

HPE Department: Year 10 HPE Unit 1 PT yourself

Unit: Active Aussies – Physical Activity

Duration: Term 1 / 10 weeks

Unit Outline

Australian Curriculum Year Level Description:

Years 9 and 10 Band Description

The Year 9 and 10 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 Years 9 and 10, 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 to be addressed in Years 9 and 10 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)

This unit:

Students will propose and evaluate a workout that targets muscular endurance and cardiovascular fitness. They will analyse heart rate data and evaluate the effectiveness of the proposed workout. They will then draw conclusions about whether or not your workout achieved and make relevant recommendations for improvements to your workout.

Years 9 and 10 Achievement Standard

By the end of Year 10, students **critically analyse** contextual factors that influence identities, relationships, decisions and behaviours. They **analyse** the impact attitudes and beliefs about diversity have on community connection and wellbeing. They **evaluate** the outcomes of emotional responses to different situations. Students **access, synthesise and apply** health information from credible sources to propose and **justify** responses to health situations. Students **propose and evaluate** interventions to improve fitness and physical activity levels in their communities. They **examine** the role physical activity has played historically in defining cultures and cultural identities.

Students **demonstrate** leadership, fair play and cooperation across a range of movement and health contexts. They **apply** decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They **apply** and transfer movement concepts and strategies to new and challenging movement situations. They **apply** criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to **design and apply** solutions to movement challenges.

CONTENT DESCRIPTORS

- Critically analyse and apply health information from a range of sources to health decisions and situations. (ACPPS095)
- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities. (ACPPS096)
- Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)
- Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPM099)
- Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPM101)
- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPM102)
- Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPM106)
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RELEVANT PRIOR CURRICULUM

STANDARDS ELABORATIONS

Years 9 and 10 H&PE standard elaborations DRAFT

		A	B	C	D	E
		The folio of student work has the following characteristics:				
Understanding and skills dimensions	Investigating	discerning critical analysis of contextual factors that influence identities, relationships, decisions and behaviours	informed critical analysis of contextual factors that influence identities, relationships, decisions and behaviours	critical analysis of contextual factors that influence identities, relationships, decisions and behaviours	explanation of contextual factors that influence identities, relationships, decisions and behaviours	statements about identities, relationships, decisions and behaviours
		discerning analysis of the impact that attitudes and beliefs about diversity have on community connection and wellbeing	informed analysis of the impact that attitudes and beliefs about diversity have on community connection and wellbeing	analysis of the impact that attitudes and beliefs about diversity have on community connection and wellbeing	explanation of attitudes and beliefs about diversity in relationships to community connection and wellbeing	statements about attitudes and beliefs about diversity, community connection and wellbeing
		discerning evaluation of the outcomes of emotional responses to different situations	informed evaluation of the outcomes of emotional responses to different situations	evaluation of the outcomes of emotional responses to different situations	explanation of the outcomes of emotional responses to different situations	statements about emotional responses
		access to, and synthesis and application of health information from credible sources to propose and justify discerning responses to health situations	access to, and synthesis and application of health information from credible sources to propose and justify informed responses to health situations	access to, and synthesis and application of health information from credible sources to propose and justify responses to health situations	access to, and application of health information from sources to explain responses to health situations	access to health information from sources to make statements about responses to health situations
		discerning proposition and evaluation of interventions to improve fitness and physical activity levels in communities	informed proposition and evaluation of interventions to improve fitness and physical activity levels in communities	proposition and evaluation of interventions to improve fitness and physical activity levels in communities	explanation of interventions that improve fitness and physical activity levels in communities	statements about fitness and physical activity levels in communities
		discerning examination of the role physical activity has played historically in defining cultures and cultural identities	informed examination of the role physical activity has played historically in defining cultures and cultural identities	examination of the role physical activity has played historically in defining cultures and cultural identities	description of the role physical activity has played historically in defining cultures and cultural identities	statements about the role physical activity has played historically in culture and cultural identities

CURRICULUM WORKING TOWARDS

	<p>For this unit, students require prior knowledge of / experience with:</p> <ul style="list-style-type: none">• Benefits of Physical Activity• Their own/peers physical activity levels and sedentary behaviours• Inactive/Sedentary lifestyle behaviours• How to improve the health of others	<p>The teaching and learning in this unit works towards the following:</p>
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GENERAL CAPABILITIES AND CROSS CURRICULUM PRIORITIES

Literacy Indicators:

https://www.qcaa.qld.edu.au/downloads/p_10/literacy_indicators_yrs7-10.pdf

Monitoring Maps:

