Unit Title:	10.3.Lord of the Rings	**Stage/Year:**	5
Strand(s):	2: Movement Skill and Performance	**Unit length:**	10 Lessons

Unit Description:	Students improve performance in a range of movement activities through analysis and participation. Movement activities from within contexts such as athletics, gymnastics, aquatics, dance and games. In particular the focus here is on fitness and outdoor education as specific related examples.

Major outcomes A student:	**Evidence of Learning** A student:
▪ 5.4 adapts, transfers and improvises movement skills and concepts to improve performance	▪ Able to work collaboratively to plan fitness activities and outdoor education experience(5.4, 5.14) ▪ Understanding and application of the aspects of the movement skill explored, influences on development of skill/performance and application of mechanical principles(5.14,5.4)
Contributing outcomes	
▪ 5.14 confidently uses movement to satisfy personal needs and interests	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing	✓	This strand recognises the enjoyment and active participation present in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Just as Strand 1 focused on the link between self and others, so too this Strand is understood in the Catholic Christian tradition in terms of a link between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. This tradition is based on God's word in Genesis that all creation is good, as well as the Incarnation where Jesus took on human, bodily form and lived as fully human yet fully divine. The clearest expression of this unity of body
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	✓			fully divine. The clearest expression of this unity of body and spirit comes from Paul: ‘Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own?’ (1 Cor 6:19).

Students learn about:	**Students learn to:**
• **aspects of movement skill development** – body control and awareness – object manipulation and control – anticipation and timing – technique	• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: – aquatics – athletics – dance – games – gymnastics – recreational pursuits – aerobics/fitness – outdoor education adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm
• **influences on skill development and performance** – transfer of skills and concepts – learning environments – feedback – importance of practice – safety the role of rules and regulations in safe participation	• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations
• **applying mechanical principles to enhance performance** – absorbing and applying force – balance and stability – momentum	• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique

Examine and apply the 2 selected movement area examples as per the examples listed above. The following unit has selected the following contexts to apply the learn about information: **(A) Aerobics/fitness** **(B) Outdoor education** • **Aerobics/Fitness :** Students and teacher create a class summary of ideas about the types of fitness and aerobics activities that are most popular with young people. Stuents then discuss examples of these and construct a list of the most preferred aerobics/fitness activities (Think, pair, share). Construct a class bank of ideas and display in poster format generated from PowerPoint or Word Art. • **Class favourites**: Students develop a survey of class favourites assuming all students will prefer some forms of exercise more than others, rather than NO physical activity. Organise group work to research each of these : - Weight training, - Forms of aerobics - Combat training - Boxercise - Tai Chi	Survey list using all nominated activities ranking 1-10. Hard copies of this should be distributed or use a whiteboard and get students to raise their hands.
Students present samples to the class group and then 'trial and taste' a snapshot of these activities. One member of the group takes on the role of the instructor teaching other class members in small groups. Remembering the principles of exercise should be applied. It should include warm up and down, specificity of exercise, benefits of fitness and essential gear/ equipment to be used. *Feedback: Teacher and peer assessment of activity with criteria for assessment to be designed by the teacher and student collaboratively.*	Open space or hall/gym with suitable landing surface.

(A)**Fact sheet or pamphlet making** (1 page) could be produced by students on their nominated area of interest to be given to their class peers. Include local venues/places where these activities take place with essential details for class colleagues. (A)**Review/ journaling work**:In your role as instructor/learner take brief notes about the experience and what worked well and what could be improved. Provide feedback in pairs (peer assessment), as well as self assessment rating your performance out of 10. Decide on the criteria to assess as a class group for both instructor/learner. • **Internet research**: Students to examine the application of simple mechanical principles to enhance performance and ensure safety. Research possibly using the internet or other library resources: - Absorbing and applying force - Balance and stability - Momentum **OUTDOOR EDUCATION** • **Treasure hunt**! Students perform an orienteering exercise around the school grounds using simple grid reference and/or compasses to locate a variety of landmarks or treasures. • **Planning for an outdoor experience :**The teacher and students select aspects of outdoor education for further study to assist in planning an outdoor education experience eg - Orienteering/mapping skills - Hiking considerations and safety - Camping(selection of site, venue, etc..) (A)Students are to plan an outdoor education experience for 3 days for a : - Family group - PE class group - Specialist PE group(Sport Studies) - Specific cultural or indigenous group	

Groups need to consider the following in organising the outdoor ed. Experience for the Australian setting. (A) Cost (B) Location and suggested place to set up camp (C) Equipment required(essential & non-essential items (D) Suggested itinerary (E) Transport (F) Activities (G) Safety considerations /medical (H) Maps (I) Food/ catering Schools may decide to complete an overnight camping experience OR a day visit to a possible camping site OR stay at school as an alternative venue, applying the information researched for assessment *FEEDBACK: Teacher feedback based on appropriate marking criteria.* • Students design a code of safe camping/outdoor education experience for participants. This can be completed individually, pairs or small groups and presented as: - A Booklet - A pamphlet - Information poster - Advertising campaign *FEEDBACK: Student self assessment*	IT support to produce work using multimedia IT support to produce using multi- media product