VCE Physical Education  
Units 1 and 2: 2017–2024   
(updated April 2020)

Sample teaching schedule

Unit 2

Sample Course Outline – VCE Physical Education Unit 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 2: Physical activity, sport and society**

| Week | Area of study | Key knowledge | Key skills | Questions for discussion/debate/investigation | Practical activities |
| --- | --- | --- | --- | --- | --- |
| Outcome 1  On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group. | | | | | |
| 1 | What are the relationships between physical activity, sport health and society? | Forms of physical activity such as play, games, sports, transportation, chores, exercise and recreational activities  Concepts of physical activity, inactivity and sedentary behavior  Settings based approaches (schools, workplaces and community) to reducing sedentary behaviour and promoting physical activity | Participate in and reflect on a variety of different forms of physical activity, including a variety of culturally diverse physical activities  Define and identify forms of physical activity, physical inactivity and sedentary behaviour  Apply a social-ecological model and/or the Youth Physical Activity Promotion Model to critique physical activity initiatives and strategies aimed at increasing physical activity and/or reducing sedentary behaviour for a range of populations in a variety of settings | What is the difference between exercise and sport?  Are Esports (electronic sports) really sport?  What is the difference between inactivity and sedentary behavior?  Does it take more energy to play tennis or mop the floor?  How do programs such as ‘Fit Football’ and ‘Walking Football’ aim to reduce the amount of sedentary behaviour and increase physical activity in the community? | Participate in one or more of the following:   * Soccer (full pitch) * [MiniRoos](https://www.playfootball.com.au/miniroos) (4-11-year olds) * [Futsal](https://www.playfootball.com.au/player/futsal) (5-a-side) * Fit Football (group-based fitness) * [Walking football](https://www.footballvictoria.com.au/community/programs/walking-football) |
| 2 | Prevalence and trends of physical activity, sport and sedentary behaviour in the population  Subjective and objective methods of assessing physical activity and sedentary behaviour such as recall surveys or diaries, pedometry, accelerometry, inclinometry, observation tools (including digital tools such as smart phone and tablet apps) and personal activity trackers  Sociocultural influences on participation in physical activity across the lifespan such as historical, social, cultural, environmental, geographic and personal factors | Collect, analyse and interpret primary and secondary data related to trends in participation in physical activity  Use appropriate methods to measure and analyse physical activity and sedentary behaviour levels at the individual and population level  Analyse sociocultural influences on physical activity participation across the lifespan | Why do you think participation rates for soccer so high?  What tool would you use to measure participation rates in soccer at a population level? Why?  Who and what influences participation in different forms of physical activity?  How can communities encourage/enable physical activity?  What are the sociocultural influences that may lead to participation in modified sports for children in rural and urban areas? | Play – at a playground or on play equipment within the school grounds  Game – make up a game using any equipment available |

