

<b>Unit Title:</b>	7.1 It's All About Balance		<b>Stage/Year:</b>	Stage 4/Year 7
<b>Strand(s):</b>	Strand 3 Individual and Community Health, Strand 4 Lifelong Physical Activity		<b>Unit length:</b>	8 lessons
<b>Unit description:</b>	This introductory unit focuses on the relationship between establishing and maintaining a balanced lifestyle and our health and wellbeing. Emphasis is placed on physical activity as a means of promoting social interaction, teamwork, enjoyment and wellbeing via a range of initiative / challenge activities			
<b>Major outcomes</b> A student:		<b>Evidence of Learning</b> A student:		
<ul style="list-style-type: none"> <li>4.6 – describes the nature of health and analyses how health issues may impact on young people</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> <li>4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts</li> </ul>		<ul style="list-style-type: none"> <li>constructs a mind map defining their own personal meaning of health (4.6)</li> <li>creates a collage representing the components of health (4.6)</li> <li>analyses their own physical activity levels and compares them with the <i>National physical activity guidelines for Australians</i> (4.9)</li> <li>designs a pamphlet on different types of physical activity options for various age groups and identifies the health benefits associated with lifelong physical activity (4.6, 4.9)</li> <li>demonstrates of cooperation, teamwork and support of others in initiative and challenge activities (4.10, 4.13, 4.14)</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>4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them</li> </ul>				
<b>Cross Curriculum Content</b>	✓	<b>Key Competencies</b>	✓	<b>Catholic Dimension:</b>
ICT		Collecting, Analysing		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.  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.
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:
<ul style="list-style-type: none"> <li>• <b>The nature of health</b> <ul style="list-style-type: none"> <li>- the interaction of cognitive, physical, social, emotional and spiritual components</li> <li>- differences in perceptions of health, eg emphasis on physical aspects</li> <li>- health as a constantly changing state</li> <li>- the benefits of a healthy lifestyle</li> </ul> </li> <li>• <b>Components of a balanced lifestyle</b> <ul style="list-style-type: none"> <li>- rest</li> <li>- sleep</li> <li>- school/work</li> <li>- physical activity</li> <li>- leisure/recreation</li> </ul> </li> <li>• <b>Personal benefits of participation in physical activity</b> <ul style="list-style-type: none"> <li>- physical</li> <li>- social</li> <li>- emotional</li> <li>- mental</li> <li>- spiritual</li> </ul> </li> <li>• <b>Lifelong physical activities</b> <ul style="list-style-type: none"> <li>- competitive/non-competitive</li> <li>- individual/group/team</li> <li>- recreational activities</li> <li>- health and fitness</li> <li>- initiative/challenge activities</li> <li>- physical activities with cultural significance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• construct a personal meaning of health by exploring a range of community and accepted definitions</li> <li>• examine the relationship between cognitive, physical, social, emotional and spiritual components of health</li> <li>• value the contribution of regular physical activity to health</li> <li>• analyse their lifestyle over a typical week to plan and implement increased opportunities for physical activity</li> <li>• participate in a range of lifelong physical activities to identify and appreciate potential benefits</li> <li>• communicate key messages about being active and suggest simple strategies to assist others to recognise these benefits, eg multimedia presentations, pamphlets</li> <li>• participate in competitive and non competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests</li> <li>• participate in initiative/challenge activities designed to develop teamwork, cooperation and problem-solving</li> </ul>

