Yass High School

**PD/H/PE**

**Year 9**

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| **Week** | **Theory** | **Practical** | **Assessment** | **Resources** | **ALARM** |
| 1 | Lifelong Fitness5.9, 5.10Nutrition 5.6 | Skills and fitnessAthletics | Reflect and critically evaluate their fitness results. *Print* *advertisement:* addressing risks of poor diet and how this can be reduced. | Fit for lifeOutcomes 2That Sugar Film8700.govEatforhealth.gov | **Name** and **define** components of fitness.Introduce **critically** **evaluate**.  |
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| 1 | Personal Identity5.1Strengthening Resilience5.2. | 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 SurferOutcomes 2.PDHPE workbookMental health organisationsE.G lifeline, blackdog, beyond blue | **Evaluate** the impact of events on resilience and skills required to develop this. |
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| 1 | Risk Taking5.6, 5.7Relationships 5.3 | ModifiedSports | *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 bookletsncip.gov.auTalking 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 Aid5.9 | Stick & racquetSportsAquatics | 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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