

## *Years 7-10 Personal Development, Health and Physical Education*

<b>Unit Title:</b>	8.1 Fit to Play			<b>Stage/Year:</b>	Stage 4/Year 8
<b>Strand(s):</b>	Strand 2 Movement Skill and Performance, Strand 4 Lifelong Physical Activity			<b>Unit length:</b>	20 lessons
<b>Unit Description:</b>	This unit focuses on the fitness demands required for effective participation in a range of movement contexts. Students analyse and explore these demands through practical participation in a broad range of contexts.				
<b>Major outcomes</b> A student:			<b>Evidence of Learning</b> A student:		
<ul style="list-style-type: none"> <li>▪ 4.4 - demonstrates and refines movement skills in a range of contexts and environments</li> <li>▪ 4.9 - describes the benefits of a balanced lifestyle and participation in physical activity</li> <li>▪ 4.10 - explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity</li> </ul>			<ul style="list-style-type: none"> <li>▪ Students design &amp; participate in a variety of peer-designed, fun &amp; participatory fitness tests &amp; rate their level of competence by completing a retrieval chart (4.4, 4.10)</li> <li>▪ Students devise &amp; create a children's big book that identifies the benefits of physical activity (4.9)</li> </ul>		
<b>Contributing outcomes</b>					
<ul style="list-style-type: none"> <li>▪ 4.14 - engages successfully in a wide range of movement situations that displays an understanding of how and why people move</li> <li>▪ 4.15 - devises, applies and monitors plans to achieve short-term and long-term goals</li> </ul>					
<b>Cross Curriculum Content</b>	✓	<b>Key Competencies</b>	✓	<b>Catholic Dimension:</b>	
ICT		Collecting, Analysing	✓	<p>Strand 2: This strand recognises the enjoyment and active participation presents in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Catholic Christian tradition inspires us to make links between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit.</p> <p>Strand 4: This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.</p>	
Work & Employment		Communicating Ideas	✓		
Aboriginal & Indigenous		Planning	✓		
Civics & Citizenship		Working with others	✓		
Difference & Diversity	✓	Work mathematically	✓		
Environment		Solving problems			
Gender	✓	Work with ICT applications			
Literacy	✓				
Multicultural					

Students learn about:	Students learn to:
<p><b>Contexts for specialised movement skills</b></p> <ul style="list-style-type: none"> <li>- games</li> </ul> <p><b>Physical activity levels</b></p> <ul style="list-style-type: none"> <li>- incidental physical activity</li> <li>- accumulated physical activity</li> <li>- physical activity for health and/or fitness</li> <li>- activity patterns throughout the life span</li> <li>- influences on participation</li> </ul> <p><b>Health-related components of fitness</b></p> <ul style="list-style-type: none"> <li>- cardio-respiratory endurance</li> <li>- muscular strength</li> <li>- muscular endurance</li> <li>- flexibility</li> <li>- body composition</li> </ul> <p><b>Skill-related components of fitness</b></p> <ul style="list-style-type: none"> <li>- power</li> <li>- agility</li> <li>- coordination</li> <li>- balance</li> <li>- reaction time</li> <li>- speed</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate movement skills through a range of experiences including: <ul style="list-style-type: none"> <li>- games from categories such as target, striking/fielding, invasion and net/court</li> </ul> </li> <li>▪ analyse their current levels of incidental and planned physical activity and discuss their adequacy for health and fitness</li> <li>▪ participate in a range of enjoyable activities which elevate heart rate to understand concepts of intensity and time and their relationship to maintaining health and developing fitness</li> <li>▪ describe life changes that may affect participation in a range of physical activities</li> <li>▪ participate in physical activities to develop selected health-related components of fitness, eg flexibility during gymnastic activities</li> <li>▪ participate in physical activities to develop selected skill-related components of fitness, eg agility and speed during invasion games</li> <li>▪ identify components of fitness required for enjoyment and success in the physical activities they participate in</li> </ul>

**Teaching, learning and assessment activities****Resources****Media Madness**

- In small groups using sports magazines & newspapers, students identify examples of sportspeople that they consider to be fit. Students discuss the attributes that make these sportspeople appear fit. Students discuss that the level of fitness required by elite athletes is different from that required by most people to live an active and healthy life.
- Students create an advertisement for their sports person that ‘sells/highlights’ their fitness levels to a promoter of sports products/talent scout.
- As a class, students use a word bank to devise a definition of fitness. Word bank could include terms/phrases such as: everyday activities, undue fatigue, leisure pursuits, emergencies.

