Yass High School

**PD/H/PE**

**Year 9**

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| **Week** | **Theory** | **Practical** | **Assessment** | **Resources** | **ALARM** |
| 1 | Lifelong Fitness  5.9, 5.10  Nutrition  5.6 | Skills and fitness  Athletics | Reflect and critically evaluate their fitness results.  *Print* *advertisement:* addressing risks of poor diet and how this can be reduced. | Fit for life  Outcomes 2  That Sugar Film  8700.gov  Eatforhealth.gov | **Name** and **define** components of fitness.  Introduce **critically** **evaluate**. |
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| 1 | Personal Identity  5.1  Strengthening Resilience  5.2. | Team  Sports | *Multimedia presentation:* address the importance of self-esteem and how emotional health can be developed.  Practical team work, communication and skill development | Soul Surfer  Outcomes 2.  PDHPE workbook  Mental health organisations  E.G lifeline, blackdog, beyond blue | **Evaluate** the impact of events on resilience and skills required to develop this. |
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| 1 | Risk Taking  5.6, 5.7  Relationships  5.3 | Modified  Sports | *Information brochure:* identify a risk likely to affect teens, why it is an issue, how the risk can be minimised and where they can access support | Risk taking booklets  ncip.gov.au  Talking Sexual Health | Introduce brochure format and expand on **name** and **define**, **describe** and **analyse** within a specific text |
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| 1 | Consumerism  5.8  Aquatics and First Aid  5.9 | Stick & racquet  Sports  Aquatics | Students are assigned a sum of money to spend on products of their choice but must critically analyse and evaluate their choices. | Online shopping. | **Critically analyse** personal produce in relation to advertisement, purpose and effectiveness. |
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