VCE Physical Education – Units 1 and 2: 2017–2024

Sample teaching schedule

Units 1 and 2

Sample Course Outline – VCE Physical Education Units 1 and 2

**Note:** This is a sample guide only and indicates one way to present the content from the Study Design over the weeks in each school term. Teachers are advised to consider their own contexts, resources and facilities in developing learning activities. What are the interests of the student cohort? Which practical activities can students complete within the resource limitations of their learning environments?

Unit 1 The human body in motion

| **Week** | **Area** | **Topics** | **Practical activities** |
| --- | --- | --- | --- |
| 1 | How does the musculoskeletal system work to produce movement? | Physical activity, sport and exercise, enablers and barriers to movement | Participate in a range of activities such as walking, volleyball and an group exercise class (1) |
| 2 | Skeletal system, structure and function, types of bones, joints and joint actions | Construct a skeleton, dissect a bone  Analyse the joints and joint actions involved in a baseball game (focus on the catcher, batter and pitcher) (2) |
| 3 | Muscles, fibre types and arrangements of the human body | Resistance training circuit (3) |
| 4 | Muscle actions, agonists/antagonists/stabilisers, reciprocal inhibition and muscle control | Force production laboratory (4) |
| 5 | Interactions of musculoskeletal systems  Acute and chronic musculoskeletal injuries | Construct a model to demonstrate how muscle pull on bones to produce movement |
| 6 | Prevention of injuries and physical aids | Participate in a hockey, cricket and/or soccer game to evaluate the protective equipment used (5) |
| 7 | SAC task – case study analysis eg. Overuse injuries (stress fractures) in elite tennis players  <http://vic.smartplay.com.au/eResearch/Pub/ResearchDetail.asp?lngResearchID=84> | Participate in a tennis training session |
| 8 | Legal and illegal performance enhancement of the musculoskeletal system  Ethical and sociocultural considerations | Compare and contrast protein powders, CHO gels and sports drinks |
| 9 | How does the cardiorespiratory system function at rest and during physical activity? | Structure and function of the cardiovascular system: heart, blood vessels and blood | Participate in continuous activity eg. 20 minute run, cycle or swim (6) |
| 10 | Structure and function of the respiratory system and gaseous exchange | Build a working model of the lungs  <http://biology.about.com/od/biologylabhowtos/ht/lungmodel.htm>  Respiratory rate and exercise laboratory activity |
| 11 | Thermoregulation | Critique Sports Medicine Australia’s heat policy <http://vic.smartplay.com.au/Content/Pub/ContentDetail.asp?lngContentID=341> |
| 12 | Relationship between stroke volume, heart rate and cardiac output  Acute responses to the cardiorespiratory system | Participate in a submaximal activity (brisk walk for 20 minutes) and a maximal activity (sprints) (7) |
| 13 | Enablers and barriers to cardiorespiratory health | Lung function laboratory (link to COPD)  Yoga breathing to improve respiratory health  http://www.dummies.com/how-to/content/how-to-use-yogic-breathing-techniques.html |
| 14 | The role of physical activity, sport and exercise to improve cardiorespiratory health | Participate in a community based exercise program such as Heart Foundation Walking (8)  <http://walking.heartfoundation.org.au/> |
| 15 | SAC task – written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal, cardiovascular and respiratory systems work together to produce movement | \* practical activities 1–8 above provide appropriate contexts for students to collect data for analysis in the SAC task |
| 16 | Legal and illegal performance enhancement of the cardiorespiratory system  Ethical and sociocultural considerations | Debate the perceived vs real benefits of altitude training for endurance athletes |
| 17 | All | Unit revision |  |
| 18 | Unit revision |  |

Unit 2 Physical activity, sport and society

| **Week** | **Area** | **Topics** | **Practical activities** |
| --- | --- | --- | --- |
| 1 | What are the relationships between physical activity, sport health and society? | Types of physical activity  Concepts of physical activity, inactivity and sedentary behaviour | Participate in minor games |
| 2 | Sociocultural influences on participation in physical activity across the lifespan  Enablers and barriers to physical activity | Participate in a variety of physical activities including – active transport, gardening, playing at a local park, mopping/vacuuming floors  School or community audit of enablers and barriers to physical activity |
| 3 | Population trends in physical activity, sport and sedentary behaviour | Participate in a range of activities suitable for different age groups – eg. Kindergym, Auskick or Netta netball, Action indoor sports, lawn bowls |
| 4 | Benefits of regular physical activity and health risks of inactivity | Participate in a Lift for Life session- diabetes prevention  <http://www.liftforlife.com.au/> |
| 5 | Physical activity and sedentary behaviour guidelines  Principles of frequency, intensity, time and type  SAC task – Part A: Physical activity plan | Record using a diary or log, current levels of physical activity and sedentary behaviour to compare to the relevant age appropriate guidelines |
| 6 | Subjective and objective methods of assessing physical activity and sedentary behaviour | Participate in activities outlined in the physical activity plan |
| 7 | Social-ecological and/or Youth Physical Activity Promotion model | Participate in activities outlined in the physical activity plan |
| 8 | Promotion of physical activity | Participate in activities outlined in the physical activity plan |
| 9 | Settings based approaches | Participate in activities outlined in the physical activity plan |
| 10 | SAC task – Part B: Reflective folio | Implement a strategy in class to reduce total sitting time (sedentary behaviour) |
| 11 | What are the contemporary associated with issues physical activity and sport? | Brainstorm, research and investigate a contemporary issue associated with participation in physical activity and or sport in society | Participate in a wheelchair basketball, blind cricket or Goal ball game |
| 12 | Application of the social-ecological and/or Youth Physical Activity Promotion model | Participate in and conduct a safety audit of an activity such as high ropes, tree-top adventures, rock climbing or abseiling |
| 13 | Student directed research | Participate in a range of traditional Aboriginal and Torres Straight Islander games  [http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games-activities#axzz43Q9xNOwr](http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games-activities%23axzz43Q9xNOwr) |
| 14 | Student directed research | Participate in a range of children’s sports e.g. Netta netball, milo cricket, Auskick, t-ball, HIN2H (hockey) |
| 15 | Student directed research | Participate in a range of historical games and activities which have become more popular in the 21st century (extreme sports) |
| 16 | SAC task – analyses and evaluation of contemporary issue | \*Students may complete this tasks as a visual multimedia or oral presentation, or as a written report |
| 17 | All | Unit revision |  |
| 18 | Unit revision |  |