Unit Title:	10.7 Out and About	**Stage/Year:**	Stage 5 / Year 10
Strand(s):	Strand 4 Lifelong Physical Activity	**Unit length:**	20 lessons

Unit description:	This unit focuses on promoting physical activity as a viable recreational pursuit. Students design and undertake surveys to collect data relating to physical activity needs within their school. Students analyse the data and respond by designing, running and evaluating suitable recreation based physical activity.

Major outcomes A student:	**Evidence of Learning** A student:
• 5.9 - formulates goals and applies strategies to enhance participation in lifelong physical activity • 5.10 - adopts roles to enhance their own and others' enjoyment of physical activity • 5.15 - devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively	• presents research findings related to issues of participation in physical activity (5.9) • collects, organises and presents an analysis of data obtained from a broad school survey to guide planning an effective physical activity program (PAP) (5.9, 5.10, 5.13, 5.15) • adopts various roles in leading sections of the school community in a PAP (5.9, 5.10, 5.13, 5.15) • demonstrates a commitment to lifelong physical activity through their selection and participation in a variety of physical activities (5.10)
Contributing outcomes	
▪ 5.13 - adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT		Collecting, Analysing		Strand 4: This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. Echoing previous strands, it stresses the need for a balanced lifestyle, the development of action plans, and involvement with others. 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.[i] This is one important way of responding to Jesus' teaching: '"You shall love the Lord your God with all your heart, and with all your soul, and with all your mind." This is the greatest and first commandment.' (Mt 22:37-38). As St. Paul teaches, we run for both a physical and a spiritual prize. The first is perishable, the second imperishable (1 Cor 9:24-25). Pope Pius XII taught over 40 years ago: 'The most that is demanded is care of the body, strengthening of the body—yes, but cult of the body, making a god of the body—no'. In like manner, Pope John Paul II described athletics as 'a training ground of virtue, a school of inner balance and outer control, an introduction to more true and lasting conquests'.
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:
• **Lifelong physical activity** - competitive/non-competitive - individual/group/team - recreational - health and fitness - initiative/challenge activities - cultural significance	• Participate in a range of physical activities that meet identified local needs and interests and evaluate their potential as lifelong physical activity • Participate in challenging physical activities to develop life skills such as leadership, teamwork, creativity, goal-setting and problem-solving
• **Planning for regular physical activity** - prioritising and setting goals - time management - identifying and locating resources - barriers to participation in regular physical activity	• Analyse barriers to regular participation in physical activity and propose strategies to overcome them • Reflect on their current levels of physical activity and propose short-term and long-term goals that will assist them to maintain regular participation in the future • Use the internet and other resources to locate information about opportunities for physical activity in the local area • Participate in physical activities designed to overcome barriers or meet specific needs
• **Roles in physical activity** - administrative roles - official roles - leadership roles - individual and team player roles - coaching, instructing or choreography roles - media/publicity roles - volunteering	• Investigate and make decisions about the various roles they can adopt to enhance their own and others' participation and enjoyment of physical activity • Select and perform a variety of roles as they organise, manage and participate in physical activities
• **Strategies for enhancing others' enjoyment of and participation in physical activity** - awareness raising - establishing policy	• Analyse strategies to enhance enjoyment and improve participation in physical activity

- identifying and accessing support structures - identifying physical activity needs	• Collaboratively design and conduct an action plan for a school, workplace or community setting to increase participation and enjoyment in physical activity

