

Year 9 Fit and Healthy 2018
SEMESTER TWO COURSE OUTLINE

Week	Topic	Learning Focus	Victorian Curriculum Strands & Sub strands
1	Introduction –motor educability	<p>State expectations and values, demonstrating what a respectful and effective Physical Education class looks like.</p> <p>Practice activities which reinforce the personal development skills of: persistence, independence, resilience, organisation, goal setting and personal best.</p> <p>Develop interpersonal skills of teamwork, sportsmanship, responsibility and collaboration.</p>	<p>3.Learning through movement</p> <p>Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPE159)</p>
2-3	Fitness testing	<p>Define fitness.</p> <p>Suggest what can be done to maintain or improve fitness ratings in a variety of fitness tests.</p> <p>Learn to take pulse rate accurately.</p> <p>Use heart rate as a measure of fitness.</p> <p>Discuss target heart rate and training zones.</p>	<p>2.Understanding movement</p> <p>Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels (VCHPE155)</p>
4-10	<p>Fitness - Resistance training</p> <p>Training methods</p> <p>Movement</p>	<p>Focus on improving individual fitness through goal setting.</p> <p>Demonstrate correct technique and practice.</p> <p>Explain the impact of physical activity on health and fitness.</p> <p>Reinforce fitness components, heart rate, training effects, training methods, and National Physical Activity Guidelines.</p> <p>Discuss and follow safe guidelines for weight training.</p> <p>Students to present a powerpoint and practical session on a training method (eg. circuit, interval, speedplay, LSD, resistance).</p> <p>Presentation should include: definition, advantages, disadvantages, sports most suited, and a plan for the practical session</p> <p>Discuss the balance between physical activity and nutrition.</p> <p>Participate in and analyse a variety of movement activities which can be performed throughout the life cycle.</p>	<p>1.Moving the body</p> <p>Perform and refine specialised movement skills in challenging movement situations (VCHPE152)</p> <p>Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations (VCHPE153)</p> <p>2.Understanding movement</p> <p>Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels (VCHPE155)</p>

11-16	Individual Training program	Explain how to plan and implement a fitness program with FITT (Frequency, Intensity, Time, Type) principles.	<p>2.Understanding movement</p> <p>Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPE155)</p>
17-20	Expedition	Utilize the Rail trail to develop fitness specific to bicycle riding. Discuss issues which need to be considered when planning and implementing an expedition.	<p>3.Learning through movement</p> <p>3A.Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPE 158)</p> <p>3C.Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPE 160)</p>