

TIME	TOPIC	LESSON CONTENT		RESOURCES	ASSESSMENT
		PRACTICAL	HEALTH		
Weeks 1-10	Invasion Games	<p><u>Invasion Games (Indigenous games minor focus)</u></p> <p>In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- develop knowledge and understanding of the nature of attack and defence strategies in invasion games</li> <li>- demonstrate leadership, fair play and cooperation across a range of invasion game contexts</li> <li>- apply and transfer movement concepts and attack and defence strategies to invasion games</li> <li>- develop an understanding and appreciation of indigenous games and recognise the link with modern culture games played today</li> <li>- teach each other various invasion games and devise modifications to suit the players</li> </ul>	<p><u>What Am I Drinking</u> <b>Weeks 1-19</b></p> <p>In this unit, students explore the food and drink items that contribute to a person being healthy, with a focus on soft drinks, energy drinks and fruit juice, the effects they have on the body, and alternatives available.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- describe and explain the characteristics of a healthy person</li> <li>- explore the food and drink items that contribute to a person being healthy</li> <li>- examine the place of soft drinks, energy drinks and fruit juice in our diet</li> </ul>	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> <li>-PE Uniform</li> <li>-Hat</li> <li>-Water Bottle</li> </ul> <p><u>Health</u></p> <ul style="list-style-type: none"> <li>-School workbook (Provided)</li> </ul>	<p><u>Invasion Games</u></p> <p>On-going assessment throughout Term 3 focusing on the Level of performance of various skills</p> <p><u>What am I Drinking</u></p> <p>Continuing onto term 4, students complete a multimodal presentation. They research various drinks, such as energy drinks and soft drinks, and advise others about the effects these have on health and wellbeing.</p>
		Weeks 11-19	Dig, Set, Spike	<p><u>Dig Set Spike</u></p> <p>In this unit students will perform specialised volleyball skills. They will combine and perform specialised volleyball skills to open up space on the court to win or gain the upper hand within gameplay. They will demonstrate skills to work collaboratively and play fairly during volleyball related activities and games.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- develop the specialised movement skills and concepts of volleyball.</li> <li>- apply the specialised movement skills and concepts</li> <li>- participate positively in groups and teams</li> <li>- work collaboratively and play fairly during volleyball related activities and games</li> <li>- perform specialised movements to solve movement challenges</li> </ul>	<ul style="list-style-type: none"> <li>- identify alternatives to drinking soft drinks, energy drinks and fruit juice, as well as alternatives to using paracetamol, alcohol and tobacco</li> <li>- investigate strategies to be able to make wise decisions regarding these items</li> <li>- investigate how to help a friend or person they know who is using these products</li> </ul>

## HOME STUDY FOCUS

- Encourage your child to play outside for 30 minutes a day. This will help them to discover the importance of being active and be creative in their play.
- Encourage your child to show you what they have learnt in PE. Demonstrations in the backyard or in the lounge room encourage the students to become more confident and reinforce what they have learnt.
- Promote a healthy and an active lifestyle.
- Try to encourage your child to be active each day through example.
- Discuss situations that happened at school and help them to create strategies to develop positive relationships.
- Discuss ways to help other students who may be experiencing difficulties.
- Discuss the family heritage and cultural identities
- Recognise how Health issues are portrayed in the media and discuss its impact with positive and negative outcomes.

## ADDITIONAL INFORMATION

### **Uniform:**

The first priority is to be changed into appropriate clothing for the activity you are engaged in. On occasions when PE gear is unavailable for some reason students are to bring an alternative. Junior School students should bring a note from parents requesting the change for that day. It is expected that this will not occur on more than one occasion per semester.

### **PE lessons:**

Green School PE shorts, green all purpose or coloured House shirt, white socks and sandshoes. For outdoor lessons a School Hat must be worn. Appropriate sports footwear (or school shoes if it is unavailable) must be brought to all non-swimming lessons unless specifically told not to.

### **Valuables:**

All valuables are to be left within the classroom and brought to the attention of the class teacher.

### **Jewellery**

The wearing of watches, chains and sleeper earrings are to be removed prior to the PE Lesson or left at home on these particular days.

### **Books**

Students will be provided with a Work Book for their Health lessons. This book needs to be present for all sessions and wherever Homework for the subject has been sent home, please return this back to school prior to the Health lesson timetabled.