front and at the teacher. * Individuals will show parts of their work. E.g.   + Start, Finish and Goal   + Initial phase   + Final Phase and goal achievement   + Recovery phases   + Periodic Cycling | * After group/pair discussion, individuals are invited to discuss parts. * Can be read and explained or uploaded to smart board/projector |

**Reflection/Notes:**

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| **How do you know if the lesson went well?**  *If you haven’t taught this lesson, predict some lesson-related questions (e.g. Did the lesson keep to time? Which resources were effective?)* | Students completed a 6-week fitness plan that is specific to their abilities and goals.  Students have included types of sessions and an aim/goal for each. This will allow for further development of the fitness plan through detailed expansion of each session.  Sufficient time may not be allocated to complete the task in full. Students are not required to provide detailed session plans, but overviews and aims of each. If students are unable to complete the whole session during the lesson, it can be completed at home or during a subsequent lesson.  What resources could be used to enhance the lesson?  Were the students engaged? If not, how could the lesson better relate to them?  Was the material/topic appropriate for their level?  Does this lesson need to be expanded across two periods or can the remainder be done at home?  What groups formed in the class., if any? Why? Does this benefit the student’s learning or hinder? |

**Part 4: References**

\* All third party sources and intellectual property mentioned on the assignment should be cited correctly using the university APA referencing expectations (see the [CDU library portal](http://libguides.cdu.edu.au/cdureferencing) for details).

* Corporate Video Australia, 2013, July 16, What it takes to be an AFL PLAYER ? - Web Video / IPAD Video / IPHONE Video / Tablet Video, YouTube, <https://www.youtube.com/watch?v=oYNXX3QG-vA>

**Part 5: Appendices (Resource list, sketch of classroom layout, task sheets, web-links**

Video for beginning of lesson - <https://www.youtube.com/watch?v=oYNXX3QG-vA>

Individual Tablets/laptops/computers required for student’s personal fitness plan.

Smart board or projector for examples to be shown at the front of the class.

Templated Fitness plans printed for use if no ICT facilities are available.