VCE Physical Education

Sample practical experiences –   
VCE Physical Education – Unit 2

The intention of VCE Physical Education is the integration of theoretical concepts with practical activities. The study design stipulates that 10–15 hours of practical work should be undertaken in each Unit. This is not in addition to the delivery of theory in the classroom, but as an approach for students to learn through movement experiences. The following practical activities are aligned to the content in Unit 2, with the intention to provide teachers with examples of how the content can be taught through a variety of practical experiences. The suggested practical experiences are not intended to be exhaustive, but to provide schools and teachers with suitable examples that can be done with and without specialist equipment, at no cost or some cost to schools and within the school or local environment.

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| Key knowledge | Practical activity |
| * forms of physical activity such as play, games, sports, transportation, chores, exercise and recreational activities | * Play – at a playground or on play equipment within the school grounds * Games – make up a game using any equipment available * Chores - sweep the gym floor or pathways around the school * Gardening – weeding, raking leaves, moving mulch * Sports – play soccer/AFL/netball/basketball/volleyball/golf/water polo etc. * Transport – walk/ride/rip-stick/scooter/roller-blade/roller-skate to school * Exercise – run, cycle, walk, group fitness class (Barre, CrossFit, F45, Zumba, Body Pump, Spin class, Yoga, Pilates etc.) * Recreational activities – dancing/hiking/bush walking, surfing, skateboarding, rock climbing, canoe/kayaking etc. |
| * the concepts of physical activity, physical inactivity and sedentary behaviour | * Physical activity – see any of the above * Sedentary behaviour – play a variety of video games (both passive and active)/read a book/watch TV/scroll through your phone * Incidental physical activity – use the stairs/walk up escalators/walk rather drive |
| * sociocultural influences on participation in physical activity across the lifespan such as historical, social, cultural, environmental, geographic and personal factors | * Play [Sepak Takraw](http://takrawaustralia.com/) * Play [Tchoukball](https://www.tchoukballpromo.com/wp-content/uploads/2018/08/Handout_08_04.pdf) * Play [Kin-ball](https://www.kin-ball.com/en/) * Play [Bocce](http://www.boccevictoria.com/) * Participate in a range of traditional [Aboriginal and Torres Strait Islander games](https://www.sportaus.gov.au/yulunga) * Participate in a range of games/play from other eras: hulahoops/hopscotch/elastics |
| * prevalence and trends of physical activity, sport and sedentary behaviour in the population | Participate in a version of the most popular team sport in the world and Australia:   * 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) |
| * physical, social, mental and emotional benefits of regular participation in physical activity | * [Move it Australia](https://www.sportaus.gov.au/findyour30) and [Find your 30](https://www.sportaus.gov.au/findyour30) * Set a goal to record 10,000 steps a day * Participate in a [Rock up Netball](http://www.rockupnetball.com.au/about/what-is-rockup-netball/social-competition) – social session |
| * the increased health risks associated with being physically inactive, including Type 2 diabetes and obesity | * Participate in a Lift for Life session – diabetes prevention [www.liftforlife.com.au/](http://www.liftforlife.com.au/) |
| * physical activity and sedentary behaviour guidelines for different age groups and population groups | 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) |
| * 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 | Data triangulation – use three different tools to measure physical activity levels during a minor game ([AFL 9’s](https://afl9s.com.au/), indoor hockey, soft lacross)  Use an app such as MapMyRun, STRAVA, Nike Run Club to record a continuous run.  Use SOFIT or SOPLAY to determine the physical activity levels of students in a PE class or at recess or lunch. |
| * enablers and barriers of physical activity behaviours including demographic, social, cultural and environmental factors | * Students select a culture, research a game traditionally played, then teach the game to the class   Participate in a virtual or face-to-face group fitness class such as:   * Barre * CrossFit * F45 * Zumba * Body Pump * Spin class * Yoga * Pilates |
| * components of the social-ecological model (individual, social environment, physical environment and policy) and/or the Youth Physical Activity Promotion Model | * Do a [‘Neighbourhood Walkability Check’](https://www.heartfoundation.org.au/images/uploads/main/Active_living/Neighbourhood-walkability-checklist.pdf) * Participate in a range of * House sport * School sport * Modified sports – [Clearinghouse for Sport](https://www.clearinghouseforsport.gov.au/knowledge_base/sport_participation/Sport_a_new_fit/modified_sports) |
| * 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 | Participate in the activities from organisations such as:   * VicHealth * [This Girl Can](https://thisgirlcan.com.au/) * [Access for ALL Abilities](https://aaavic.org.au/) * [Disability Sports Australia](https://www.sports.org.au/sports) * [Blind Sports Australia](https://www.blindsportsaustralia.com.au/Pages/Category/blind-sports) * [Aboriginal and Torres Strait Islander games](https://www.sportaus.gov.au/yulunga) |
| * settings based approaches (schools, workplaces and community) to reducing sedentary behaviour and promoting physical activity | Participate in the activities from initiatives such as:   * [Transform-Us!](https://transformus.com.au/) * [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/) * [Rock up Netball](http://www.rockupnetball.com.au/about/what-is-rockup-netball) * [Active April](https://www.activeapril.vic.gov.au/) * [50km in May](https://www.themay50k.org/workplace-landing-page) - workplaces * [Heart Foundation](https://www.heartfoundation.org.au/active-living) * [Active workplaces](https://www.heartfoundation.org.au/active-living/active-workplaces) * [Healthy Active Communities](https://www.heartfoundation.org.au/active-living/healthy-active-communities) * [Jump Rope For Heart](https://www.heartfoundation.org.au/jump-rope-for-heart) |
| * principles of an individual activity plan including frequency, intensity, time and type of activity (FITT). | Participate in:   * aerobic/continuous exercise (swimming/cycling/running/walking) * resistance exercise (circuit/weight training) |