**Narrator** - These slides and video will go through the changes to unit 2 from a content and assessment perspective. Videos have been provided for all units, so please refer to the VCAA resources and documents for further support as we move into the new VCA PE study design. Unit 2, area of study 1, how do physical activity, sport, and exercise contribute to healthy lifestyle? In this unit, there is a large focus on the psychosocial element of the course, with participation front and centre for student understandings. The sequence of this unit remains very similar to the previous study design, but there are quite a few tweaks, so let's go through the learning sequence in detail.

The study design still explores different types of physical activity, the benefits of participation, and the sociocultural influences on participation. Minor alterations to this part of the course are in the first dot point and include 2 different classifications of sport, informal and formal, the addition of the spiritual benefits of physical activity, and the sociocultural factors are now identical to those explored in the unit three and four course. And by looking at sociocultural factors as enablers and barriers, there's been a combination of the two key knowledge points from the previous study design.

Next, students will explore trends and prevalence of physical activity, physical inactivity, and sedentary behaviour. While the key knowledge point related to the risk of specific health conditions as a result of inactivity has been removed, the key skill linked to the trends of physical activity requires students to explain the outcomes of inactivity through data analysis, giving teachers the opportunity to keep the links to those specific health conditions, or explore others. Students will still need to know the physical activity and sedentary behaviour guidelines for different population groups, and experience different objective and subjective tools to gather data to assess this behaviour.

The term wearable technology has been included to replace several terms, including accelerometry, ensuring consistency with the technology term used to monitor movement in unit four. The social ecological model is the standalone model students need to use to critique and create initiatives to increase physical activity and reduce sedentary behaviour. The wording of the initiatives and strategies from the previous study design has been altered to be a more general, a range of population based initiatives. But this can still include the settings based approach, and a variety of population groups at the discretion of the teacher.

So, while the names of the three settings have been removed, as well as the names of specific population groups, for example, age and gender, students still need to explore a range of population based initiatives. So, teachers can still use these population groups for the teaching and learning of this key knowledge point. Up until this point, the changes have been minor, but from here there's more considerable change.

Students do still need to design and implement a personal plan for a person, or you might call them a client, that optimises adherence to the national physical activity guidelines. But to create more opportunity for physical activity participation, industry links, as well as through lines to unit 4, students will now explore health related fitness components and use a physical assessment as a baseline for the development of their personalised programme. And please note that while we'll use the term health related fitness components in unit 2, fitness components are not going to be differentiated by health related and skill related in unit four.

To gather data to inform the specific and personalised plan, students will use a series of tools to conduct a functional movement assessment or an FMA, which targets specific health related fitness components. While most of the tools will be different to the fitness testing tools used in unit four, some of the concepts are the same, and students will need to apply this to their selection and the facilitation of the FMA. Tools must be selected that are appropriate physiologically and psychologically for their client, health screening and informed consent need to be applied, and the concepts of using correct protocols, accuracy, reliability, and validity remain important to gather meaningful data.

There'll be more support material provided on the scope of this area in the VCAA resources. Once the data is collected, students will use this to design a personalised plan for their client, and incorporate the use of self-management skills to optimise their adherence to the programme. This is a contemporary term that encompasses many familiar psychological skills such as, but not limited to, goal setting, rewards and social support. Many key skill alterations were covered in the previous two slides, and linked directly to the addition or removal of key knowledge points. Largely the changes to these key skills make the approach to this unit contemporary, create consistency to changes in other areas of study, and put movement in focus as the tool by which learning occurs.

The first dot point is an example of one such change. The language around recording information about experiences in participation directs students to their reflective folio, which forms an important part of their learning in the new study design. Some of the bigger changes to key skills include the requirement for students to critique and create, rather than the previous study design, which used critique, initiatives for a variety of population groups using the social ecological model, which provides an authentic opportunity for students to engage with higher order thinking to consider behaviour change.

The additions to this area of study requires students to explain the health related fitness components, and the factors affecting these components. And the tools for the FMA need to be justified from a physiological and psychological perspective. And then this is where the sociocultural perspectives are really important, as the assessment tools are for general population, for participation in physical activity, rather than performance in the testing key knowledge point of unit four.

