

# [Grade 10- HPE TERM 2]: [Aspects of Training]

**Achievement Standard:**

**By the end of Year 10, students** critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. **Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.** Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. **They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.** They work collaboratively to design and apply solutions to movement challenges.

**Unit Specific Information**

*Theory:* In this unit, students will explore the factors associated with the "River of Life Model", addressing barriers, enablers and expectations around physical activity. Students have also acquired knowledge on various aspects of training including energy systems, components of fitness, principles and methods of training. Students have examined and evaluated demographics in relation to all factors and assess opportunities for improvement.

*Practical:* In this unit, students will be completing a practical unit involving all athletics event to prepare them for the upcoming school athletics carnival. Each students will be required to perform each specific event while being filmed to allow them to apply criteria to make judgements and refine their own and a peer's event performance

**Assessment Details:**  
 Theory- Exam Multiple Choice, Short and Extended Response  
 Practical- Skill Analysis of Athletics Event



<p>READING / VIEWING/ LISTENING:          Core Text 1:          Stimulus Sheets- Viewing Graphs, Statistics, Tables          Add more as needed.</p>
<p>COMPREHENSION SKILL FOCUS:          Determining Importance [Identifying and Synthesising Ideas of Persuasive Text]          INTERPRETING</p>
<p>↕</p>
<p>THINKING:          Apply, Design, Evaluate, Design, Justify, Propose, Synthesise, Use</p>
<p>↕</p>
<p>WRITTEN / MULTI-MODAL TEXT          Written Response to Stimulus          FOCUS: SENTENCE LEVEL, PERSUASIVE TEXTS          HIGHLY VALUED LANGUAGE FEATURE FOCUS:          Analyse and Explain Key Features of Community Group</p>

**ASOT STRATEGIES:**  
 Conducting Direct Instruction Lessons  
 Element 16: Highlighting Critical Information  
 Element 8: Recording and Representing Content

Using Strategies That Appear in All Types of Lessons  
 Element 21: Elaborating on information

**GURANTEED VOCAB:**  
 Health, Physical Activity, Health and Skill related fitness components, Training Methods, Principles of Training.

Standard Elaborations		
	Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)	Design, and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102)
	Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)	
2	Exam- 90 Minutes  The exam will consist of Part A: 8 Multiple Choice Part B: 5 Short Answer Part C: 1 Extended Response	<b>Task:</b> In the performance environment, you are required to complete the following using the help of ICT's: Part 1: Individual Criteria Application and Technique Refinements Part 2: : Peer Criteria Application and Technique Refinements

**Learning Goals:**

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Contributing to healthy and active communities	Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)	I can: <ul style="list-style-type: none"> <li>• Explain and apply the aspects of training (Training principles, Fitness Components, Training Methods) for improvement</li> <li>• Apply knowledge on the concepts of fitness in a physical environment</li> <li>• Utilise knowledge on aspects of training and apply to improving various athletes</li> <li>• Justify fitness decisions in reference to various aspects of training (Training principles, Fitness Components, Training Methods)</li> </ul>
Learning Through Movement	Design, and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102)  Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)	I can: <ul style="list-style-type: none"> <li>• I can perform various athletic throwing and jumping events</li> <li>• Deconstruct athletic events and movements</li> <li>• Analyse challenging movement situations</li> <li>• Provide feedback to myself and others for improvement</li> </ul>

**Lesson Sequence:**

Week	Lesson 1 – Monday period 4	Lesson 2 Tuesday period 2	Lesson 3- Friday period 2
1	<b>Introduction</b> Theory and Practical Expectations Key Dates	<b>Theory:</b> The need for physical Activity Report card – health in Australia  The need for physical Activity Barriers – what are they how why do they affect us	<b>Practical:</b> Completing all throwing and Jumping athletic events. A lesson per event
2	<b>Theory:</b> <ul style="list-style-type: none"> <li>• What is training? Why do we do it</li> <li>• Energy Systems</li> </ul>	<b>Practical:</b> Athletic Events	<b>Practical:</b> Athletic Events
3	<b>Theory:</b> <ul style="list-style-type: none"> <li>• What is health related fitness component?</li> </ul>	<b>Practical:</b> <ul style="list-style-type: none"> <li>• Application of Fitness components</li> </ul>	<b>Practical:</b> Athletic Events

4	<b>Theory:</b> <ul style="list-style-type: none"> <li>• Skill related fitness components</li> </ul>	<b>Practical:</b> <ul style="list-style-type: none"> <li>• Application of Fitness components</li> </ul>	<b>Theory:</b> Practical Assessment Handout and Planning
5	<b>Theory:</b> <ul style="list-style-type: none"> <li>• Training Methods</li> </ul>	<b>Practical:</b> <ul style="list-style-type: none"> <li>• Application of Training Methods</li> </ul>	<b>Practical:</b> <ul style="list-style-type: none"> <li>• Filming and conducting event</li> </ul>
6	<b>Theory:</b> <ul style="list-style-type: none"> <li>• Training Methods</li> </ul>	<b>Practical:</b> <ul style="list-style-type: none"> <li>• Application of Training Methods</li> </ul>	<b>Practical:</b> <ul style="list-style-type: none"> <li>• In class time for practical assessment</li> </ul>
7	<b>Theory:</b> <ul style="list-style-type: none"> <li>• Training Principles</li> </ul>	<b>Practical:</b> <ul style="list-style-type: none"> <li>• Application of Training Principles</li> </ul>	Hand in Practical Assessment
8	<b>Theory:</b> Training Principles	Adapt the improvements from practical	Writing tasks
9	Exam Revision- Formative	Exam Revision- Formative feedback improvements	Athletics Carnival Practise
10	EXAM	Athletics Carnival Practise	<ul style="list-style-type: none"> <li>• Athletics Carnival</li> </ul>