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|  | | **Dorchester School Teaching and Learning Program** | | | | | | | | | |
| **Title/Type of Unit: Components of Health and Skill Related Components of Fitness**  **Program Risk Level: Low- Medium** | | | | | | | **Duration: 10 Weeks** | | |
| **Syllabus Outcomes**  **Stage 4**  **PDHPE Syllabus** | | **Strand 2: Movement skill and performance**  A student:  **4.10 –Explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.** | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | | **Students learn about:**  **Health-related components of fitness**   * cardio-respiratory endurance * muscular strength * muscular endurance * flexibility * body composition  Skill-related components of fitness – power  – agility  – coordination  – balance  – reaction time  – speed | | | | | **Students learn to:**   * 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 e.g. flexibility during gymnastic activities * 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 | | | | |
| **Background information/ links** | | Students will complete a combination of theoretical and practical components. Students will identify and explore the components of fitness and health through the use of the supplied work booklets. The unit will involve literacy components through comprehension of text regarding the content and numeracy components revolving around recording and analysing numerical data. Students must complete the background information prior to beginning the practical side of the lessons. Once the students have studied and completed each of the components, they will compare and analyse their results to supplied norms data. Students will complete a summative quiz which involves real life scenarios around the components of health and fitness and finally use the knowledge and data they have collected to study an athlete of their choosing. | | | | | | | | | |
| **Key Ideas** | | * Students develop an understanding of the features of movement composition as they engage in a variety of planned and improvised movement experiences. They compose movement using the elements of composition to achieve specific purposes and performance goals. Students learn to appreciate the potential that movement offers in relation to personal growth and development as they interact with others, communicate, make decisions and solve problems in movement contexts. | | | | | | | | | |
| **Scope and Sequence and Lesson Structure** | | | | | | | | | | | |
| **The Elements of Learning & Achievement**  *(Elements placed in relevant places – delete unnecessary images – and this text)*  F:\Mock ups\Square elements\Numeracy.jpg | **This process is to be completed at the beginning of each lesson with the introduction of new components.**  **1: Introduction**   * Discuss the number of components health and or fitness that are to be completed during the course of the lesson. * Teacher lead discussion to identify student background knowledge surrounding the particular components that will be studied. * Explanation and demonstration of the skills required in each of components.   **2: Body/Lessons**  **Theory**   * Students read and discuss each component of health or fitness as a group from the booklet provided. * Teachers point out key words and meanings that are of importance in the text and promote further discussion. * By reading the information provided in the booklet, students gain an understanding of what the test involves and how to conduct an accurate test. * Students are required to read and comprehend 2-3 components before beginning the practical lesson.   **Practical**   * Students complete a warm up activity and stretch. Example- Bull rush/ Line Tag * Students are introduced again to the specific component of fitness they are testing. * Students will firstly observe a teacher lead demonstration of how to successfully complete the practical assessment of the lesson. * Students are divided into pairs where they will test each other. For example; 1 student record and time whilst the other participates in the activity. * Students will then swap roles. * Each activity is to be conducted 3 times by each student and the mean score is to be the final recording.   **Practical Components**  **Beep test:**  This test involves continuous running between two lines 20m apart in time to recorded beeps. For this reason, the test if also often called the 'beep' or 'bleep' test. The students stand behind one of the lines facing the second line, and begin running when instructed by the recording. The speed at the start is quite slow. The students continue running between the two lines, turning when signalled by the recorded beeps. After about one minute, a sound indicates an increase in speed, and the beeps will be closer together. This continues each minute (level). If the line is reached before the beep sounds, the student must wait until the beep sounds before continuing. If the line is not reached before the beep sounds, the subject is given a warning and must continue to run to the line, then turn and try to catch up with the pace within two more ‘beeps’. The test is stopped if the subject fails to reach the line (within 2 meters) for two consecutive ends after a warning.  **Handgrip test**  The student holds the dynamometer in the hand to be tested, with the arm at right angles and the elbow by the side of the body. The handle of the dynamometer is adjusted if required - the base should rest on first metacarpal (heel of palm), while the handle should rest on middle of four fingers. When ready the student squeezes the dynamometer with maximum effort, which is maintained for about 5 seconds. No other body movement is allowed. The subject should be strongly encouraged to give a maximum effort.  **Sit and reach**  This test involves sitting on the floor with legs stretched out straight ahead. Shoes should be removed. The soles of the feet are placed flat against the box. Both knees should be locked and pressed flat to the floor - the tester may assist by holding them down. With the palms facing downwards, and the hands on top of each other or side by side, the subject reaches forward along the measuring line as far as possible. Ensure that the hands remain at the same level, not one reaching further forward than the other. After some practice reaches, the subject reaches out and holds that position for at one-two seconds while the distance is recorded. Make sure there are no jerky movements.  **Push ups**  A standard push up begins with the hands and toes touching the floor, the body and legs in a straight line, feet slightly apart, the arms at shoulder width apart, extended and at a right angles to the body. Keeping the back and knees straight, the student lowers the body to a predetermined point, to touch some other object, or until there is a 90-degree angle at the elbows, then returns back to the starting position with the arms extended. This action is repeated, and test continues until exhaustion, or until they can do no more in rhythm or have reached the target number of push-up.  **Sit ups**  The student lies on a cushioned, flat, clean surface with knees flexed, usually at 90 degrees. Some techniques may specify how far the feet are from the buttocks, such as about 12 inches. A partner may assist by anchoring the feet to the ground. The position of the hands and arms can affect the difficulty of the test. They are generally not placed behind the head as this encourages the subject to stress the neck and pull the head forward. The hand may be placed by the side of the head, or the arms crossed over the chest, reaching out in front. Some protocols use curl up strips or other marks on the ground to slide the hands along and indicate how much to curl up. The subject raises the trunk in a smooth motion, keeping the arms in position, curling up the desired amount. The trunk is lowered back to the floor so that the shoulder blades or upper back touch the floor.  **BMI**  BMI stands for Body Mass Index. It is a measure of body composition. BMI is calculated by taking a person's weight and dividing by their height squared.  BMI is calculated from body mass (M) and height (H). BMI = M / (H x H), where M = body mass in kilograms and H = height in meters. The higher the score usually indicating higher levels of body fat.  **35m Sprint**  Students attempt to run the fastest time they can over 100m. Each student should look to complete 3 tests and record the fastest time from each trial.  **Ruler test**  The student to be tested stands or sits near the edge of a table, resting their elbow on the table so that their wrist extends over the side. The assessor holds the ruler vertically in the air between the subject's thumb and index finger, but not touching. Align the zero mark with the student’s fingers. The student should indicate when they are ready. Without warning, release the ruler and let it drop - the student must catch it as quickly as possible as soon as they see it fall. Record in meters the distance the ruler fell. Repeat several times (e.g. 10 times) and take the average score.  **Illinois run**  The length of the course is 10 meters and the width (distance between the start and finish points) is 5 meters. Four cones are used to mark the start, finish and the two turning points. Another four cones are placed down the centre an equal distance apart. Each cone in the centre is spaced 3.3 meters apart. Student should lie on their front (head to the start line) and hands by their shoulders. On the 'Go' command the stopwatch is started, and the student gets up as quickly as possible and runs around the course in the direction indicated, without knocking the cones over, to the finish line, at which the timing is stopped.  **Standing stork test**  Place the hands on the hips, then position the non-supporting foot against the inside knee of the supporting leg. The student is given one minute to practice the balance. The student raises the heel to balance on the ball of the foot. The stopwatch is started as the heel is raised from the floor. The stopwatch is stopped if any of the following occur:  ◦ The hand(s) come off the hips  ◦ The supporting foot swivels or moves (hops) in any direction  ◦ The non-supporting foot loses contact with the knee.  ◦ The heel of the supporting foot touches the floor.  **Ball to wall test**  In this wall test, students will use a tennis ball and throw it up against the wall from 2m away. Students must count how many times they catch the ball from its return from the wall. Students must only use 1 hand to throw and catch the ball. Each student is allowed a 1 minute time frame as well as the opportunity to use both hands.  **Vertical Jump**  Students must attempt to jump as high as they can from a standing position. A student’s reach is firstly measured up against the wall. Each student will then attempt to jump as high as possible and in doing so touch the wall at the highest point they can. Each student gets 3 attempts and their highest touch against the wall will be recorded.  **Standing long jump**  Students must attempt you jump as far as they can from a standing position. The length each student jumps is measured and recorded. 3 jumps should be completed and the largest jump recorded.  **3: Conclusion**   * Students pack up the equipment * Discuss the major points of the lesson. Reinforcing what skills/components were introduced, what worked, what didn’t work and what students could do next time in terms of progression of health and skill related components of fitness.   Upon completing the testing phase of the unit, students will then collect their data into a graph and compare their results to the standardised testing graphs provided in the work book.  Students will then use this data, the information in their booklets and complete a report that examines an athlete of their choosing. Each report should outline;   * Background information on the athlete * What specific components of health and fitness are involved in his sport * Specific test results * What training would be involved to maintain levels of health and fitness   Finally, each student will complete the summative quiz provided in the workbook. | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*    Community Links    Non-Verbal  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear |
| **Special Needs Adjustments** | | | | | **School to Work** | | | **Assessments** | | | |
| The activities offered have been designed to suit students of varying abilities and skill levels.  Videos can be provided to allow for better understanding of how to complete practical components. | | | | | Skills learnt will enable students to form healthy relationships with others, be decisive and show responsibility and promote resilience in themselves and others.  Students will be introduced to skills that are transferable in sport. Skills that can be used in a variety of other facets of their lives. | | | Weekly checklist of students’ achievements and participation.  Formative and summative assessment.  Completion of work booklet. | | | |
| **Risk Assessment** | | | | | | | | | | | |
| **Resources** | | | **Safety Strategies** | | | **Identified Hazards** | | | | **Control Strategies** | |
| **Cones**  **Tennis balls, stop watches, Skin callipers, sit and reach box, measuring tape, calculators, rulers, pencils and rubbers.**  **Unit of work booklet.**  **Access to the hall and the back oval** | | | **Extra staff**  **Count in & Count out equipment.**  **No unsupervised student.**  **Intense supervision over group activities.** | | | **Inappropriate use of equipment.**  **Injury.**  **Inappropriate movement.**  **Uneven surface at the back oval.** | | | | **Follow Rules & expectations.**  **Individual risk assessment.**  **Risk assessment on equipment used.**  **Assess location prior to lesson.**  **Ensure extra staff is supplied.** | |
| **Quality Teaching** | | | | | | | | | | | |
| Intellectual Quality | | | | Quality Learning Environment | | | | Significance | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | |

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| **Teacher Evaluation** | | | | **Comments / Variations / Evaluation** |
| ***How did the unit ‘rate’ in these areas?*** | j0079104 | j0079099 | j0079100 |  |
| Time allocated for topic |  |  |  |
| Introduction to topic |  |  |  |
| Student understanding of content |  |  |  |
| Opportunities for student reflection on learning |  |  |  |
| Suitability of resources |  |  |  |
| Variety of teaching strategies |  |  |  |
| Integration of Quality Teaching strategies |  |  |  |
| Integration of ICT |  |  |  |
| Literacy strategies used |  |  |  |
| Numeracy strategies used |  |  |  |
| Student Behavioural Goals |  |  |  |
| **Date Commenced**: | | | | **Date Finished**: |
| **Teachers Signature**: | | | | **Assistant Principals Signature**: |