<https://www.qcaa.qld.edu.au/p-10/qld-curriculum/p-10-literacy-numeracy/indicators-monitoring-maps>








Numeracy Indicators:

https://www.qcaa.qld.edu.au/downloads/p_10/numeracy_indicators_yrs7-10.pdf





Monitoring Maps:

<https://www.qcaa.qld.edu.au/p-10/qld-curriculum/p-10-literacy-numeracy/indicators-monitoring-maps>

Other General Capabilities:

-  Literacy
-  Numeracy
-  Using ICT's
-  Critical & Creative Thinking
-  Ethical Behaviour
-  Personal & Social Capabilities
-  Intercultural Understanding

Cross Curricula Priorities:

-   Aboriginal and Torres Strait Islander histories and cultures
-  Asia and Australia's engagement with Asia
-  Sustainability

VOCABULARY

- Components
- Cardiovascular
- Respiratory
- Fitness
- dynamic
- static
- Intensity
- Perceived Exertion

Levels of Vocab Instruction

Level 1 – Simple concepts

- Mix 'n 'Match
- Flash Cards
- Quizlet etc

Level 2 – Complex concepts

- Vocabulary Maps

Level 3 – Highly abstract concepts

- Frayer Model



ASSESSMENT ITEMS

Due Date

	SUMATIVE	FORMATIVE		
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		TOOLS – these are what you might use:	TECHNIQUES – this is how you might use the tools:	
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	<p>Students will propose and evaluate a workout that targets muscular endurance and cardiovascular fitness.</p> <p>Proposal</p> <ol style="list-style-type: none"> Propose your 10-minute workout. Your workout must include at least two different exercises that: <ul style="list-style-type: none"> raise and maintain your heart rate in a steady state at 70 per cent of its maximum incorporate muscular endurance and/or cardiovascular fitness require minimal equipment can be performed individually, during class time and within the area designated by your teacher. <p>Model response attributes:</p> <ul style="list-style-type: none"> Time: The duration for each exercise should be stated and appropriate for the individual. The individual needs to be able to continuously perform the stated exercise for the length of time stated. The times stated for each exercise should add to 10 minutes. Exercises: Each exercise must be clearly described and accompanied by a diagram that supports the description. The description should provide a logical order that can easily be followed and includes safety instructions, where applicable. Intention of exercise: The choice of exercise is explained with reference to target heart rate and individual capacity to do the exercise for the prescribed time. Each exercise must indicate whether it develops cardiovascular fitness and/or muscular endurance. 	<p>RUNNING RECORDS CRITERIA FOR SUCCESS RESEARCH PROJECTS ANNOTATED WORK SAMPLES WRITTEN TESTS MULTIPLE CHOICE TESTS EXTENDED RESPONSE GROUPS DISCUSSION ORAL PRESENTATION WRITTEN TASKS PORTFOLIO</p>	<p>TEACHER OBSERVATION PEER FEEDBACK STUDENT SELF-ASSESSMENT FOCUSED ANALYSIS STUDENT/TEACHER CONSULTATION</p>	
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ASSESSMENT AUDIT – KNOWLEDGE (CONTENT) AND UNDERSTANDING:	SKILLS (CCES) BEING ASSESSED:
Components of Fitness (Health Related) Circulatory Systems Heart Rate, Taking manual HR, Calculating Max% HR – Target HR Respiratory System, Breathing Rate, Response to Exercise Perceived exertion (signs / symptoms) Intensity, Heart Rate response to Physical Activity, Dynamic / Static Movements Graph /Data HR response to different activities Beep Test + 2 Activities (Yoga / HIIT Circuit), Taking manual HR Graphing / Data Collection Interpreting HR Data/Graphs	Recognising letters, words and other symbols Proposing Interpreting the meaning of words or other symbols Using vocabulary appropriate to a context Comparing, contrasting Judging/evaluating Justifying Recording/noting data Make recommendations Identify Analyse