The last key skill reinforces the implementation of this programme, as students need to gather primary data about their programme to reflect on the strengths and weaknesses of the programme they have designed. And this links to the assessment task, which asks students to reflect on the programme that they have designed. So, unit 2, area of study 2. What are the contemporary issues associated with physical activity and sport? The breadth of this topic area gives space in the learning programme to explore the psychosocial and the biophysical aspects of participation and performance.

While the title of this area of study remains the same, there've been significant changes to the content and the context in which the curriculum material can be delivered. Importantly, there's still significant flexibility in the topic areas teachers and students can engage with, informed by cohort interest and current relevant issues. When exploring the contemporary issues, some key knowledge point remain. The key concepts within the selected contemporary issue linked to participation in physical activity, and/or the sport remains, local, national, and/or global perspectives, and historical, current, and future implications on the selected issue also remains.

Key knowledge points have been removed, including the role of the SEM and the individual social policy and environmental influences on participation in reference to the selected issue. The key knowledge related to the SEM, that's the social ecological model, and the different levels of the SEM have not been included in area of study 2. But as covered in the previous slides, remain an important aspect of unit 2 area of study 1. The new key knowledge points which direct teachers to the type of contemporary issues they can explore have been structured in two categories, intrapersonal and interpersonal.

The language in the key knowledge point reflects the breadth of influence of any contemporary issue. An issue can be explored based on its impact on access to physical activity and/or sport, how the issue impacts participation, and/or performance of the issue can also be investigated from an inclusive perspective. Some or all of these lenses can be applied to each selected topic, and it really gives teachers the opportunity to explore issues from a participatory perspective, for example, the promotion of physical activity, or from a performance perspective, so for example, enhancing elite sport. Importantly, the language, 'such as' in the key knowledge point, means that teachers can select from the options, not all issues need to be covered each and every year.

Some options for investigating intrapersonal issues are listed and include hormonal considerations for the prescription of physical activity, injuries and safety, with a particular focus on two injuries in the spotlight at the moment, psychological skills, including sleep, and physical activity and mental fitness, and also the option of exploring the responsibilities of elite sport pathway in looking after mental fitness of their athletes, coaches, et cetera. Some options for investigating interpersonal issues are listed here, and include geographic location, a wide variety of issues associated with coaching, such as safeguarding of athletes, sports technology, and the media, as well as inclusion and equity in sport for a variety of population groups. In a similar way to area of study 1, many key skill alterations linked directly to the addition or removal of key knowledge points.

Some other changes worthy of highlighting include explain contemporary intrapersonal and interpersonal issues, rather than identify, which was in the previous study design. And two new key knowledge points have been included. They have been included in full in the slide, and the important command terms highlighted to draw attention to the higher order thinking that students will need to use in this area of study. So, students will need to propose ethical strategies for each issue to enhance access to and inclusion, participation and performance, in physical activity and sport. And students also need to prescribe movement experiences that illustrate a perspective of the issue and highlight its importance. So, this might look like trialling a paralympic sport to draw attention to the modifications that have been made to enhance access and inclusion for those with diverse ability. And for more ideas and suggestions on this topic area, please refer to the VCAA teaching and learning support material.

The assessment for outcome 1. The assessment for this outcome includes the additional option for a multimedia presentation, but otherwise, there have only been minor changes to the wording for the assessment of this area of study. The prescribed task remains an assessment that requires students to design and present a plan to increase physical activity, and/or reduce sedentary behaviour for a person or a group. And requires this plan be informed by participation in some or all of the strategies that they are proposing.

Outcome 2, there's only one change to the assessment option. The previous study design had a visual presentation as an option, and this has been replaced with the option for an extended response question as a prompt. Students still need to use a visual planning tool in the extended response to brainstorm and formulate their ideas for their response. This type of assessment provides students with some prior exposure to a scaffolded experience of the type of assessment they'll be required to undertake in the new unit four area of study three. However, teachers can still use other options, including a multimedia presentation, an oral presentation, or a written report.

Thank you for connecting with the VCA PE videos introducing the revised study. Please take the time to review each unit video which breaks down amendments within each unit, and also connect with further professional learning opportunities in the way of support material and webinars to enhance understanding of the revised study. If at any time you require further assistance, please don't hesitate to contact Chris Clark, the curriculum manager at the VCAA for Health and Physical Education. And the details are on the screen now.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2023