**Teaching and Learning Program for the Elements**

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| **ENGAGE**  **ACHIEVE DEVELOP**  *EDGEWARE SSP* | **Teaching and Learning Program** | | | | | | | | | | | | | | | | | |
| **PDHPE ELECTIVE: Introduction to Health and Fitness Program Risk Level: Low/Medium** | | | | | | | | | | | | **Duration: 8 WEEKS**  **By James** | | | | | |
| **Syllabus Outcomes**  **Stage 5** | *A student:*  **5.1** analyses how they can support their own and others’ sense of self.  **5.2** evaluates their capacity to reflect on and respond positively to challenges.  **5.3** analyses factors that contribute to positive, inclusive and satisfying relationships.  **5.4** adapts, transfers and improvises movement skills and concepts to improve performance.  **5.5** composes, performs and appraises movement in a variety of challenging contexts.  **5.6** analyses attitudes, behaviours and consequences related to health issues affecting young people.  **5.7** analyse influences on health decision-making and develops strategies to promote healthy and safe behaviours.  **5.8** critically analyses health information, products and services to promote health.  **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.  **5.11** adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.  **5.12** Adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts.  **5.13** adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives.  **5.14** confidently uses movement to satisfy personal needs and interests.  **5.15** devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively.  **5.16** predicts potential problems and develops, justifies and evaluates solutions | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * appreciate the importance and benefits of a healthy lifestyle * develop an understanding on the effects of regular exercise * improve understanding of dietary intake and nutrition * be aware of the risks of high-fat (poor) diets * plan and cook a healthy meal * set personal goals and respond to challenges * develop relationships with staff and peers; work as part of a team * improve movement, body control, technique an skills * plan and implement fitness sessions for staff and peers; reflect on success and areas to improve * understand the development of adolescents and health issues effecting young people * conduct research project * make presentations | | | | | | | | **Students learn about:**   * why and how do we keep fit – * different types of fitness * the heart and respiratory system * muscle structure; stretching and warming up * high intensity interval training (HIIT) * developing personalised training programs * designing and running a fitness session * researching the way different sports stars train and eat * the importance of nutrition and a balanced diet * how to prepare and cook a healthy nutritious meal * team-work, goal setting, reflection * health issues – obesity, diabetes, mental health, smoking, alcohol, drugs * overcoming adversity; woman in sport, indigenous sports stars | | | | | | | | | |
| **Background and Key Ideas** | **Students will gain a comprehensive introduction into health and fitness.**   * how to develop a life-long approach towards keeping fit * the importance of having a healthy life-style * understand basic nutrition * eating healthy; cooking healthy * making positive life-style choices, * plan and achieve goals * increase fitness levels, ability, co-ordination, skills, range of movement * address health issues effecting adolescents including mental health * diversity and inclusion in sport; woman and indigenous Australians | | | | | | | | | | | | | | | | | |
| **Literacy**  **Continuum** | Reading TextsC:\Users\jcopley1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7LGPWDW1\Kliponious-green-tick[1].png | ComprehensionC:\Users\jcopley1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7LGPWDW1\Kliponious-green-tick[1].png | | | Vocabulary KnowledgeC:\Users\jcopley1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7LGPWDW1\Kliponious-green-tick[1].png | | Aspects of WritingC:\Users\jcopley1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7LGPWDW1\Kliponious-green-tick[1].png | | | Aspects of SpeakingC:\Users\jcopley1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7LGPWDW1\Kliponious-green-tick[1].png | | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| **Clusters: Age 14-16**  **Activities linked to program to increase learning:**  Reading theory based information, group discussion, technical language and terminology, presentations, research projects, taking practical lessons, instructing and motivating peers and staff, group work, following recipes, watching documentary and analysing. | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting SequencesC:\Users\jcopley1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7LGPWDW1\Kliponious-green-tick[1].png | | Counting as Problem Solving | | | Pattern and Number Structure  C:\Users\jcopley1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7LGPWDW1\Kliponious-green-tick[1].png | | Place Value | | | | Multiplication and Division  C:\Users\jcopley1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7LGPWDW1\Kliponious-green-tick[1].png | | | | Fraction Units | | Length, Area and Volume  C:\Users\jcopley1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7LGPWDW1\Kliponious-green-tick[1].png |