TEACHING AND LEARNING SEQUENCE

LESSON	LEARNING INTENTION (KNOWLEDGE)	LEARNING INTENTION (SKILLS)	VOCABULARY	SUCCESS CRITERIA	RESOURCES
1.	Knowledge <ul style="list-style-type: none"> What are the components of fitness What is the difference between skill related and health related components of fitness 	Skill <ul style="list-style-type: none"> Identify the Health Related Components of fitness in different scenarios/examples of activities Describe how each of the Health Related components of fitness is developed when a person 	<ul style="list-style-type: none"> Components Cardiovascular Respiratory Fitness dynamic static Intensity Perceived Exertion 		

		participates in physical activity			
2.	<p>Circulatory Systems Knowledge</p> <p>The three energy systems: the ATP-PC system, the Lactic acid system (or anaerobic glycolysis system) and the aerobic system</p>	<p>Skills</p> <ul style="list-style-type: none"> Describe the three energy systems Identify when each of the energy systems are active Justify when the energy systems are active 	<ul style="list-style-type: none"> Components Cardiovascular Respiratory Fitness dynamic static Intensity Perceived Exertion 		
3.	<p>Knowledge</p> <ul style="list-style-type: none"> What makes the circulatory system What is the role of the circulatory system What is heart rate The heart rate response during exercise What is Max Heart Rate (MHR) What is Target Heart Rate (THR) and how do we use this information to plan exercise 	<p>Knowledge</p> <ul style="list-style-type: none"> What makes the circulatory system What is the role of the circulatory system What is heart rate The heart rate response during exercise What is Max Heart Rate (MHR) What is Target Heart Rate (THR) and how do we use this information to plan exercise and training programs 	<ul style="list-style-type: none"> Components Cardiovascular Respiratory Fitness dynamic static Intensity Perceived Exertion 		

	and training programs				
4.	<p>Knowledge</p> <ul style="list-style-type: none"> • What is the respiratory system and the roles and responsibilities of each section • How does the respiratory system respond to exercise and physical activity • What physiological changes occur during exercise and why these changes occur • How to use perceived exertion scale to identify these 	<p>Skills</p> <ul style="list-style-type: none"> • Identifying the <u>sequence</u> of the respiratory system • Label a diagram and <u>provide a description</u> of the roles and responsibilities of each section in the respiratory system • Demonstrate exercises of varying intensities • Identify changes that occur during exercise • discuss why these changes occur. • Devise your own perceived exertion scale to identify the changes and align these with the intensity of the activity. 	<ul style="list-style-type: none"> • Components • Cardiovascular • Respiratory • Fitness • dynamic • static • Intensity • Perceived Exertion 		

	physiological changes and the intensity of different physical activities				
5.	Knowledge <ul style="list-style-type: none"> The relationship between heart rate and exercise intensity The relationship between the heart rate and the movement type 	Skill <ul style="list-style-type: none"> Identify dynamic and less dynamic movement Identify how different type of activity affect intensity What could you do differently in the future to ensure you reach the THR? 	<ul style="list-style-type: none"> Components Cardiovascular Respiratory Fitness dynamic static Intensity Perceived Exertion 		
6.	Knowledge <ul style="list-style-type: none"> learn what it 'feels like' to exercise at moderate to vigorous intensity to have a working knowledge of the intensity requirements for the suggested 60 minutes per day of exercise according to 	<ul style="list-style-type: none"> Collate . Demonstrate 	<ul style="list-style-type: none"> Components Cardiovascular Respiratory Fitness dynamic static Intensity Perceived Exertion 		

	<i>Australia's physical activity and sedentary behaviour guidelines (for young people 13–17 years).</i>				
7.	Knowledge <ul style="list-style-type: none"> To understand how the heart rate responds to physical activity How to graph data collected and what needs to be included in a graph How to look for trends in data What is lag time 	Skill <ul style="list-style-type: none"> How to graph data and what to include in the graph Analyse heart rate data from a range of physical activities Identify trends in data 	<ul style="list-style-type: none"> Components Cardiovascular Respiratory Fitness dynamic static Intensity Perceived Exertion 		
8.	Knowledge <ul style="list-style-type: none"> What exercises can be used to meet specific criteria How to plan a workout and 	Skill <ul style="list-style-type: none"> Propose a 10-minute workout that meets specific requirements Justify selection of exercises to meet 	<ul style="list-style-type: none"> Components Cardiovascular Respiratory Fitness dynamic static Intensity Perceived Exertion 		

	what to include	specific requirements <ul style="list-style-type: none">• Perform workout• Collect data• Analyse data• Evaluate the effectiveness of workout to meet the specific requirements			
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HPE Department

Year 9 Unit 1

Active Aussies Lesson Overview

This Ferry Grove State High School Unit is based on the Australian Physical Activity and Sedentary Behaviour Guidelines. Students need to **identify** the benefits and importance of physical activity, what physical activity currently looks like in Australia and if there is a need for intervention to increase physical activity and fitness levels within our nation. Students will **evaluate** the effectiveness of recent/current National Health Campaigns focused on physical activity, fitness and healthy lifestyles of members of our community. Students will **interpret** the data collected from within our school community to **compare** and **contrast** to the physical activity guidelines recommended by the Australian Government (*Australia's physical activity and sedentary guidelines for young people 13-17 years*). Finally, students will **make recommendations** and **justify** their response as to how the students in our school community can meet the Australian Physical Activity and Sedentary Behaviour Guidelines to enhance their own health and wellbeing.

