Unit Title:	10.4 Working Out	**Stage/Year:**	Stage 5 / Year 10
Strand(s):	Strand 2 Movement Skill and Performance, Strand 4 Lifelong Physical Activity	**Unit length:**	10 lessons

Unit description:	This unit focuses on promoting knowledge and understanding of ways to effectively develop specific aspects of fitness. Students develop this knowledge and understanding through research and participation in activities such as aerobic/circuit classes, strength training and interval training.

Major outcomes A student:	**Evidence of Learning** A student:
• 5.4 - adapts, transfers and improvises movement skills and concepts to improve performance • 5.9 - formulates goals and applies strategies to enhance participation in lifelong physical activity ▪ 5.14 - confidently uses movement to satisfy personal needs and interests	• verbally expresses knowledge and understanding in whole class and small group discussions (5.9) • participates in and evaluates a range of fitness related activities (5.9, 5.14) • design and lead a fitness training session for others (5.4, 5.9, 5.15) • creates and completes a physical activity journal to monitor personal progress (5.9, 5.14, 5.15) • demonstrates the capacity to apply training program strategies and activities to specific sports (5.4)
Contributing outcomes	
• 5.15 - devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively	

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. 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:
• **Aspects of movement skill development** - body control and awareness - object manipulation and control - anticipating and timing technique - 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
• **Lifelong physical activities** - 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 a lifelong physical activity • participate in challenging physical activities to develop life skills such as leadership, teamwork, creativity, goal-setting and problem-solving

Teaching, learning and assessment activities	Resources
This is an integrated unit that explores theoretical concepts and applies them in a practical manner. School facilities and student needs and interests may influence the emphasis placed on theory and practical components.	
• **Background information:** students undertake a literature and internet review to collect background information and develop a basic understanding relating to fitness. Focus questions to guide the literature and internet review include: - distinguish between physical activity, exercise and fitness - compare and contrast recognised physical activity guidelines for children/young people as opposed to adults - describe the principles of training - identify and describe important features of training programs for developing aerobic endurance, strength and flexibility - describe the nature and functions of each of the 3 energy systems -	Assorted PDHPE Texts *The fitness leader's handbook* Internet access www.pponline.co.uk www.ausport.gov.au/coach/spcoach.asp www.nsca-lift.org
• **Whole class discussion:** teacher leads discussion that begins with the focus questions from the literature and internet review and extends to include a focus on aspects such as the FITT principle, safety issues and the capacity for technique modifications to contribute to improved physical performance.	
• **Practical experience and research:** students participate in a range of fitness related sessions run by an appropriately qualified fitness leader. Examples may include an aerobics class, a yoga class, a weights session or others. Following each session students research the appropriateness of activities undertaken within each session and evaluate the potential for this type of session to contribute to improved fitness outcomes.	Qualified fitness leaders
• **(A) Group training program (GTP):** Students work in 4 groups to design a training session that meets the specific needs of a group of people. Group 1 designs a comprehensive warm up and cool down; Group 2 designs an interval training session; Group 3 designs a strength/power/speed session and Group 4 designs a circuit class. Following a critical safety review by the teacher and under the teacher's supervision, each group then leads a session of their GTP for the remainder of the class to participate in. *FEEDBACK – Teacher and peer verbal feedback is provided during both the design process and following the session.*	
• **Sample program review** – students are provided with a sample training program. In groups of 4 students identify important features of the program such as: its capacity to meet stated goals; safety considerations, potential for adaptation vs. overtraining etc.	www.brianmac.demon.co.uk

• **(A) Personal training program (PTP):** Students work individually to identify their own short and long term physical activity goals and design a program that will help them achieve those goals. Using an *Excel* spreadsheet, students create and complete a physical activity journal for the duration of this unit (10 lessons) and evaluate challenges and opportunities that arose. *FEEDBACK – Teacher provides written feedback in accordance with the criteria and assessment guidelines.* • **One page summary:** students select a sport that contains a significant physical demand. Students complete a one page written summary in which they critically evaluate the potential to apply training program strategies and activities to enhance performance in this sport.	Computer access