| **Elements: Age 14-16**  **Activities linked to program to increase learning:** students will count sequences during exercises, record sets and the number of reps used  Calorie intake, energy used during exercise, nutritional value of food, calorie requirements | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg      F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg      F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg      F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg      F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg      F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg      F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg      F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg      F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg      F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Week 1: What is health and fitness?**   * Lesson 1   INTRO - students will brain storm on what the terms health and fitness mean, considering how and why keep fit and healthy and the various ways. Questionnaire   * MAIN - PowerPoint on the definitions of health and fitness * END – goal setting; the importance and application * Lesson 2- Practical (TESTING) * INTRO – stretching and warming up; importance and explanation discussed * MAIN – BLEEP TEST – cardio/stamina/endurance * END – Results recorded * Lesson 3 * INTRO – Discussion of student’s favourite athletes and the ways they may train: Show video of Connor McGregor training * MAIN – Introduce and explain High Intensity Interval Training (HIIT) using PowerPoint and YouTube clips. * END – Students use internet to research their favourite athletes training – video or written * Lesson 4 – Practical (TESTING) * INTRO – Warm up and stretch * MAIN – Maximum reps/recovery/repeat: goal is to max out in each exercise, take a 1 minute break, repeat exercise and try and reach half the reps/time of first attempt * Chin ups, push ups, plank, wall squat, rowing machine - 3\*300m - in 1 minute (H/O testing) * END – Recovery, record results, discuss * Lesson 5 * INTRO – Discuss results of testing in more detail, highlight strengths and areas to improve as well as looking at goals, targets both short term and long term. Gym equipment safety talk and demonstration * MAIN – Design collaboratively a HIIT training session to meet both staff and students – type up on computer, to be performed next wee * END – Recap on HIIT, goals, testing results   **Week 2: The way our bodies work**   * Lesson 1 * INTRO – What happens to our bodies when we exercise? Monitor resting heart rate, conduct short Harvard Step Test, record heart rate, sprint on spot for 1 minute, record heart rate * MAIN – PowerPoint presentation on heart, lungs and respiratory system * END – Same as intro * Lesson 2 – PRACTICAL * INTRO – Warm up and stretch * MAIN – collaborative work out to be performed * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 3 * INTRO – Match the muscle name to the muscles activity * MAIN – Brief introduction to the key muscle groups and what happens to them when we train – focus on aerobic and anaerobic exercise, also looking at rest and recovery * Lesson 4 – PRACTICAL * INTRO – Warm up and stretch * MAIN – collaborative work out to be performed * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 5 * INTRO – Short video clip on Israel Folau – discussion on his fitness followed by video of Usain Bolt – discussion on his fitness: * In pairs (with staff or students and where possible) students design their own HIIT training program * END – Students present their training programs   **Week 3: Favourite Athlete/Sports Star Research Project**   * Lesson 1 * INTRO – Discuss our favourite sports stars and why – look at qualities they share * MAIN – begin bio research using the internet and begin preparing a PowerPoint presentation * END – Discuss what info has been found for each students’ star * Lesson 2 Practical * INTRO – Warm up and stretch * MAIN – First student designed workout is performed * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 3 * MAIN – Continue with research and prepare for presentation, including clips of the athlete * Lesson 4 Practical * INTRO – Warm up and stretch * MAIN – Next student designed workout is performed * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 5 * INTRO – Students’ make final preparations before presenting * MAIN – Students take it in turn to present * END – Reflect, students take questions and discuss – peer evaluation   **Week 4: Diet and Nutrition 1**   * Lesson 1 * INTRO – Students complete a diet review of the last week – what did they eat over the last week? Recorded, discussed * MAIN – Students identify their strengths and weaknesses in relation to diet and set nutritional goals. They then research the nutritional content of the foods they consider to be bad – the focus will be on sugar and fat content. * END – Challenge students to eat 3 pieces of vegetables and 2 fruit for the next 5 day: Brainstorm fruit and veg they would eat * Lesson 2 Practical * INTRO – Warm up and stretch * MAIN – Next student designed workout is performed * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 3 * INTRO – Handouts on the hidden content of sugar in foods, focusing on glucose and fructose. Trailer for *That Sugar Film* * MAIN – Watch Movie Part 1 * END – discuss stand out parts of movie, most surprising parts * Lesson 4 * MAIN – Watch remainder of *That Sugar Film* * Lesson 5 Practical * INTRO – Warm up and stretch * MAIN – Next student designed workout is performed * END – Cool down, discuss success of training program, areas of strength and where to improve   **Week 5: Diet and Nutrition 2**   * Lesson 1 * INTRO – Start by reviewing the success of the fruit and veg challenge * MAIN – Discuss outcomes of *That Sugar Film,* brainstorming the student’s most interesting findings and opinions; link to PowerPoint on different food groups and the way our body uses food for energy and storage. * END – Students consider what would be a healthy, balanced nutritional meal * Lesson 2 Practical * INTRO – Warm up and stretch * MAIN – Next student designed workout is performed * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 3 * INTRO – Continue planning a nutritious meal * MAIN – Once students have come up with ideas for