| Week | Area of study | Key knowledge | Key skills | Questions for discussion/debate/investigation | Practical activities |
| --- | --- | --- | --- | --- | --- |
| 3 |  | Prevalence and trends of physical activity, sport and sedentary behaviour in the population  Enablers and barriers of physical activity behaviours including demographic, social, cultural and environmental | Use appropriate methods to measure and analyse physical activity and sedentary behaviour levels at the individual and population level  Investigate and determine factors that influence an individual’s participation in physical activity across the lifespan | How does the form of physical activity people engage with evolve across the lifespan?  Why do you think sports played at Action Indoor Sports appeal to different population groups?  What are the barriers to programs such as Kindergym for young families?  How is the Access All Abilities program breaking down barriers to playing AFL for children with autism?  What are the changes that occur in participation levels in physical activity and sport across the lifespan? | Participate in one or more of the following:  [Lawn bowls](https://www.bowls.com.au/)  [Action indoor sports](https://www.actionindoorsports.com.au/)  [Kindergym](http://gymnastics.org.au/GA/Gymsports/Gymnastics_for_All/KinderGym/Shared_Content/Gymsports/GfA/KinderGym.aspx)  [Cosmic Yoga](https://www.youtube.com/user/CosmicKidsYoga)  [Access All Abilities](https://allplayfooty.org.au/clubs/all-abilities/) - NAB AFL Auskick |
| 4 | Subjective and objective methods of assessing physical activity and sedentary behaviour such as recall surveys or diaries, pedometry, accelerometry, inclinometry, observation tools (including digital tools such as smart phone and tablet apps) and personal activity trackers  Physical activity and sedentary behaviour guidelines for different age groups and population groups  A range of physical activity promotion and sedentary behaviour reduction initiatives and strategies that target different populations based on factors such as age, sex, gender, people with disabilities, cultural and indigenous groups | Use appropriate methods to measure and analyse physical activity and sedentary behaviour levels at the individual and population level  Describe the physical activity and sedentary behaviour guidelines for different stages across the lifespan  Participate in physical activity, and collect, analyse and reflect on information related to the physical, social, mental and emotional health benefits of physical activity | Which methods of assessing physical activity are more suited to individuals?  What are the limitations of diaries for recording physical activity and sedentary behaviours?  Why do young people need more physical activity than adults?  What are the differences in the recommended physical activity guidelines for different countries? For example in the [USA](https://health.gov/our-work/physical-activity/current-guidelines) or [Denmark](https://www.sst.dk/da/Udgivelser/2018/Forebyggelsespakke-Fysisk-aktivitet/Health-promotion-package,-c-,-Physical-activity)  How do culturally appropriate physical activity initiatives support different [population groups](https://www.activemoreland.com.au/sport/resources-for-sport-clubs/building-an-inclusive-club/) to be physically active? ([CALD](https://www.clearinghouseforsport.gov.au/__data/assets/pdf_file/0016/611242/CALD_Summary_Final.pdf) populations, indigenous groups, people with disabilities?  What are the social health benefits of programs designed for specific population groups? | Use a smart phone app, Fitbit, Garmin, diary or log to track current physical activity, sedentary behaviour and inactivity levels for one week.  Play on of the following blind sports: [‘Swish’](https://www.blindsports.org.au/sports/table-tennis) (vision impaired table tennis), [Cricket](https://www.blindsports.org.au/sports/cricket) or [Goal ball](https://www.blindsports.org.au/sports/goalball)  Play Handball or American Football |
| 5 | Principles of an individual activity plan including frequency, intensity, time and type of activity (FITT).  **Assessment task – Part A:**  A written plan ~~and a reflective folio~~ ~~demonstrating participation in a program~~ designed to either increase physical activity levels and/or reduce sedentary behaviour based on the physical activity and sedentary behaviour guidelines for an individual or a selected group. | Apply the principles of frequency, intensity, time and type appropriately to an individual activity plan  Create~~, implement and evaluate~~ an activity plan for an individual or a specific group to increase physical activity and decrease sedentary behaviour in relation to the guidelines. | What frequency/intensity/time/type of activity is required for a student in years 7-11 to meet the guidelines?  How is the frequency/intensity/time/type different for adults when compared to children?  What types of activities are suitable for inclusion in the physical activity plan? | Trial one session from the physical activity plan  Participate in one activity from each level of the pyramid  National physical activity guidelines for youth developed by the U. Department of Health and Human Services (USDHHS) recommend at least 60 minutes of physical activity each day. Muscle Fitness, You Fitness, Fitness Tips, Kids Fitness, Physical Fitness, Health Fitness, Physical Activity Guidelines, Physical Activities, Physical Education  Source: Corbin, C. B., & Le Masurier, G. (2014). *Fitness for life*. Human Kinetics. |
| **6** | Physical, social, mental and emotional benefits of regular participation in physical activity  The increased health risks associated with being physically inactive, including Type 2 diabetes and obesity  A range of physical activity promotion and sedentary behaviour reduction initiatives and strategies that target different populations based on factors such as age, sex, gender, people with disabilities, cultural and indigenous groups | Explain the health consequences of physical inactivity and sedentary behaviour  Participate in physical activity, and collect, analyse and reflect on information related to the physical, social, mental and emotional health benefits of physical activity | How does physical activity contribute to good mental health?  What is the connection between physically active students and academic outcomes?  What are the physiological benefits of being physically active?  What are the long-term health consequences of being inactive?  What programs do the [Heart Foundation](https://www.heartfoundation.org.au/active-living) have to increase physical activity levels at work, school, family and within the community? | Jump rope for heart – [skipping skills](https://www.heartfoundation.org.au/jump-rope-for-heart/skipping-skills)  Participate in a Lift for Life session- diabetes prevention [www.liftforlife.com.au/](http://www.liftforlife.com.au/)  Participate in activities such as hula hoops and frisbee  Participate in or conduct physical activity plan |
| 7 | Components of the social-ecological model (individual, social environment, physical environment and policy) and/or the Youth Physical Activity Promotion Model  Settings based approaches (schools, workplaces and community) to reducing sedentary behaviour and promoting physical activity  Physical, social, mental and emotional benefits of regular participation in physical activity | Apply a social-ecological model and/or the Youth Physical Activity Promotion Model to critique physical activity initiatives and strategies aimed at increasing physical activity and/or reducing sedentary behaviour for a range of populations in a variety of settings  Participate in physical activity, and collect, analyse and reflect on information related to the physical, social, mental and emotional health benefits of physical activity | Why do you think there isn’t a campaign to increase the physical activity of men and boys?  Which components of the SEM do initiatives such as [Active April](https://www.activeapril.vic.gov.au/), [This girl can](https://thisgirlcan.com.au/), [Find your 30](https://www.sportaus.gov.au/findyour30), [Walk to school day](https://www.vichealth.vic.gov.au/programs-and-projects/walk-to-school), [Ride2School Day,](https://www.bicyclenetwork.com.au/rides-and-events/ride2school/ride2school-day/) incorporate?  Debate: The most important component of the SEM when looking to change behavior is the physical environment.  What are the physical, social, mental and emotional benefits of workplaces taking part in initiatives such as [myMarathon](https://www.mymarathon.com.au/about)? | Do a [‘Neighbourhood Walkability Check’](https://www.heartfoundation.org.au/images/uploads/main/Active_living/Neighbourhood-walkability-checklist.pdf)  of the local area  Take the [‘Tiny Trainer Challenge’](https://www.sportaus.gov.au/findyour30) for home/work/school  Participate in or conduct physical activity plan |

| Week | Area of study | Key knowledge | Key skills | Questions for discussion/debate/investigation | Practical activities |
| --- | --- | --- | --- | --- | --- |
| 8 |  | Physical, social, mental and emotional benefits of regular participation in physical activity  Settings based approaches (schools, workplaces and community) to reducing sedentary behaviour and promoting physical activity | Participate in physical activity, and collect, analyse and reflect on information related to the physical, social, mental and emotional health benefits of physical activity  Apply a social-ecological model and/or the Youth Physical Activity Promotion Model to critique physical activity initiatives and strategies aimed at increasing physical activity and/or reducing sedentary behaviour for a range of populations in a variety of settings | How does [Rock up Netball](http://www.rockupnetball.com.au/about/what-is-rockup-netball) meet the different needs of participants?  What programs do the [Heart Foundation](https://www.heartfoundation.org.au/active-living) have to decrease sitting time in the workplace?  What are the benefits of standing desks in workplaces or schools?  How are programs such as [Transform-Us!](https://transformus.com.au/) aiming to increase the physical activity levels of children at school? | Participate in a [Rock up Netball ‘train’](http://www.rockupnetball.com.au/about/what-is-rockup-netball/train) session  Take [active breaks](https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_455767.pdf) during class  Implement activities to get staff/students to [‘move more, sit less’](https://www.heartfoundation.org.au/active-living/sit-less) at school  Participate in or conduct physical activity plan |
| 9 | Subjective and objective methods of assessing physical activity and sedentary behaviour such as recall surveys or diaries, pedometry, accelerometry, inclinometry, observation tools (including digital tools such as smart phone and tablet apps) and personal activity trackers  Prevalence and trends of physical activity, sport and sedentary behaviour in the population | Use appropriate methods to measure and analyse physical activity and sedentary behaviour levels at the individual and population level  Collect, analyse and interpret primary and secondary data related to trends in participation in physical activity | How do you ensure assessment of physical activity at the completion of the physical activity plan is valid?  How accurate is your smart phone, Garmin or Fitbit?  How does the participation in sport and physical activity of the class compare to national data?  Which populations groups at most at risk of not meeting the physical activity and sedentary behaviour guidelines? | Use a smart phone app, Fitbit, Garmin, diary or log to track current physical activity, sedentary behaviour and inactivity levels for one week.  Complete a continuous run/walk and measure time, distance, intensity using two different digital trackers (ie. Phone and Garmin) |
| 10 | Assessment task – Part B:  Reflective folio demonstrating participation in a program designed to either increase physical activity levels and/or reduce sedentary behaviour based on the physical activity and sedentary behaviour guidelines for an individual or a selected group. | ~~Create, implement and~~ **evaluate** an activity plan for an individual or a specific group to increase physical activity and decrease sedentary behaviour in relation to the guidelines. | Did your plan increase the physical activity levels or decrease the sedentary behavior of the individual or group? How was this achieved?  Did your plan allow the individual or group to meet the physical activity and sedentary behaviour guidelines? Why/why not?  What improvements could be made to the plan to increase the effectiveness of you plan? |  |

| Week | Area of study | Key knowledge | Key skills | Questions for discussion/debate/investigation | Practical activities |
| --- | --- | --- | --- | --- | --- |
| Outcome 2  On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting. | | | | | |
| 11 | What are the contemporary associated with issues physical activity and sport? | The key concepts associated with the selected contemporary issue associated with participation in physical activity and/or sport in society | Identify contemporary issues associated with participation in physical activity and sport  Participate in and reflect on physical activities that illustrate the participatory perspective of the selected issue | What are the hot topics regarding sport and physical activity being relayed in the media?  Should there be pay equality in professional sport for women and men?  How does the local environment encourage or discourage the use of active transport?  Competition or participation? Which pathway is best for lifelong participation in sport and physical activity? | Walk/ride/scooter/ripstick/rollerblade or skate to school  Play [Tchoukball](https://www.tchoukballpromo.com/wp-content/uploads/2018/08/Handout_08_04.pdf) |
| 12 | Individual, social, policy and environmental influences on participation in physical activity and/or sport in reference to the selected issue  Local, national and/or global perspectives of the selected issue | Collect information on a selected issue related to physical activity and/or sport in society from a range of sources such as primary data, and print and electronic material  Participate in and reflect on physical activities that illustrate the participatory perspective of the selected issue | How do school uniform policies influence participation in physical activity before, during and after school?  How does access to facilities influence participation in sport and physical activity?  How does the infrastructure for cycling in [The Netherlands](https://www.holland.com/global/tourism/activities/cycling.htm) compare to Australia?  For a selected sport (for example rugby, netball, cricket), how do participation rates differ at the local, national and global level? | Play [Kin-ball](https://www.kin-ball.com/en/)  Participate in an activity such as high ropes, tree-top adventures, rock climbing or abseiling |
| 13 | Historical, current and future implications of the selected issue | Analyse the historical, current and future implications on the issue identified  Participate in and reflect on physical activities that illustrate the participatory perspective of the selected issue | How has physical education in schools evolved from the early 1900’s through to current day?  How does the addition of new sports to the Olympic program reflect changing and/or emerging trends in sport?  What are the future implications of the increase in the number of people playing eSports?  What group fitness trends have dominated in Australia over the past 50 years? | Participate in a range of traditional [Aboriginal and Torres Strait Islander games](https://www.sportaus.gov.au/yulunga)  Participate in a Barre, CrossFit, F45, Zumba, Body Pump, Spin class, Yoga, Pilates or other group fitness class |
| 14 | Government, community and/or personal strategies or programs designed to promote participation in physical activity and/or sport. | Collect information on a selected issue related to physical activity and/or sport in society from a range of sources such as primary data, and print and electronic material  Participate in and reflect on physical activities that illustrate the participatory perspective of the selected issue | What role do government agencies such as VicHealth play in promoting physical activity at the population level?  How successful has modified sport been in retaining individual involvement in sport across the lifespan?  How do fitness apps and digital activity trackers encourage and motivate individuals to participate in physical activity? | Play [AFL 9’s](https://afl9s.com.au/)  Participate in a range of modified sports – [Clearinghouse for Sport](https://www.clearinghouseforsport.gov.au/knowledge_base/sport_participation/Sport_a_new_fit/modified_sports) |

| Week | Area of study | Key knowledge | Key skills | | Questions for discussion/debate/investigation | Practical activities |
| --- | --- | --- | --- | --- | --- | --- |
| 15 |  | The role of the social-ecological model and/or the Youth Physical Activity Promotion Model in evaluating physical activity promotion and sedentary behaviour reduction initiatives and strategies | | Apply the social-ecological or Youth Physical Activity Promotion Model model to analyse and evaluate strategies and programs associated with the selected issue  Participate in and reflect on physical activities that illustrate the participatory perspective of the selected issue | How can initiatives such as the AFL’s ‘Indigenous Round’ increase opportunities for physical activity and sport for Aboriginal and Torres Strait Islander people?  Who is the target audience for the ‘Sit less, Move more’ ad campaign? What is the initiatives aim – knowledge, behaviour change, other message?  What changes to policy and facilities can local governments make to promote physical activity for different cultural groups? | Play [Sepak Takraw](http://takrawaustralia.com/)  Participate in a [Parkour](https://melbourneparkour.com.au/) session |
| 16 | Assessment task   * a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file * a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation * an oral presentation * a written report | | Draw informed conclusions and report in a suitable format on the sociocultural and environmental influences that impact on participation in physical activity and/or sport based on research findings. |  | Three-minute thesis competition  Record and upload – class must watch and provide feedback on at least three of the presentations [Talk tokens](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/exampleclasstalk.aspx) |
| 17 | All | Contingency week | |  |  | Participate in a fun run or colour run in your local area |
| 18 | Contingency week | |  |  |  |