Unit Title:	8.1 Skills in Action	**Stage/Year:**	Stage 4/Year 8
Strand(s):	Strand 2 Movement Skills and Performance, Strand 4 Lifelong Physical Activity	**Unit length:**	10 lessons

Unit Description:	Students participate in a mini Olympics tabloid which focuses on understanding and developing the health - related and skill - related components of fitness. Students will also practice and demonstrate how the components are applied to specific games, athletics or gymnastics activity. This will enable students to better understand how their personal strengths and abilities contribute to enjoyable and successful participation in physical activity.

Major outcomes A student:	**Evidence of Learning** A student:
• 4.4 – demonstrates and refines movement skills in a range of contexts and environments. • 4.10 – explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.	• participates with enthusiasm in a range of physical activities which develop health - related and skill - related components of fitness (4.4, 4.10). • identifies how the fitness components are applied to a range of movement contexts (4.10). • describes life changes which may affect participation (4.1). • completes a written report to explain how personal strengths and abilities contribute to enjoyable and successful participation in physical activity (4.1, 4.10). • works cooperatively and contributes to group work activities (4.15, 4.4, 4.14).
Contributing outcomes	
• 4.1 – describes and analyses the influences on a sense of self • 4.14 – engages successfully in a wide range of movement situations that displays an understanding of how and why people move. • 4.15 – devises, applies and monitors plans to achieve short-term and long-term goals.	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing		**Strand 2 - Movement Skill and Performance:** 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 - Lifelong Physical Activity:** 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
Work & Employment		Communicating Ideas	✓	
Aboriginal & Indigenous		Planning	✓	
Civics & Citizenship		Working with others	✓	
Difference & Diversity	✓	Work mathematically		
Environment		Solving problems	✓	

Gender		Work with ICT applications	✓	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.
Literacy	✓			
Multicultural				

Students learn about:	**Students learn to:**
• **types of movement skills** – fundamental – specialised – locomotor and non-locomotor – manipulative	• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments.
• **aspects of movement skill development** – body control and awareness – object manipulation and control – anticipation and timing – technique	• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing.
• **influences on skill development and performance** – applying skills across contexts – predictable and dynamic environments – importance of practice – safety	• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts. • participate safely in movement activities.
• **contexts for specialised movement skills** – athletics – games – gymnastics	• demonstrate movement skills through a range of experiences including: – track and field activities – games from categories such as target, striking/fielding, invasion and net/court – gymnastics from areas such as general and artistic
• **health-related components of fitness** – cardio-respiratory endurance – muscular strength – muscular endurance – flexibility – body composition	• participate in a range of enjoyable activities which elevate heart rate to understand concepts of intensity and time and their relationship to maintaining health and developing fitness. • describe life changes that may affect participation in a range of physical activities.

	• participate in physical activities to develop selected health-related components of fitness, eg flexibility during gymnastic activities.
• **skill-related components of fitness** – power – agility – coordination – balance – reaction time – speed	• participate in physical activities to develop selected skill-related components of fitness, eg agility and speed during invasion games. • identify components of fitness required for enjoyment and success in the physical activities they participate in.

Teaching, learning and assessment activities	**Resources**
This unit is based on a mini Olympics tabloid theme focusing on games, athletics and gymnastics activity. Teachers are to select two components for each lesson, practice them and apply them to a games/gymnastics/ athletics activity. The focus of the unit is fun participation and how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.	
• **What is power?** Power is the ability to produce an explosive single movement as in weight lifting. Activity: standing broad jump; vertical jump; - measuring distance/height of each individual, medicine ball throw for distance Skills Practice: individual rebounding of basketball off backboard, mini tramp jumps onto soft mats Game: In teams of 5 rebounding off backboard continuous, rebounders (Lesson Plans for Sport Leaders-Mini Basketball p 35) *FEEDBACK – Verbal feedback from partner based on technique and performance.*	ACHPER *Fundamental Motor Skills Resource Kit* *Modified Sport Resource Manual Aussie Sport* – Australian Sports Commission
• **What is muscular strength and muscular endurance?** Muscular strength is the ability of your muscles to produce a movement or contraction of force. Muscular endurance is your muscles ability to produce a moderate movement repeatedly. Activity: Gymnastics Circuit Skills practice: Students participate in a range of fun gym activities from the ACHPER *Gymnastics for Upper Primary and lower Secondary* eg Springs and landings Circuit p 67, Statics Circuit p 79, swing circuit p 49. Game: Long hang swings, Chin Ups, Tunnel ball in groups of 5-7 in V – sit, back support or front support positions. Skipping, Cats and Dogs p 161.	ACHPER *Gymnastics for Upper Primary and lower Secondary*

