Active lifestyles – Stage 4

Duration: 4 to 5 lessons (50-60 minutes in duration)

## Educative purpose

Through this learning sequence, students will engage in guided activities using a variety of resources. Students will participate, experience and discover the need for physical activity in a variety of contexts and use reliable resources to draw conclusions about what they need to do to improve or maintain their current physical activity levels. This aim is to integrate movement skill and performance concepts with health, safe and active lifestyle concepts.

To differentiate for abilities, students are able to choose their participation in physical activity, increasing or decreasing the difficulty of the movement sequences or the intensity of their movement, how they log their activity and the how they create their resources to enhance the health and physical activity participation for those around them.

Learning goals

* Plan for changes to their own lifestyle to improve their body functions and achieve positive outcomes for themselves and others.

Success criteria

Students can:

* recognise and participate in appropriate physical activity for their context
* recognise and record the body’s response to physical activity
* investigate the relationship between their body’s response and the long term health benefits
* make judgements on their own levels of physical activity compared to the Australian guidelines
* create their own resource to enhance the health and physical activity participation for those around them.

## Required resources and materials for preparation

Student activities are set around:

* Whole group/ small group/ Individual activities
* Offline and online.

Resources required:

* [Your body is a wonderland](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/stages-4-and-5/resources) complete unit of work and resources on the [Department of Education, PDHPE curriculum](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/stages-4-and-5/resources) website
* [‘The brain changing benefits of exercise’](https://www.ted.com/talks/wendy_suzuki_the_brain_changing_benefits_of_exercise?language=en) Ted Ed talk by neuroscientist Wendy Suzuki. Get inspired to go to the gym as Suzuki discusses the science of how working out boosts your mood and memory and protects your brain against neurodegenerative diseases like Alzheimer's.’
* [Australia’s Physical Activity and Sedentary Behaviour Guidelines](https://www1.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines) for children and adolescents.
* [Padlet](https://padlet.com/)  An online brainstorming tool where teachers can pose questions and students can collaborate and freely contribute responses that appear in the format of a sticky note.
* [Journal format](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=240cd) Online space where student can express their ideas and thoughts without judgement
* [Survey monkey](https://www.surveymonkey.com/welcome/sem/?program=7013A000000mweBQAQ&utm_bu=CR&utm_campaign=71700000061149285&utm_adgroup=58700005506101886&utm_content=43700050331868520&utm_medium=cpc&utm_source=bing&utm_term=p50331868520&utm_kxconfid=s4bvpi0ju&msclkid=b4c1c347c29a184538dc9d2f24bb51b2) Free online survey toolthat allows users to easily create and send surveys, collect and store data.
* [Flip grid](https://www.bing.com/videos/search?q=flip+grid&ru=%2fvideos%2fsearch%3fq%3dflip%2bgrid%26FORM%3dHDRSC3&view=detail&mid=75A6A4461BF4229B29D875A6A4461BF4229B29D8&rvsmid=1DC26E61E84103A6BBBE1DC26E61E84103A6BBBE&FORM=VDQVAP) Website that allows teachers to create "grids" to facilitate a number of learning opportunities. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display. Students can also use this platform to post videos of work.

## Suggested syllabus content

**PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity**

**PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity**

All outcomes and content referred to in this unit come from the [PDHPE K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

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| Key inquiry question  | Content |
| What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? | * investigate the benefits of a balanced lifestyle and explore strategies that contribute to community health, wellbeing and participation in a lifetime of physical activity
	+ set goals that enable them to achieve personal success in physical activities and enhance health and wellbeing S
	+ compare their current physical activity levels with Australia’s Physical Activity and Sedentary Behaviour Guidelines and suggest strategies for increasing opportunities for physical activity for themselves and others S M
* create and monitor fitness plans and participate in physical activities that develop health-related and skill-related fitness components (ACPMP083)
	+ propose realistic strategies for maintaining and monitoring fitness, health and wellbeing M
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## Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of PDHPE sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of PDHPE can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [PDHPE website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. A sample information letter is available on the [PDHPE website.](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready)

## Learning experiences

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| Lesson  | Teacher notes | Student notes |
| 1 | Planning for physical activityBrainstorm the A-Z of physical activity that must be completed individually, in the backyard or within the home. This list can be referred to when asked to complete and share their activity diaries. Watch the Ted talk – [‘The brain changing benefits of exercise’](https://www.ted.com/talks/wendy_suzuki_the_brain_changing_benefits_of_exercise?language=en)Discuss – what are the messages in this clip?Teacher note – ‘Exercise! Says neuroscientist Wendy Suzuki. Get inspired to go to the gym as Suzuki discusses the science of how working out boosts your mood and memory and protects your brain against neurodegenerative diseases like Alzheimer's.’ | Use [Padlet](https://padlet.com/) to brainstorm the A-Z of physical activity. * Students categorise each activity as indoor or outdoor
* Whether they are likely to be high intensity, moderate intensity or low intensity

