

Years 7-10 Personal Development, Health and Physical Education

Unit Title:	8.7 Around the World			Stage/Year:	Stage 4/Year 8
Strand(s):	Strand 2 Movement Skill and Performance, Strand 3 Individual and Community Health, Strand 4 Lifelong Physical Activity			Unit length:	16 lessons
Unit Description:	This unit focuses on the influence of culture on developing meanings of health and physical activity. Students explore the impact of diversity on food habits and physical activity choices and patterns. Students construct games/dances for specific groups.				
Major outcomes A student:			Evidence of Learning A student:		
<ul style="list-style-type: none">4.4 - demonstrates and refines movement skills in a range of contexts and environments4.6 - describes the nature of health and analyses how health issues may impact on young people4.9 - describes the benefits of a balanced lifestyle and participation in physical activity			<ul style="list-style-type: none">participates in a range of international games (4.4)create a cartoon character who participates in healthy lifestyle choices (4.6)create a personal collage of physical activities that students enjoy & identify the health/social/emotional benefits of each activity (4.9)		
Contributing outcomes					
<ul style="list-style-type: none">4.12 - assesses risk and social influences and reflects on personal experience to make informed decisions4.15 - devises, applies and monitors plans to achieve short-term and long-term goals4.16 - clarifies the source and nature of problems and draws on personal skills and support networks to resolve them					
Cross Curriculum Content	✓	Key Competencies	✓	Catholic Dimension:	
ICT	✓	Collecting, Analysing	✓	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.	
Work & Employment		Communicating Ideas	✓		
Aboriginal & Indigenous		Planning			
Civics & Citizenship		Working with others	✓		
Difference & Diversity	✓	Work mathematically	✓	Strand 3: This strand focuses on issues related to personal and community health in order to evaluate the health decisions and behaviours of young people, and to minimise harm to self and others. The Catholic Christian tradition teaches that health and wholeness are not only primary values for human beings but are basic conditions leading to human happiness.	
Environment		Solving problems			
Gender	✓	Work with ICT applications	✓		
Literacy					
Multicultural	✓			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.	

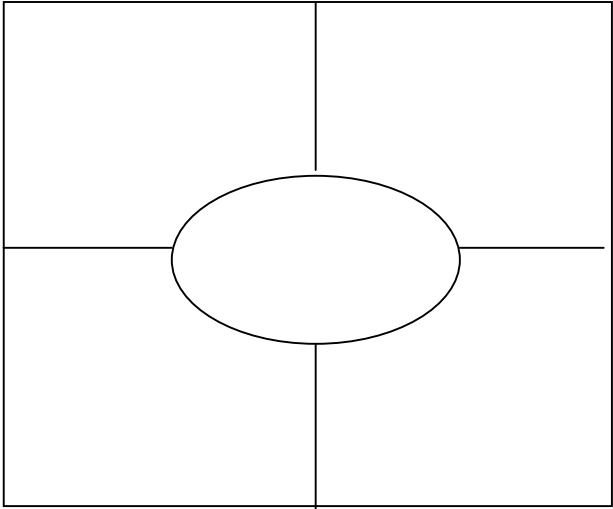
Students learn about:	Students learn to:
<p>Contexts for specialised movement skills</p> <ul style="list-style-type: none"> - dance - games <p>The nature of health</p> <ul style="list-style-type: none"> - the interaction of cognitive, physical, social, emotional and spiritual components - differences in perceptions of health, eg emphasis on the physical aspects - health as a constantly changing state - the benefits of a healthy lifestyle <p>Healthy food habits</p> <ul style="list-style-type: none"> - defining healthy food habits - nutritional requirements - the relationship of food habits to health - cultural and social meanings of food - relationship between diet, physical activity and health <p>Physical activity levels</p> <ul style="list-style-type: none"> - incidental physical activity - accumulated physical activity - physical activity for health and/or fitness - activity patterns throughout the life span - influences on participation <p>Lifelong physical activities</p> <ul style="list-style-type: none"> - competitive/non-competitive - individual/group/team - recreational activities - health and fitness - initiative/challenge activities 	<ul style="list-style-type: none"> ▪ demonstrate movement skills through a range of experiences including: <ul style="list-style-type: none"> - dance from contexts such as cultural, social, contemporary and current - games from categories such as target, striking/fielding, invasion and net/court ▪ exploring a range of community and accepted definitions ▪ examine the relationship between the cognitive, physical, social, emotional and spiritual components of health ▪ recognise the cultural and social influences on food choices ▪ analyse their current levels of incidental and planned physical activity and discuss their adequacy for health and fitness ▪ participate in a range of physical activities that are traditionally associated with specific groups ▪ participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests ▪ participate in initiative/challenge activities designed to develop teamwork, cooperation and problem-solving ▪ participate in physical activities with cultural significance, eg Indigenous dance, ethnic games