Example definition may be: Fitness is defined as the ability to carry out everyday activities without undue fatigue, and have enough energy in reserve for leisure pursuits and emergencies.

**Fitness Components**

- Match the following activities with the components of fitness.

long-distance running, throwing a discus, doing the splits, juggling, 100 metres sprint, basketball dribbling around a player, lifting a heavy wheelbarrow, riding a skateboard, bursting off from the blocks in a sprint start

<b>Fitness Component</b>	<b>Physical Activity</b>
Speed – ability to perform movements quickly	
Agility - ability to change direction quickly	
Muscular endurance - ability of muscles to keep going	
Reaction time - ability to respond to stimulus	
Strength - ability to push, pull, lift or carry	
Cardio-respiratory endurance - ability of circulatory and respiratory systems to keep going when exercising	
Power - strength in a burst (explosive movement)	
Coordination - ability to sequence, timing and movement of body parts	
Balance – ability to remain stable	
Flexibility - ability to bend, stretch, twist and turn	

Sports magazines  
Scissors

Teaching, learning and assessment activities	Resources										
<p><b>The Big Test!</b></p> <ul style="list-style-type: none"> <li>In small groups, students devise fitness ‘tests’ that are <u>fun</u>, participatory &amp; challenging. Each group is allocated a component of fitness and designs a task card that describes the instructions for their fitness test. The task card may include diagrams of the test, an equipment list (if required) &amp; ‘predicted’ levels/scores (this will require students to rehearse the test &amp; gain scores from a variety of students).</li> </ul> <p><i>FEEDBACK: Students gain feedback from their peers when performing the fitness tests &amp; can monitor their scores over a period of time to gauge improvement.</i></p> <p><b>(A) Fitness Fever!</b></p> <ul style="list-style-type: none"> <li>Students participate in tabloids/circuits relating to the components of fitness. <ul style="list-style-type: none"> <li>Station 1: Tug of war, arm wrestle (strength)</li> <li>Station 2: Twister, limbo, knots, fly/sticks (flexibility)</li> <li>Station 3: Partner tag, pair tag, chain tag, dodge ball, captain’s coming, follow the leader, bean bag relay, obstacle course (agility)</li> <li>Station 4: Bullrush,/run across, rob the nest, base run, crows &amp; cranes (speed)</li> <li>Station 5: Bean bag throw into a bucket or at a wall target or at a skittle/stump, handball (coordination)</li> <li>Station 6: Aerobic sequence, long rope skipping (cardiorespiratory &amp; muscular endurance)</li> <li>Station 7: Dodge ball, tag, French cricket (reaction time)</li> <li>Station 8: Low beam/bench walks &amp; poses (balance)</li> <li>Station 9: Lifesaver sprint s: lying on stomach, head facing away from finish line &amp; ‘on go’, jump up &amp; run to grab a flag (power)</li> </ul> </li> </ul> <p>At each station, students complete the retrieval chart below:</p> <table border="1" data-bbox="76 1086 1601 1318"> <tbody> <tr> <td>Station Number &amp; Activity</td> <td></td> </tr> <tr> <td>Fitness component developed</td> <td></td> </tr> <tr> <td>Activity/game/sport where this component is predominantly used</td> <td></td> </tr> <tr> <td>Activities/minor games to practise/develop this component</td> <td></td> </tr> <tr> <td>How I rate myself on this component – Well developed, Satisfactory, Needing further development</td> <td></td> </tr> </tbody> </table> <p><i>FEEDBACK: Students gain feedback from their self assessment of fitness components from the retrieval chart</i></p>	Station Number & Activity		Fitness component developed		Activity/game/sport where this component is predominantly used		Activities/minor games to practise/develop this component		How I rate myself on this component – Well developed, Satisfactory, Needing further development		<p>Practical equipment as needed</p> <p>Long ropes Tug of war rope or long rope Twister Broom handle Marker cones Bean bags Hoops Bases Tennis balls Skittles Kanga cricket wicket/stumps Bin/bucket/crate Dimple ball Low beam/bench or taped line on floor Flags or relay batons &amp; sand pit or grassed area</p>
Station Number & Activity											
Fitness component developed											
Activity/game/sport where this component is predominantly used											
Activities/minor games to practise/develop this component											
How I rate myself on this component – Well developed, Satisfactory, Needing further development											