Unit 1: Active Aussies

Duration: 7 Lessons

Teaching and Learning Sequence and Related Resources

To achieve a C Standard a student must: complete all sections of the task including a title page, table of contents, introduction, main body, results, discussion, recommendations and conclusion.

Week 1 – Lesson 1:

Title: Australia Physical Activity Guidelines

Learning Intentions

KNOWLEDGE – Students will learn about:

- Australian Physical Activity and Sedentary Guidelines
- How to meet the guidelines?
- Why the guidelines are necessary?

SKILL – Students will learn to:

- Identify
- Justify

Additional Resources:

PowerPoint and Reading: “How Physical Activity in Australian Schools can help prevent depression in Young People”.

Week 2 – Lesson 2:

Title: Importance and Benefits of Physical Activity

Learning Intentions

KNOWLEDGE – Students will learn about:

- What are the factors that influence our physical activity?
- What are the benefits of Physical Activity?

SKILL – Students will learn to:

- List
- Categorise
- Identifying
- Analysing

Additional Resources:

PowerPoint and Reading: “Health Benefits of Physical Activity”.

Supporting learning resources:

Assessment Task Booklet

Week 3 – Lesson 3:

Title: Physical Activity in Australia

Learning Intentions

KNOWLEDGE – Students will learn about:

- What are the risks of living a sedentary/inactive lifestyle?
- What does Australia’s physical activity look like and why?

SKILL – Students will learn to:

- Identify
- Inferring/Interpreting

Additional Resources:

PowerPoint and Readings: “Sedentary and Physical Inactive Lifestyles” and “National Health Survey: First Results Physical Activity, 2017-18” and “Australian and NZ teenagers among most inactive in the world”.

Supporting learning resources:

Inference Graphic Organiser and Assessment Task Booklet

Week 4 – Lesson 4:	Week 5 – Lesson 5:	Week 6 – Lesson 6:
<p>Title: Government Promotion of Health, Physical Activity and Fitness within Australia</p> <p>Learning Intentions</p> <p>KNOWLEDGE – Students will learn about:</p> <ul style="list-style-type: none"> • What National Health Campaigns are operating in Australia? • What are the aims of the National Health Campaigns and why? • Is there a need for Health Campaigns in Australia? <p>SKILL – Students will learn to:</p> <ul style="list-style-type: none"> • Analysing • Summarising <p>Additional Resources: PowerPoint and Reading: “Preventative Health: How much does Australia spend and is it enough?”</p> <p>Supporting learning resources: Collection Table and Health Campaigns: Move it Aus, Swap it, Measure Up, 2&5, Unhealthy Relationships, Happy Healthy, Colour Spin, Make your move. Assessment Task Booklet</p>	<p>Title: Assessment Lesson 1</p> <p>Learning Intentions</p> <p>KNOWLEDGE – Students will learn about:</p> <ul style="list-style-type: none"> • Case study: How does Ferny Grove SHS compare to the Physical Activity and Sedentary Behaviour Guidelines for young people 13-17 years? <p>SKILL – Students will learn to:</p> <ul style="list-style-type: none"> • Construct • Interpret • Compare • Contrast <p>Additional Resources: PowerPoint</p> <p>Supporting learning resources: Assessment Task Booklet</p>	<p>Title: Assessment Lesson 2</p> <p>Learning Intentions</p> <p>KNOWLEDGE – Students will learn about:</p> <ul style="list-style-type: none"> • Case study: How does Ferny Grove SHS compare to the Physical Activity and Sedentary Behaviour Guidelines for young people 13-17 years? <p>SKILL – Students will learn to:</p> <ul style="list-style-type: none"> • Make recommendations • Justify <p>Additional Resources: PowerPoint</p> <p>Supporting learning resources: Assessment Task Booklet</p>
<p>Week 7 – Lesson 7:</p> <p>Title: Assessment Lesson 3</p> <p>Learning Intentions</p> <p>KNOWLEDGE – Students will learn about:</p> <ul style="list-style-type: none"> • <p>SKILL – Students will learn to:</p> <ul style="list-style-type: none"> • <p>Additional Resources: PowerPoint</p> <p>Supporting learning resources: Assessment Task Booklet</p>		