<ul style="list-style-type: none">- physical activities with cultural significance	
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Teaching, learning and assessment activities	Resources
<p>Who we are! Where we come from!</p> <ul style="list-style-type: none"> Students read excerpts from Nips XI Chapter 1-5 & discuss the stereotypes of sport and race/ethnicity. What games and sports do students in Year 8 at your school play? What countries do students come from in your Year 8 class/year? Why are different games and sports associated with different countries? Why did Lan call his team ‘The Nips’? (p.34). Why didn’t some of the students know how to play cricket? On what basis did Ryan and Adam bully the new cricket team – The Nips? Why are young people that are different bullied? In small groups, students choose a character from the Nips XI team. For their chosen character, students: <ol style="list-style-type: none"> draw a sketch of their character playing cricket; identify their character’s skill level & degree of participation in cricket; list the types of physical activity the character enjoys; design a game that the chosen character might enjoy & could assist to improve his cricket skills. Teach this game to the class. <p>Year 8 & Physical Activity</p> <ul style="list-style-type: none"> Students devise 5 questions regarding physical activity to ask their class mates/year members. In small groups, students interview 5 students each & collate their findings. Computer software may assist students to both collate & represent their findings. In small groups, students present their findings to the class in a 2 minute oral report & discuss the different ways young people participate in physical activity. Are there differences between the games boys & girls play? Are there differences between the types of games students from different cultures play? If so, propose explanations for this. How does the groups’ level of participation in physical activity compare to the classes or year’s? <p>(A) Physical Activity & Me</p> <ul style="list-style-type: none"> Using magazines & newspapers, students prepare a personal collage that identifies the types of physical activities in which they participate or would like to participate in. For each picture selected, students classify the physical activity as competitive/non-competitive, individual/group/team, recreational activities, health and fitness, initiative/challenge activities, physical activities with cultural significance. Students further classify each of their selected pictures as being suitable for specific groups. For example, young children, boys, girls, people who enjoy social contact, people who wish to develop fitness, older people, people with a physical disability. Students participate in a range of games/activities that could be pursued as lifelong physical activity & evaluate whether they enjoy each of these activities & identify the health/social/emotional benefits of each activity. <p><i>FEEDBACK: Students present their findings in small groups & discuss their classifications of activities. Peers provide feedback regarding the accuracy of the classifications.</i></p>	<p>Starke, R. (2000). <u>Nips XI</u>. Lothian:South Melbourne, Vic.</p> <p>Database software Graph maker (Chart Wizard) software Computer access</p> <p>Magazines Newspapers Scissors Glue Butcher’s paper</p>

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<p>(A) International Games</p> <ul style="list-style-type: none"> Students participate in a variety of games from different countries & complete the following scaffold for each game: <table border="1"> <tr> <td>Name of the game</td><td></td></tr> <tr> <td>Country of Origin</td><td></td></tr> <tr> <td>Level of physical activity (high, medium, low). Would this game, if played regularly contribute to health/fitness?</td><td></td></tr> <tr> <td>Type of activity – competitive, individual, team, initiative, recreational</td><td></td></tr> <tr> <td>Did I like the game & why?</td><td></td></tr> </table> <p><i>FEEDBACK: Students present their findings to their peers & justify the activity that they most enjoyed. Peers ask questions and the class design a variety of games based on those most enjoyed.</i></p> <p>Shadow Tag – Japan</p> <ul style="list-style-type: none"> A playing area is established & a catcher is nominated to chase other players. A player is tagged when the catcher steps on the shadow of another player. <p>Rope Ladder – England</p> <ul style="list-style-type: none"> Players line up in single file (approx. 6 players per team). Teams line up behind a starting line & the first player in each team performs a standing long jump. The 2nd player in each team begins from the heel mark of the landing point of the first player & jumps. The game continues until all players in each team have jumped. The team that jumps the furthest is the winner. <p>Tip the Cat – Scotland</p> <ul style="list-style-type: none"> The game is played in pairs. Players face each other approx. 2 metres apart. The cat (a skittle) is between the players. One player uses their 2 tennis balls to try & hit the cat over. The other player stands behind the cat & retrieves the balls. Players swap roles. <p>Pass the Fish – Eskimo Game</p> <ul style="list-style-type: none"> Players sit very close together in a circle with their knees bent up. One player sits in the centre of the circle. Players pass a fish (bean bag) around the circle underneath their knees without being seen by the player in the centre. If the fish is detected then the player who is caught becomes the player in the circle. 	Name of the game		Country of Origin		Level of physical activity (high, medium, low). Would this game, if played regularly contribute to health/fitness?		Type of activity – competitive, individual, team, initiative, recreational		Did I like the game & why?		<p>Bedford, W. & Robinson, J. (1990). <u>More Life. BE in it. Games</u>. ABC Enterprises:Crows Nest, Australia</p> <p>Skittle 2 tennis balls</p> <p>Bean Bag</p>
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Teaching, learning and assessment activities	Resources
<p>Hipota – New Zealand</p> <ul style="list-style-type: none"> In pairs, players decide on 4 simple hand movements. One of the pair starts the game by calling Hipota! & both players perform the 1 of the agreed hand movements. If players make different movements then the other member of the pair calls Hipota! If both players make the same hand movement then the first player to call Hipota Ra wins the point. That player then starts the next round. <p>Keep the Bird Alive – Denmark</p> <ul style="list-style-type: none"> Players sit in a circle & pass a balloon from one player to another. The aim of the game is not to be the player who is left with the balloon when it is fully deflated. <p>Rabbit Without a Burrow – France</p> <ul style="list-style-type: none"> The class is divided into groups of 3 with 2 players ‘free’. Within the groups of 3, 2 players hold hands & form a burrow. The 3rd player hides in the burrow. On ‘go’, the free rabbits must run & find a new burrow & beat the 2 original free rabbits to a burrow. Players left out at the end of each round become the free players. Play several games & then swap rabbits & burrow players. <p>Forcing the City Gates – China</p> <ul style="list-style-type: none"> Two teams form lines approx. 10 metres apart. Players in each team join hands to form a barrier. One player at a time from each team runs & tries the break through the line of the other team. If successful they join the opposing team. The game continues until only one player is left in one team. <p>Scorpion’s Sting - India</p> <ul style="list-style-type: none"> One player is nominated as the scorpion and walks on hands & feet. The scorpion tries to tag other players with their foot (stinger). Other players try to touch the scorpion’s sting without being tagged. When a player is stung they become the scorpion. <p>Jump Clock - Peru</p> <ul style="list-style-type: none"> Two players hold & turn the ends of a long rope. Other players line up in single file. The 1st player enters the rope & jumps one skip (1 o’clock), the 2nd player jumps 2 jumps & so on until 12 jumps (12 o’clock). If any player trips or stops the rope the game restarts. <p>NB: Provide students with the opportunity to demonstrate games from their countries of origin or family’s country of origin.</p>	<p>Inflated balloon with NO KNOT in the end</p> <p>Long rope</p>