Teaching, learning and assessment activities	Resources
<ul style="list-style-type: none"> <li>• <b>Background information:</b> students research the nature of health through an exploration of texts and peer discussion</li> <li>• <b>Health mind map:</b> Based on the background information and their own perceptions, students mind map their personal meaning of health</li> <li>• <b>Group work:</b> on butchers paper students brainstorm their understanding of the components of health. Students present their findings to the class to generate a meaning of each component</li> <li>• <b>Image Association:</b> using magazines and other media, students create a collage representing the components of health</li> <li>• <b>(A) Case Studies:</b> via a whole class discussion, students examine a case study identifying how the components of health interrelate and make judgements about the level of health of the character in the case study. Students then create their own fictional case study and swap it with a partner. Each student then analyses the case study and reports back to their partner with an evaluation of the character's level of health. <i>FEEDBACK – peer feedback is provided during the evaluation of partner designed case studies.</i></li> </ul>	<p><i>Jump into PDHPE Book 1 p 53-55</i></p> <p><i>Inspiration</i> software program (optional)</p> <p>Butcher's paper, textas</p> <p>Magazines, newspapers, internet</p> <p>Case study</p>
<ul style="list-style-type: none"> <li>• <b>(A) Internet Activity:</b> Students access <a href="http://www.activeaustralia.com.au">www.activeaustralia.com.au</a> and identify the <i>National physical activity guidelines for Australians</i></li> <li>• <b>Journal:</b> Students maintain a reflection journal on their physical activity levels over a week. Students create a spreadsheet in which to record their physical activity levels. Using the <i>National physical activity guidelines for Australians</i> to make comparisons, students analyse their levels of physical activity and propose strategies to help them meet or enhance their physical participation. <i>FEEDBACK - Teacher provides verbal feedback during the journal production process and written feedback in accordance with criteria and assessment guidelines</i></li> </ul>	<p><a href="http://www.activeaustralia.com">www.activeaustralia.com</a></p>