Teaching, learning and assessment activities	Resources
<p><b>Health &amp; Skill Related Fitness</b></p> <ul style="list-style-type: none"> <li>Students construct two mobiles – health related &amp; skill related components of fitness (Use wire coat hangers, string &amp; magazine cut outs pasted on cardboard). Students discuss the need to maintain/improve their health-related components of fitness &amp; its relationship with a healthy lifestyle.</li> </ul> <p><b>Weekly Heartbeat!</b></p> <ul style="list-style-type: none"> <li>Students list all the physical activities in which they participate in a week. For each physical activity, students code the activity as: <b>L</b> – of low intensity (no huff &amp; puff, no sweating), <b>M</b> – more energy required (breathing rate increases, a little sweaty &amp; heart beats faster) &amp; <b>H</b> – high intensity (heart rate &amp; breathing rate increases significantly, sweaty &amp; muscles may feel tired). Students record the time period that the physical activity was undertaken. For example, walking to school took 25 minutes (<b>M</b>). Students total the times for each category of physical activity. For example, 25M + 5M + 10M = 40M. Students evaluate whether their level of physical activity assists in developing their cardiorespiratory fitness. Students record other physical activities that maintain/improve their strength, flexibility &amp; muscular endurance.</li> </ul> <p><b>Fit Fran &amp; Flabby Frank</b></p> <ul style="list-style-type: none"> <li>Students create a cartoon strip about two characters ‘Fit Fran’ &amp; ‘Flabby Frank’. In their cartoon strip, students must highlight why Fran is fit &amp; Frank is flabby (what physical activity do they participate in, how often, how intense, how long – time). Students can introduce other characters who encourage Frank to participate in physical activity. Consider how they might find out what Frank might enjoy &amp; how he could be motivated to start doing some physical activity. Students publish their cartoon strips in a ‘cartoon book’.</li> </ul> <p><b>Fitness Facts</b></p> <ul style="list-style-type: none"> <li>Students use the letters of the word ‘FITNESS’ to create an acrostic that highlights: <ol style="list-style-type: none"> <li>a definition of fitness,</li> <li>explanations of several components of fitness,</li> <li>the amount, frequency &amp; intensity of physical activity needed to maintain/improve health-related fitness,</li> <li>types of physical activities that improve fitness.</li> </ol> <p>For example, <b>F</b> - fitness activities need to be undertaken for 30 minutes per day. This time can be accumulated – that means added together to total 30 minutes.</p> <p><b>I</b> - intensity of physical activities needs to be high to improve cardiorespiratory fitness. This means that you should be huffing &amp; puffing, be sweaty &amp; your heart should be beating fast.</p> </li> </ul>	<p>Wire coat hangers String Magazines Cardboard Scissors Glue</p> <p>Chart/Butcher’s paper Texas</p> <p>Chart/Butcher’s paper Texas</p>

Teaching, learning and assessment activities	Resources
--	-----------

**(A) Fitness Facts & Figures**

- Students access texts & www to identify the effects of exercise on each body system. For example:

