



# BRACKEN RIDGE STATE HIGH SCHOOL

## YEAR 9 HEALTH AND PHYSICAL EDUCATION OVERVIEW

At Bracken Ridge State High School, all students in Years 7, 8 and 9 study Health and Physical Education. In the junior years, students undertake two lessons per week. There is a 50% split between practical and theory studies. This program has been designed to develop student skills in both practical and theoretical areas of health and physical education. Learning in, through and about physical activity is a major goal.

The main objective of the program is to provide a good grounding in a wide variety of games and activities in addition to developing a healthy attitude towards health and fitness which will last a lifetime. The purpose of the theory components is to give our students the knowledge and awareness to make informed choices regarding their health and wellbeing.

### Year 9 Semester One

TERM ALLOCATION AND LENGTH	UNIT	SUB TOPICS	ASSESSMENT
1 (10 Weeks)	<b>Theoretical:</b> Respectful Relationships	<ul style="list-style-type: none"> <li>External influences on relationship decisions</li> <li>Characteristics and behaviours of relationships</li> <li>Empathy and ethical contributions to relationships</li> <li>Factors that shape identities of self and others</li> <li>Sexuality and relationships</li> <li>Appropriate response in relationships</li> <li>Safe sexual health practices</li> <li>Consequences of sexual activity on health and wellbeing</li> <li>Consequences of disrespectful relationships on health and wellbeing</li> <li>Empathy and ethical decision making.</li> </ul>	Weekly Homework Tasks
	<b>Practical:</b> European Handball	Knowledge and understanding of European Handball rules, procedures and safety considerations in game play.  Fundamental technique: <ul style="list-style-type: none"> <li>Stepping</li> <li>Pass variety</li> <li>Shooting</li> <li>Dribbling</li> <li>Goal keeper</li> <li>Court positioning</li> <li>Defence / offensive tactics.</li> </ul>	Continuous Assessment in a variety of authentic contexts.
2 (10 Weeks)	<b>Theoretical:</b> Active Aussies	<ul style="list-style-type: none"> <li>Role of physical activity</li> <li>Australia's cultural identity</li> <li>Factors influencing participation in physical activity</li> <li>Changes in physical activity, sport and outdoor recreation</li> <li>Changing cultural identity – physical activity.</li> </ul>	Response to Stimulus
	<b>Practical:</b> Fitness – personal training	Knowledge and understanding of fitness, equipment procedures and safety considerations. <ul style="list-style-type: none"> <li>Fitness</li> <li>Personal Training</li> <li>Utilising the outdoor environment to enhance own health and wellbeing.</li> </ul>	Propose and evaluate an intervention to improve fitness and physical activity levels in the BR school community.

TERM ALLOCATION AND LENGTH	UNIT	SUB TOPICS	ASSESSMENT
<p>3 (10 Weeks)</p>	<p><b>Theoretical:</b> Sustainable Health</p>	<ul style="list-style-type: none"> <li>• External influences on health decisions</li> <li>• Impact of external health decisions</li> <li>• Sustainable health concepts</li> <li>• Investigating sustainable health practices</li> <li>• Community health</li> <li>• Community connections</li> <li>• Adopting sustainable health practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Multimodal Presentation</li> </ul>
	<p><b>Practical:</b> Sofcrosse</p>	<p>Knowledge and understanding of Sofcrosse rules, procedures and safety considerations in game play. Application of concepts, skills, technique and position in order to plan ways to improve their movement sequences in Sofcrosse including:</p> <ul style="list-style-type: none"> <li>• Catching</li> <li>• Passing</li> <li>• Scooping</li> <li>• Cradling</li> <li>• Shooting</li> <li>• Checking</li> <li>• Dodging</li> </ul>	<p>Continuous Assessment in a variety of authentic contexts.</p>
<p>4 (9 Weeks)</p>	<p><b>Theoretical:</b> My Social Responsibility</p>	<ul style="list-style-type: none"> <li>• External influences on alcohol and drug choice.</li> <li>• Public health drug campaigns and advertising of alcohol (analyse campaigns)</li> <li>• Behaviours and factors influencing wellbeing of communities</li> <li>• Norms and drinking stereotypes</li> <li>• Debunking myths and misconceptions of alcohol</li> <li>• Facts about binge drinking and antisocial behaviours</li> <li>• Proactive measure to reduce binge drinking</li> <li>• Health outcomes of alcohol and other drug use</li> <li>• Alcohol, other drugs and the law</li> <li>• Consequences of alcohol-related violence</li> <li>• BAC</li> <li>• The effects of alcohol on your body</li> <li>• Socialising during adolescence.</li> </ul>	<p>In-class exam</p>
	<p><b>Practical:</b> Sports Aerobics</p>	<p>Knowledge and understanding of netball rules, procedures and safety considerations in game play.</p> <p>Fundamental technique:</p> <ul style="list-style-type: none"> <li>• Court positioning</li> <li>• Passes (chest, shoulder, lob, bounce)</li> <li>• Shooting</li> <li>• Foot work / Pivoting</li> <li>• Dodging / Shadowing / Blocking.</li> <li>• Lead / create space</li> </ul>	<p>Apply and refine movement skills in Students investigate and apply aerobics and fitness related movement concepts by composing and performing sports aerobics movement sequences to a routine. Students will perform a group routine that will run between 1.5 – 2 minutes.</p>