FEEDBACK – Verbal feedback from partner based on technique and performance.	
• **What is speed?** Speed is the ability of the body to move as rapidly as possible in the one direction. Activity: 20, 30, 60m sprints. Skills practice: Ask students to run following teacher commands/whistle eg; taking small steps, taking normal steps with and without an arm swing, with head moving from side to side, with head held still and eyes focused. Game: Relays over a shorter distance, fun obstacle courses.	ACHPER *Fundamental Motor Skills Resource Kit*
• **What is cardio-respiratory endurance?** Is the ability of your heart and lungs to send oxygen around the body in the blood to move. The endurance aspect refers to how long you can maintain the activity before fatigue sets in and performance levels decrease. Activity: Relays and obstacle courses Skills practice: Students perform in a range of activities from the *Fundamental Motor Skills Resource Kit* which require cardio-respiratory endurance eg Leap activities p 66-75, Running activities p 26-35, Dodge activities p 76-85. Game: Basketball, Oz tag	ACHPER *Fundamental Motor Skills Resource Kit*
• **What is coordination?** Coordination is being able to combine a series of movements. Activity: Alternate hand-toss rebounding off wall (using tennis ball, record the hits on the wall in 30 sec.) Skills Practice: Wall targets – Using a tennis ball aim for different targets on a wall, using an underhand throw moving through varying distances from the wall. Game: Hand Ball against wall *FEEDBACK – Verbal feedback from partner on technique and performance.*	*Modified Sport Resource Manual Aussie Sport* – Australian Sports Commission ACHPER *Fundamental Motor Skills Resource Kit*
• **What is balance?** Balance is the ability to avoid falling while performing a stationary movement or when moving from a standing position. Activity: Stork balance (eyes open/closed, left/right foot), gym activities. Skills practice: Students participate in a range of fun gym activities from the ACHPER *Gymnastics for Upper Primary and lower Secondary*. Students balance on different body parts; balance with arms out to side, hands on hips, bean bag on head, eyes closed/open, alternating legs; shadowing partner. Game: Individual and partner balances p15, alphabet balances p 14.	ACHPER *Gymnastics for Upper Primary and lower Secondary*

• **What is flexibility?** Flexibility is the range of movement you have around a joint. Activity: Students participate in a range of fun gym activities from the ACHPER *Gymnastics for Upper Primary and lower Secondary* which develop flexibility	ACHPER *Gymnastics for Upper Primary and lower Secondary*
• **What is flexibility? (cont)** Skills practice: Students try different locomotor movements and balances which require different degrees of flexibility Game: Statics circuit p 121, Locomotor/Hang circuit p 45, Limbo, Twister.	ACHPER *Gymnastics for Upper Primary and lower Secondary*
• **What is body composition?** Body composition is the amount of fat you have in proportion to your lean body weight. Activity: List a group of physical activities and identify the type of body composition required.	
• **What fitness components are needed for different physical activities?** Activity: List a group of physical activities and identify the health - related and skill - related components of fitness required for each.	
• **(A) Me and my physical activity task:** The teacher selects 2-3 game/s, eg basketball, netball, newcombe ball, touch football, softball, oz tag, etc. (Groups of students can play the game or you can view a video. Students need to analyse which health - related and skill - related components of fitness are required to participate within each game. Students prepare a written report to explain how personal strengths and abilities contribute to enjoyable and successful participation in physical activity. Students describe life changes that may affect participation in a range of physical activities. They also describe life changes that may affect participation in a range of physical activities. *FEEDBACK – Written feedback from teacher commenting on the application of health - related and skill - related components of fitness within game.*	*Jump into PDHPE* Book 1 P34-36
Extension Activity Fitness Testing Students are to address the following questions within the context of fitness testing. The health - related and skill - related components of fitness may then be applied to different games/activities which focus on each of the components. Teachers should be mindful of the fact that fitness testing can have a negative impact on young people. The focus should be on fun, self improvement and personal bests. Competition between classmates should be monitored closely as it can lead to incidents of bullying. Students who dislike fitness testing should be given an alternate choice.	