<ul style="list-style-type: none"> <li>• <b>Carousel:</b> Form 2 circles, one on the inside and one on the outside. Pose a question such as: <i>Do we need to be physically active to be healthy?</i> The inside circle gives reasons why we need to be physically active, while the outside circle challenges the notion using the other components as measures of health.</li>   <li>• <b>Multi Media:</b> Students design a pamphlet outlining types of physical activity options for various age groups and the benefits that can be gained through lifelong physical activity.</li>   <li>• <b>Initiative/Challenge Games:</b> Students participate in a range of practical activities that have an initiative/challenge focus. The purpose is to encourage creative thinking, problem solving, positive peer interactions and enjoyment by using a physical activity context. <ul style="list-style-type: none"> <li>- <b>Crocodile Island</b> <ul style="list-style-type: none"> <li>▪ Problem: The group to escape the people-eating crocodiles by balancing on the tiny island (the hoop) for two minutes. Any toes sticking out means instant death.</li> <li>▪ Organisation: 8-10 people in a group</li> </ul> </li> <li>- <b>Shark Infested River</b> <ul style="list-style-type: none"> <li>▪ Problem: The group must cross the shark infested sea without anyone falling in</li> <li>▪ Organisation: 10 people in a group, river 15m apart, all group members must start and finish together</li> </ul> </li> <li>- <b>Bucket Relay</b> <ul style="list-style-type: none"> <li>▪ Problem: To transport a bucket of water around a course as often as possible within a 5 minute time period</li> <li>▪ Rules: 1. At all times the student or students in contact with the bucket must be off the ground. 2. The rest of the group may touch the ground or change places at any time if they do not have the bucket</li> </ul> </li> <li>- <b>Spiders Web</b> <ul style="list-style-type: none"> <li>▪ Problem: Group has to untangle themselves as quickly as possible from the spiders web</li> <li>▪ Rules: 1. All but 1 member of the group are blindfolded 2. Seeing person ties up the group using all the rope, 3. The group attempts to untangle themselves, 4. Time limit 3 minutes</li> </ul> </li> <li>- <b>Electric fence</b></li> </ul> </li> </ul>	<p>1 small hoop</p> <p>5 sheets of A4 paper, rope to mark sides of the river</p> <p>1 bucket of water per group, witches hats to designate course</p> <p>Rope (30m), blindfolds</p> <p>Per group: 1 nylon rope (up to 1.5 metres), posts/trees to tie the rope, plank of wood as the beam</p>
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<ul style="list-style-type: none"> <li>▪ Problem: To transport the group over an electrified wire using only themselves and a conductive beam</li> <li>▪ Rules: 1. If an individual touches the wire (nylon rope) they are “dead” and go to the end of the line. Any person touching that individual is also dead and returns for another crossing, 2. If the beam touches the wire all those in contact with it are “dead” and must start again, 3. An “electric field” extends from the wire to the ground and can not be penetrated, 4. The side supports can not be used</li> </ul> <p>- <b>Escape</b></p> <ul style="list-style-type: none"> <li>▪ Problem: To escape from a sinking ship (which is a string maze)</li> <li>▪ Rules: 1. Blindfold the players and lead them to different starting points well away from each other, 2. Game is completed when all players have escaped (have found the exit), 3. Players who escape may not give instructions to others still trapped, 4. Players feel their way along the string, they may only change direction at the point where one piece of string crosses another.</li> <li>▪ Organisation: Use trees, shrubs, fences, goal posts to construct a maze outside (can also be played inside), tie a marker to the string to mark the exit. Set a time limit.</li> <li>▪ Variations: Play as a team event where the team must gather together first and together find the exit, ban talking as a means of finding each other, they may decide on a series of whistles, grunts, stamps or touch as a means of communication.</li> </ul> <p>- <b>The Four Pointer</b></p> <ul style="list-style-type: none"> <li>▪ Problem: Attempt to get a group of 7 students across a 15m area using only 4 points of contact with the ground</li> <li>▪ Rules: 1. All students must start at the start line and finish at the finish line, 2. No props may be used, 3. All 7 students must be in contact with each other as they progress across the ground.</li> </ul> <p>- <b>Blindfold jumping</b></p> <ul style="list-style-type: none"> <li>▪ Problem: The sighted person issues verbal instructions to get their team across the space. They inform them of direction, distance to next hoop which he has to jump into</li> <li>▪ Rules: 1. Blindfolded person listens to instructions and must jump into the specified series of hoops, a miss means returning to the start without taking the blindfold off. 2. Group form lines similar to relay formation to compete against each other.</li> <li>▪ Organisation: 2 lines 15m apart, 9 hoops scattered between lines</li> </ul> <p>- <b>Blindfold Indoor Soccer</b></p> <ul style="list-style-type: none"> <li>▪ Rules: 1. Two teams. each team forms pairs. one partner is blindfolded. other is sighted. 2.</li> </ul>	<p>Blindfolds, string, trees/shrubs/posts to attach string</p> <p>Witches hats</p> <p>9 hoops, 1 blindfold per group</p> <p>1 blindfold per pair, soft ball (large ball that is soft)</p>
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Sighted partner is not allowed to touch or kick the ball, they can physically move their partner and direct their actions, 3. Normal soccer rules apply for the blindfolded person, 4. Half time, change ends and partners swap blindfolds.

- **Happy Landing (A)**

- Problem: To navigate your partner to safe landings
- Directions: 1. Two volunteers, 1 the rower the other the docker, 2. The rower will be blindfolded and is the sole survivor of a ship explosion and must get to shore in their row boat, the dock worker who saw the explosion is now trying to guide the rower (who is walking backwards) to safety. The other participants create the channel and rocks. Some students should stand in two lines to create the boundaries while the others (rocks) can stand, kneel or sit at random in the channel area. When the rower docks successfully or bumps into a rock or boundary, both the rower and docker lose their turn and replacements are chosen. While the new rower is being blindfolded, the rocks should change positions.
- Debriefing Questions:
  1. *Did the dock worker find it easy to give directions after the had seen others try?*
  2. *How did it feel to be the rower blindfolded and walking backwards?*
  3. *Which commands were the easiest (or hardest) to understand?*
  4. *Did the rowers trust the dock workers?*
  5. *Did the rocks want the rowers to make it?*
  6. *Which rowers went furthest?*
  7. *What accounts for this?*

1 blindfold per group, witches hats