Teaching, learning and assessment activities	Resources
• **Background information:** Students are provided with facts sheets on the *National physical activity guidelines for Australians* and the application of FITT to the physical fitness model and to the physical activity model. Students then work in 4 groups, with each group researching and completing one of the following tasks: 1. Investigate current patterns of physical activity undertaken by young people and evaluate the adequacy of these patterns. 2. Evaluate the appropriateness and likely success of the guidelines and models to the lives of Australians of different ages. 3. Identify barriers to participating in physical activity and propose strategies to overcome them. 4. Analyse one comprehensive health promotion initiative that seeks to increase participation in physical activity. Identify features of the initiative that are likely to lead to its success. Each group presents their findings to the class in a 5 minute presentation using *PowerPoint* and/or *Inspiration.*	*Application and Inquiry* (Preliminary) p 50 *Outcomes* 1 p 13, 88 www.aihw.gov.auT *Jump into PDHPE* p 4 *PowerPoint* and/or *Inspiration* software
• **(A) Physical activity diary:** Students complete a weekly diary of their own physical activity levels and critically analyse the patterns in relation to the guidelines. Teachers can explore with students the range of possibilities for establishing their diary, for example an *Excel* spreadsheet, a *MS Word* document, a hard copy diary or others. Students identify barriers to their own physical activity participation and then work in pairs to identify strategies to overcome each barrier identified by their partner and themselves. Examples of barriers could include level of health, disability, attitude / motivation, culture, gender issues, environment, media, family background, socio-economic status or others. *FEEDBACK: Teacher and peer verbal feedback is provided throughout the diary analysis and barrier identification process.*	Butcher's paper, blutac
• **(A) Poster walk**: Butcher's paper is placed on the walls around the classroom. On each is listed a specific population group in the school. Examples of population groups include: - Year 7 - Middle school - Senior students - Staff - Parents - Male students	

- Female students - Specific cultural groups within the school - Students are to move around the room and write up key issues for physical activity participation for each group identified within the school community. • Teacher leads class discussion on the key issues identified for each group. Focus question: Are there common issues across the whole school population group? • In pairs design a survey to identify and help address the major issues relating to participation in physical activity amongst the school population. In designing questions, students should be guided to ensure that questions cater for the possibility that participation may range from inadequate through to very high levels. • Select the best questions to create a class survey. Each pair places their questions on a poster which is displayed on the wall. One strategy to do this may be to provide each student with 5 coloured stickers. They allocate one sticker to each question they would like to see included in the final survey. The 10 questions with most stickers then formulate the class survey. • Homework: each student surveys 10 people from within the school community (ensure a variety of subjects are accessed). • **Data analysis**: Students place all data onto a spreadsheet, then graph and analyse it. Whole class discussion is held on the major issues arising from the results. The survey findings are then used to assist in planning for meeting these needs through a physical activity program designed and run by the class for others in the school community. • **Physical activity program (PAP)**: Students take on roles necessary for the planning, management and officiating of the PAP (*Note: the PAP ultimately developed will vary according to individual school contexts*.) PAP examples could include: - interhouse activities held at lunch times - physical activity sessions or minor competitions held in class time for students in Primary or Year 7 - an after school program open to all members of the school community - others Roles may include: - administrating - coaching/leading - officiating - playing/participating	*SEPEP*

- establishing a code of conduct - promoting and publicising • **Feedback process and analysis:** Students develop a brief feedback questionnaire that all participants are asked to complete midway through the PAP and at the conclusion of the PAP (or end of term). Students analyse the mid-PAP feedback data and implement necessary modifications. Students also develop and complete a self-evaluation questionnaire to be completed at the conclusion of the PAP. *FEEDBACK – peer verbal feedback is provided throughout the PAP design and implementation process; peer written feedback is provided through the self-evaluation forms; written feedback is provided by participants through the feedback forms; and teacher feedback is provided verbally throughout the process and in written form in accordance with the set criteria and assessment guidelines.* • **Personal physical activity participation:** Students identify recreational physical activity options in the school and/or within their local community that they find enjoyable and meet their needs. Students negotiate with the teacher to actively participate in the selected activities purely as a form of relaxation, recreation and enjoyment.	

[i] . Wilkie Au, SJ, 'Holistic Spirituality', in M. Downey, *New Dictionary of Catholic Spirituality*, pp. 488-491.