Bodyworks CD  
www access

BODY SYSTEM	EFFECTS OF EXERCISE
Circulatory System: consists of blood, the heart and blood vessels. It is the transport system for the body and delivers oxygen and nutrients to all parts of the body and removes carbon dioxide and wastes.	Circulation is improved, resting heart rate is slower, working heart rate is higher, blood pressure is lower.
Respiratory System: consists of the mouth, nose, lungs, ribs, bronchioles and diaphragm. Breathing is the main function of this system. Breathing is the process by which air is moved in and out of the lungs. It is controlled by the brain.	Lungs grow stronger and can exercise for greater amounts of time without getting puffed, when resting time between breaths is longer, breaths are deeper.
Muscular System: consists of over 600 muscles in the body. The role of muscles is to contract. When the muscles contract, the body is able to move.	Muscles become firm, toned and more shapely, muscles can work for longer periods of time without getting tired, muscle strength improves over time.
Other Benefits of Physical Activity: Better weight control Less stress Better social life – friends Better flexibility More energy	The Heart: is a muscular pump that keeps the blood circulating through the body. It is slightly larger than a clenched fist and is the shape of a large pear. The heart beats about 100,000 beats per day. In one day the heart can pump about 12,000 litres of blood, which is enough to fill a small petrol tanker.
Everyone: should be active for 30 minutes each day – ideally seven days a week – to gain health benefits. This time can be accumulated – eg. 10 + 15 + 5 minutes	Skeletal System: consists of 206 bones. It provides a frame for the body and protects vital organs. It works with the muscles to help the body move.

- Using this information, students design & create a children’s big book that explains the benefits of physical activity. The book needs to include age appropriate characters & identify fun physical activities in which children can participate to improve their fitness.

A3 paper  
Textas  
Coloured pencils  
Paints

Teaching, learning and assessment activities	Resources
<p><i>FEEDBACK: Students present their big books to the class &amp; gain feedback from both the teacher &amp; their peers regarding the depth &amp; appropriateness of knowledge presented in regard to the benefits of physical activity.</i></p> <p><b>Physical Activity Frenzy!</b></p> <ul style="list-style-type: none"> <li>Students participate in a range of fun modified games &amp; physical activities that raise their heart rate sufficiently to benefit cardiorespiratory fitness. For example,</li> </ul> <p><b>ZigZag Running Relay - agility</b></p> <ul style="list-style-type: none"> <li>Students form groups of 4 &amp; one at a time zigzag between a series of marker cones. Award points for fastest student, fastest team, most improved. Students identify games/sports when this skill is needed (touch, soccer, basketball) &amp; play a 2vs2 game of a selected game/sport for a sufficient time to increase their heart rate.</li> </ul> <p><b>Bean Bag Relay – speed &amp; agility</b></p> <ul style="list-style-type: none"> <li>Students form groups of 4 &amp; one at a time run to a hoop, retrieve a bean bag &amp; return it to their group. When all bean bags have been retrieved, reverse the process &amp; return the bean bags to the hoop. Students identify games/sports when this skill is needed (basketball, softcrosse, hockey) &amp; play a 3vs3 game of a selected game/sport for a sufficient time to increase their heart rate.</li> </ul> <p><b>Obstacle Course – speed, agility, cardiorespiratory endurance</b></p> <ul style="list-style-type: none"> <li>In small groups, students design an obstacle course that includes activities to improve balance, coordination, reaction time, strength, power &amp; cardiorespiratory endurance. In teams, students participate in other groups’ obstacle courses &amp; score points for individual times, group/team times. Students may complete several ‘laps’ of the obstacle course. The fastest student in each team may compete for the obstacle course challenge!</li> </ul> <p><b>Octopus – speed &amp; cardiorespiratory endurance</b></p> <ul style="list-style-type: none"> <li>Students form a line across a court/field. One student is ‘in’ (the octopus) &amp; stands approx. 10 metres away &amp; facing the group. On ‘go’ students must run across the court/field to the other side (use markers for a safety zone) &amp; the student who is in must tag runners. Once caught, students become seaweed &amp; stand on the spot where they were tagged &amp; can tag others as they cross the field/court. The seaweed cannot move their feet but only use their arms to tag. The last student caught is the winner!</li> </ul> <p><b>Sports Designer</b></p> <ul style="list-style-type: none"> <li>In small groups, students are allocated a health-related component of fitness &amp; are required to design &amp; participate in a modified game that aims to improve their peers’ level of fitness in this component.</li> </ul>	<p>Marker cones Touch balls Soccer balls Basketballs</p> <p>Hoops Bean bags Basketballs Hockey Sticks &amp; balls Softcrosse scoops &amp; balls</p> <p>Equipment as needed</p> <p>Marker cones</p>