• **What is power?** Pre-Test: standing broad jump; vertical jump; - measuring distance/height of each individual Skills Practise: individual rebounding of basketball off backboard, mini tramp jumps onto soft mats Post-Test: standing broad jump; vertical jump; - measuring distance/height of each individual *FEEDBACK – Verbal feedback from partner based on pre and post tests scores.*	ACHPER *Fundamental Motor Skills Resource Kit* DET NSW *Get skilled: Get active* Resource
• **What is speed?** Pre test: Time for 60m sprint (www.brianmac.demon.co.uk) Skills practice: Relays over a shorter distance. Ask students to run following teacher commands e.g; taking small steps, taking normal steps with and without an arm swing, with head moving from side to side, with head held still and eyes focused. Post Test: Time for 60m sprint (www.brianmac.demon.co.uk) *FEEDBACK – Verbal feedback from partner based on pre and post tests scores.*	www.brianmac.demon.co.uk
• **What is coordination?** Pre test: Alternate hand-toss rebounding off wall (using tennis ball, record the hits on the wall in 30 sec.) Skills Practise: Wall targets – Using a tennis ball aim for different targets on a wall, using an underhand throw moving through varying distances from the wall. Post Test: Alternate hand-toss rebounding off wall (using tennis ball, record the hits on the wall in 30 sec.) *FEEDBACK – Verbal feedback from partner based on pre and post tests scores.*	*Lesson Plans for Sports Leaders* *Modified Sport Resource Manual* *Aussie Sport* – Australian Sports Commission
• **What is balance?** Pre test: Stork balance (eyes open/closed, left/right foot) Skills practice: Students balance on different body parts; balance with arms out to side, hands on hips, bean bag on head, eyes closed/open, alternating legs; shadowing partner Post Test: Stork balance (eyes open/closed, left/right foot) *FEEDBACK – Verbal feedback from partner based on pre and post tests scores.*	ACHPER *Fundamental Motor Skills Resource Kit*
• **What is reaction time?** Pre test: Ruler Drop Test (www.brianmac.demon.co.uk) Skills practice: Rats and Rabbits (Fundamental Movement Skills p. 42), Dodge Ball Post Test: Ruler Drop Test (www.brianmac.demon.co.uk)	www.brianmac.demon.co.uk

FEEDBACK – Verbal feedback from partner based on pre and post tests scores. • **What is agility?** Pre-test: Agility run timing each individual student. Skills Practise: Move quickly through a set of cones 3 metres apart in zig zag formation (Fundamental Motor Skills - Dodge p. 30), Dodge ball; King ball; Post Test: Agility run timing each individual student. *FEEDBACK – Verbal feedback from partner based on pre and post tests scores.* • **Create a skills practice or game:** In groups, students select one of the skills components and create a skills practice and game that would further develop this component. *FEEDBACK – teacher/peer written feedback commenting on the development of the game based on the assessment guidelines/criteria.*	www.brianmac.demon.co.uk ACHPER *Fundamental Motor Skills Resource Kit*