[Year 7 Health and Physical Education]: [Approaching Adolescence and Athletics]

Achievement Standard:

By the end of Year 8, students <u>evaluate</u> strategies and resources to manage changes and transitions and investigate their impact on identities. Students <u>evaluate</u> the impact on wellbeing of relationships and valuing diversity. They <u>analyse</u> factors that influence emotional responses. **They <u>investigate</u> strategies and practices that enhance their own, others' and community health,** safety and wellbeing. They <u>investigate</u> and <u>apply</u> movement concepts and <u>select</u> strategies to achieve movement and fitness outcomes. They <u>examine</u> the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students <u>apply</u> personal and social skills to establish and maintain respectful relationships **and promote safety,** fair play and inclusivity. **They <u>demonstrate</u> skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students <u>demonstrate</u> control and accuracy when performing specialised movement sequences and skills.** They **<u>apply</u>** movement concepts and refine strategies to suit different movement situations. They **a**pply the elements of movement to compose and perform movement sequences.

Unit Specific Information

Theory: *In this unit, students will investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. They will investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence.*

Practical: *In this unit, students participate in a variety of athletic events to demonstrate control and accuracy when performing specialised movement skill of running, throwing and jumping skills.*
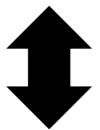
Assessment Details:
1. Exam – Week 9
2. Practical –Ongoing during Practical lessons in term 2

READING / VIEWING/ LISTENING:
Core Text 1: Approaching Adolescence

COMPREHENSION SKILL FOCUS:
Interpreting

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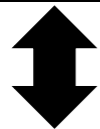
THINKING:
Investigate
Use

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WRITTEN / SPOKEN / MULTI-MODAL TEXT
Exam
HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Evaluative Language

Priority Standards

	Approaching Adolescence (Theory)	Athletics (Practical)
4	Production of high quality responses to the exam questions	Purposeful demonstration of control and accuracy when performing specialised movement sequences
3	I can: increase my understanding of what resilience is, including gratitude, empathy, mindfulness and emotional wellbeing, and be able to apply this to recognised daily life struggles and stressors to improve mine and others overall resilience and happiness.	I can: *perform running, throwing and jumping events with control and accuracy.*
2	Recognise and recalls specific terminology, relevant to: Approaching adolescences such as • Practise and apply strategies to help themselves and others • Investigate the benefits of relationships for self and others • Analyse and identify factors that influence emotions • Develop strateiges to apply empanthy and sensitivity to approaching adolescence years • Evaluate health information • Communicate health issues	Recognise or recall specific terminology, relevant to different throwing, running and jumping athletic events Performs basic process, such as; - Running - Throwing - Jumping
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
• Being healthy, safe and active	• Practice and apply strategies to seek help for themselves or others (ACPPS072)	• Practicing different communication techniques to persuade someone to seek help
• Communicating and interacting health and wellbeing	• Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074) • Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075) • Evaluate health information and communicate their own and others' health concerns (ACPPS076)	• Examining how individuals, family and peer groups influence people's behaviours, decisions and actions • Recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses • Exploring different viewpoints, practising being empathetic and considering alternative ways to respond • Practising ways to communicate concerns about their health to a variety of support people • Analysing the credibility of health messages conveyed by different sources in terms of bias, reliability and validity and applying credible information to health-related decisions •
• Contributing to healthy and active communities	• Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)	• investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices
Movement and physical activity		
• Moving our body	• Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)	• Demonstrating knowledge of each athletic event
• Understanding movement	• Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACMPP084)	• Demonstrating an understanding of how to adjust the angle of release of an object and how this will affect the height and distance of flight • performing a range of movements and analysing technique based on understanding of take-off, body position and landing

Possible Habit of Mind:				
Exploring Meaning of the HOM	**Expanding Capacity for using the HOM**	**Increasing Alertness for the HOM**	**Extending Values of the HOM**	**Building Commitment towards the HOM**
By the end of this unit students will be able to explore the meaning of: • *Persisting* • *Listening with understanding and empathy* • *Thinking flexibly* • *Thinking about your thinking* • *Striving for accuracy* • *Applying past knowledge to new situations* • *Thinking and communicating with clarity and precision* • *Responding with wonderment and awe* • *Finding humour* • *Thinking interdependently* • *Remaining open to continuous learning*	By the end of this unit students will be able to expand their capacity by completing activities that involve: • *Persisting* • *Listening with understanding and empathy* • *Thinking flexibly* • *Thinking about your thinking* • *Striving for accuracy* • *Applying past knowledge to new situations* • *Thinking and communicating with clarity and precision* • *Responding with wonderment and awe* • *Finding humour* • *Thinking interdependently* • *Remaining open to continuous learning*	By the end of this unit students will be able to increase alertness by: Engaging in weekly activities that enhance their resilience by focusing on gratitude, mindfulness, emotional literacy and empathy. Through this, project the focus on the chosen HOM.	By the end of this unit students will be able to: Demonstrate the value of these skills by applying them to real life situations.	By the end of this unit students will be able to: *Build a commitment to the HOM by participating in engaging lessons from the resilience project that they are able to develop a love of learning towards these important life skills.*

General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy
- ☒ Comprehending texts through listening, reading and viewing
- ☐ Composing texts through speaking, writing and creating
- ☒ Text knowledge
- ☐ Grammar knowledge
- ☐ Word knowledge
- ☐ Visual knowledge

Numeracy
- ☒ Estimating and calculating with whole numbers
- ☐ Recognising and using patterns and relationships
- ☐ Using fractions, decimals, percentages, ratios and rates
- ☐ Using spatial reasoning
- ☐ Interpreting statistical information
- ☐ Using measurement

ICT
- ☒ Applying social and ethical protocols and practices when using ICT
- ☐ Investigating with ICT
- ☐ Creating with ICT
- ☒ Communicating with ICT
- ☐ Managing and operating ICT

Critical and creative thinking
- ☒ Inquiring - identifying, exploring and organising information and ideas
- ☐ Generating ideas, possibilities and actions
- ☒ Reflecting on thinking and processes
- ☒ Analysing, synthesising and evaluating reasoning and procedures

Personal and social capability
- ☒ Self-awareness
- ☒ Self-management
- ☒ Social awareness
- ☒ Social management

Ethical understanding
- ☒ Understanding ethical concepts and issues
- ☐ Reasoning in decision making and actions
- ☐ Exploring values, rights and responsibilities

Intercultural understanding
- ☐ Recognising culture and developing respect
- ☒ Interacting and empathising with others
- ☒ Reflecting on intercultural experiences and taking responsibility

Cross Curriculum Priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Differentiation [for small groups or individuals]:

The learning experiences within this unit can be differentiated by increasing the:

- frequency of exposure for some students
- intensity of teaching by adjusting the group size
- Duration needed to complete tasks and assessment.
- Increase font size for those with vision impairment or sheet size for those with dexterity issues
- Scaffolded responses to assist with the understanding and structure of the assessment

For guided and/or independent practice tasks:

- student groupings will offer tasks with a range of complexities to cater for individual learning needs
- Rotational groupings allow for more or less scaffolding of student learning.