Teaching, learning and assessment activities	Resources
<p>Worldwide Hopscotch</p> <ul style="list-style-type: none"> ▪ Students participate in hopscotch variations from different countries. In their groups, students identify the components of fitness that could be maintained/improved by participating in these hopscotch games. ▪ In small groups, students create a new design for hopscotch for their class. Students present their variation to the class & participate in a hopscotch class challenge. <p>A Cricketing Tea</p> <ul style="list-style-type: none"> ▪ Students read the excerpt from Nips XI p. 211-215. In small groups, students try to identify the countries from which each of the foods listed are associated. For example, fragrant and spicy curry (India). ▪ Using a placemat strategy, students identify the factors that influence <u>their</u> eating habits – culture, media, family, peers, dis/likes, celebrations, SES. <p>Placemat strategy requires students to complete the brainstorm in their allocated square of the placemat (large sheet of butcher’s paper). Students then compare their responses & use the centre oval to record like-lived (common) experiences.</p>  <ul style="list-style-type: none"> ▪ In small groups, students design a lunch for the visiting cricket team that is nutritious & would meet the energy needs for participating in physical activity. Students compare their lunch with the Healthy Eating Plate or Recommended Dietary Guidelines for Young Australians. 	<p>Bedford, W. & Robinson, J. (1990). <u>More Life. BE in it. Games.</u> ABC Enterprises:Crows Nest, Australia, p.60-61.</p> <p>Starke, R. (2000). <u>Nips XI.</u> Lothian:South Melbourne, Vic.</p>

Teaching, learning and assessment activities	Resources
<p>(A) Health & Me</p> <ul style="list-style-type: none">▪ In small groups, students select magazine pictures of people that they consider to be healthy. For each picture, students identify the component of health that the picture depicts & justify why they think the person is healthy. For example, young person doing tai chi may indicate physical & emotional health. Participating in physical activity may benefit the person in regard to fitness & relaxation.▪ Students create a cartoon character who participates in healthy lifestyle choices. In groups, students design a storyboard that highlights their character participating in physical activity & eating the recommended amounts & types of foods for a young person. The cartoon character must meet other characters & justify his/her lifestyle choices in regard to health & fitness benefits.▪ Students compare themselves to their cartoon character. How do they rate in terms of:<ol style="list-style-type: none">1. participation in physical activity,2. food selection,3. social/emotional wellbeing? <p><i>FEEDBACK: Students share their storyboards & discuss how they compare to their cartoon characters. Peers & teacher assist students to set goals for improving lifestyle for following activity.</i></p> <p>Goal Setting & Me</p> <ul style="list-style-type: none">▪ Students identify ONE aspect of their lifestyle that they would like to improve. Students set short term goals (one or two weeks) to improve this aspect of health & suggest strategies to undertake & barriers which may impede progress to improvement. Students present a 2 minute oral report on their progress.	<p>Magazines Newspapers Scissors</p> <p>Butcher's paper Textas</p>