meals, group discussion on what would be the healthiest; a group decision is made on what to cook. Students then use internet to research the estimate of the nutritional content and cost * END – findings presented to class * Lesson 4 Practical * INTRO – Warm up and stretch * MAIN – Next student designed workout is performed * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 5 – COOKING * Students will cook and eat the meal that has been designed   **Week 6: Mental health, well-being and sport**   * Lesson 1 * INTRO – Brainstorm on what mental health means, the stresses/pressure surrounding young people * MAIN – Simple introduction into the adolescent brain – PowerPoint presentation – emphasising how it is still developing and the effects of exercise on the brain * END – Services available for student mental health well-being provided, intro Smiling Minds * Lesson 2 Practical * INTRO – Warm up and stretch * MAIN – Next student designed workout is performed * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 3 * INTRO – Begin with a smiling minds * MAIN – Case Study: Buddy Franklin and Mitchell Pearce: focus on how sports star deal with pressure and mental health problems in different way using the internet to research * END – students identify positive and negative approaches to dealing with mental health * Lesson 4 Practical * INTRO – Warm up and stretch * MAIN – Next student designed workout is performed * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 5 * MAIN – watch SBS documentary – “How pressure can damage athlete’s mental health”’ * http://www.sbs.com.au/news/thefeed/story/whats-good-sport-how-pressure-can-damage-athletes-mental-health   **Week 7: Diversity in sport: woman and indigenous stars**   * Lesson 1 * INTRO – Brainstorm on famous indigenous sports starts and female Australian sport stars * MAIN – Focus on Yvonne Goolagong: student’s google her to find out who she is. YouTube clip of Wimbledon final and interview on Parkinson, Short bio on her and what she had to overcome * END – Students use internet to research indigenous and female sports stars throughout history – each student picks one * Lesson 2 Practical * INTRO – Warm up and stretch * MAIN – Next student designed workout is performed * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 3 * INTRO – Students tell class which athlete they have selected and why * MAIN – Research project using the internet to produce a PowerPoint presentation * Lesson 4 Practical * INTRO – Warm up and stretch * MAIN – Next student designed workout is performed * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 5 * INTRO – Students finish their presentations * MAIN – Present presentations * END – Peer evaluation   **Week 8: Goal reflection and re-testing**   * Lesson 1 * INTRO – Students read back over their goals and discuss how if they think they have reached them * MAIN – Students will design one final HIIT training program to focus on their goal before testing * END – Students present their workouts and reasons behind them * Lesson 2 Practical * INTRO – Warm up and stretch * MAIN – student train as per their designed workout * END – Cool down, discuss success of training program, areas of strength and where to improve * Lesson 3 - Practical (RE-TESTING) * INTRO – stretching and warming up; importance and explanation discussed * MAIN – BLEEP TEST – cardio/stamina/endurance * END – Results recorded * Lesson 4 – Practical (TESTING) * INTRO – Warm up and stretch * MAIN – Maximum reps/recovery/repeat: goal is to max out in each exercise, take a 1 minute break, repeat exercise and try and reach half the reps/time of first attempt * Chin ups, push ups, plank, wall squat, rowing machine - 3\*300m - in 1 minute (H/O testing) * END – Recovery, record results, discuss * **Lesson 5 – reflection discussion over a healthy, nutritious breakfast!** | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Links  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Link  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Link  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Link  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Link | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | | |
| Give safety demonstration on all gym equipment, focusing on form and technique. Close supervision at all times during practical lesson.  SLSO support in use of gym  PowerPoint presentation, work sheets and tasks have been modified as much as possible.  Differentiation to be used throughout the course  SLSO support | | | | | | | Setting goals, self-evaluation, remaining focused  Pushing one’s self, being motivated, goal orientated  Team work  Keeping fit and healthy  Maintaining a balanced lifestyle  Understanding importance of nutrition, cooking, budgeting food  Raising awareness of mental health and communication personal problems  Public speaking, presentations | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | |
| Physical assessment (testing: cardio and strength at the beginning and end of unit)  Weekly verbal assessment on student performance post practical lessons  Continual completion of set tasks in theory lessons (work books and work sheets)  Presentations and research projects | | | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | | | |
| Teacher | | | | SLSO | | | | | | | Student | | | | | | | |
| Modelling of safety in gym and when exercising  Careful supervision  Partake in all training lessons  Present lesson content, introduce and explain tasks  Assist students when needed | | | | Assist students  Assist staff  Partake in all training lessons | | | | | | | Participate fully in theory and practical lessons  Use gym equipment safely and sensibly  Respect equipment and ensure gym is well maintained  Train safely and appropriately  Follow staff directions | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |