

## Year 9 - PDHPE 2024

### TERM 1

<b>TIMING</b> Weeks: 10	<p><b>Theory: Fit for Life</b>                  In this unit, students will learn about the components of fitness (skill and health) and their role/importance to physical health. They will evaluate their own fitness levels and design exercise programs to achieve their fitness goals. Students will look at common injuries that may occur during training and how to effectively manage them. Students will learn about effective goal setting and how to construct SMART goals across different aspects of their life.</p> <p><b>Practical: Fitness</b>                  Throughout the term, students will engage in a range of fitness related activities where they will develop, implement and evaluate movement concepts and strategies, for successful outcomes with and without equipment. Students will provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations. Students will devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.</p>		
	<b>UNIT OVERVIEW</b>		<b>ASSESSMENT</b>
	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Lifelong health and fitness</li> <li>• Health and skill related components of fitness</li> <li>• Developing a successful training program</li> <li>• Designing training sessions</li> <li>• Sports injury management</li> <li>• Promoting healthy lifestyles</li> <li>• Recreational activity</li> </ul>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Fundamental movement skills</li> <li>• Dynamic and static stretching</li> <li>• Warm up games and procedures</li> <li>• Health related components of fitness</li> <li>• Skill related components of fitness</li> <li>• Circuit training assessment</li> </ul>	Task Number: 1 Nature of Task: Theory and practical assessment task – Fit for Life Percentage: 70% Week: 9 Reported: Semester 1

## Year 9 - PDHPE 2024

### TERM 2

	<p><b>Theory: Safety First</b>                  In this unit, students explore the different types of risks and personal characteristics that can influence risk taking. They also learn about rights and responsibilities in relationships and how to say 'no' in difficult situations. Students will explore concepts of personal safety - contraception, and critically analyse a range of support services available for use.</p> <p><b>Practical: Touch Football</b>                  Throughout the term, students will engage in touch football. Students will use feedback to create adaptations to movement skills to make them more effective in different contexts. Students will create new rules, strategies and tactics to improve movement and evaluate the effects these have on performance. Students will include, assist and lead others during physical activity.</p>		
<b>TIMING</b> Weeks: 10	<b>UNIT OVERVIEW</b>		<b>ASSESSMENT</b>
	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Positive and negative risks</li> <li>• Perceptions of risk</li> <li>• Why do people take risks?</li> <li>• Acceptable risks, positive outcomes</li> <li>• Unplanned pregnancy</li> <li>• The types of contraception</li> <li>• Influences on selecting health products and services</li> </ul>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Touch Football</li> </ul>	Task Number: 2 Nature of Task: Skill Application and Effort in Touch Football Percentage: 30% Week: Throughout Term 2 Reported: Semester 1

## Year 9 - PDHPE 2024

### TERM 3

**Theory: Bounce Back**

In this unit, students will learn about their character strengths and their importance in managing complex and challenging situations. They will also learn about resilience and reflect on situations where they have experienced resilience. Students will discover a range of positive ways to manage stressful situations and where they can receive support. Students will also investigate a range of negative approaches to manage challenging situations, such as drug use, and explore the harms of various illicit drugs.

**Practical: Striking Games**

Throughout the term, students will engage in a range of striking games. Students will use feedback to create adaptations to movement skills to make them more effective in different contexts. Students will create new rules, strategies and tactics to improve movement and evaluate the effects these have on performance. Students will include, assist and lead others during physical activity.

**UNIT OVERVIEW**

**ASSESSMENT**

**TIMING**  
Weeks:  
10

**THEORY:**

- Character Strengths
- Coping with challenging situations
- Resilience and overcoming adversity
- Cultural influences on seeking help
- Positive and negative stress management

**Practical:**

- Striking Games

Task Number: 3  
Nature of Task:  
Theory Assessment - Resilience  
Percentage: 50%  
Week: 6  
Reported: Semester 2

Task Number: 4  
Nature of Task:  
Skill Application and Effort in Striking Games  
Percentage: 50%  
Week: Throughout Term 3  
Reported: Semester 2

## Year 9 - PDHPE 2024

### TERM 4

	<p><b>Theory: Eat Well, Live Well</b>                  In this unit, students will learn about positive food choices and sources of information. Students will prepare, deliver and critique strategies for healthy eating and healthy food selection. Students will also look at the relationship between food choices, unrealistic body image perceptions and mental health.</p> <p><b>Practical: Court Games</b>                  Throughout the term, students will engage in a range of court-based games. Students will use feedback to create adaptations to movement skills to make them more effective in different contexts. Students will create new rules, strategies and tactics to improve movement and evaluate the effects these have on performance. Students will include, assist and lead others during physical activity.</p>		
<p><b>TIMING</b> Weeks: 10</p>	<b>UNIT OVERVIEW</b>		<b>ASSESSMENT</b>
	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Sources of nutritional information</li> <li>• Food choices</li> <li>• Nutritional food plans and diets</li> <li>• Unrealistic body image and physical appearance perceptions</li> <li>• Aspects of mental health and support</li> </ul>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Court Games e.g. Netball, Futsal</li> </ul>	