Watch the clip to answer the following questions* What are three key messages you take from the clip
* How do you know that you can trust the information that is being share during the clip?
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| 2 | Participate in physical activity NOTE: Students should only participate in the physical activity component of this activity if they are free from sickness and considered healthy and well. Participation should be isolated activities that can be performed within the home or if they have access to a back yard.Students evaluate their individual responses to a range of physical activities including heart rate, breathing rate, ability to talk and perceived exertion in order to monitor the body’s reaction to a range of physical activities.Create a journal – Students analyse their lifestyle over the time absent from school to investigate the balance between rest, sleep, school work, device use, physical activity and recreation. | Repeat the following steps daily. Choose an activity from the A-Z list from Padlet. These may include yoga, tai chi, mindfulness, walking, jogging, circuit training, dancing and games * Participate in the activity, or series of smaller activities for at least 20 minutes
* What happens to the body and the mind at the start (pre), during activity and after (post). What are the benefits for the body and mind?

Use an online [Journal format](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=240cd) or create a use [google calendar](https://support.google.com/calendar/answer/37095?hl=en) or another online calendar sharing resource, and share your calendar with your teacher so they can see you record of the following: * The duration (time, 0:20min), level of intensity (high H, moderate M, or low L, and whether it was planned or incidental (P/I) for each episode of physical activity.
* Record how you felt before the physical activity and after. Use the scale 1-2-3-4-5 (1 meaning poor- 5 meaning excellent)
* Record if this changes throughout the day or over the period you are absent from school for.
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| 3 | How much physical activity is enough? Students access and analyse the [Australia’s Physical Activity and Sedentary Behaviour Guidelines](https://www1.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines) for children and adolescents. | Students are to use the link and answer the following questions: 1. How much physical activity is required for young people?
2. How does it differ across the age groups?
3. What do you notice about the required amount and intensity? What is the difference between moderate intensity and vigorous? (Relate back to heart rate activities)
4. What is the difference between physical activity for health and physical activity for fitness? (relate to heart rate, target heart rate and breathing rate, perceived rate of exertion)
5. Which of the physical activities you participated in throughout the week would be considered physical activity for health and which ones would be physical activity for fitness?
6. Which activities could be considered physical activity for mental and social health?
7. Estimate what percentage of children and young people are meeting the physical activity and sedentary behaviour guidelines?
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| 4 | **Evaluating personal physical activity levels**Evaluation and reflection [Australia’s Physical Activity and Sedentary Behaviour Guidelines](https://www1.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines)  | * Use the Australia’s Physical Activity and Sedentary Behaviour Guidelines for children and adolescents to make comparisons. How do their levels compare to what is recommended?
* Evaluate their levels of physical activity and propose strategies to help them meet or enhance their physical participation.
* Outline what they need to do to improve or maintain their current physical activity levels.
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| 5 | **Planning for change**Create an infographic Students use [Canva](https://www.canva.com/) or another digital tool to promote the benefits of being active. OR Take inspiration from the last 3 minutes of the [‘The brain changing benefits of exercise](https://www.ted.com/talks/wendy_suzuki_the_brain_changing_benefits_of_exercise?language=en)’ clip to create your own vigorous and energetic 4 minute exercise clip.  | Use [Canva](https://www.canva.com/) or another digital tool to create an infographic to share, promoting the benefits of being active. Your infographic should be well researched and include information about:* How much physical activity is required for young people
* What intensity the activity should be
* The benefits of physical activity
* Tips for other young people to improve physical activity levels

Use your phone or other recording device to film a 4 minute exercise (movement sequence) clip created by you. Upload your clip to [flip grid](https://www.bing.com/videos/search?q=flip+grid&ru=%2fvideos%2fsearch%3fq%3dflip%2bgrid%26FORM%3dHDRSC3&view=detail&mid=75A6A4461BF4229B29D875A6A4461BF4229B29D8&rvsmid=1DC26E61E84103A6BBBE1DC26E61E84103A6BBBE&FORM=VDQVAP) so that your class mates could use your clip as inspiration for their daily workout.Things to consider: * intensity of the activity
* how engaging you are (e.g. level of enthusiasm, clarity of instruction, ability to make people enjoy being active)
* the chant or mantra you use or music to support your exercise
* difficulty of the movement sequence
* use limited equipment or household items
* space needed.
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