HEALTH & PE

YEARS 9 - 10
TEACHERS RESOURCE

NATIONAL SPORTS MUSEUM

Bank of Melbourne
Education Program Partner

INTRODUCTION

Year 9 and 10 Australia's Sporting Culture

Essential Question: What is a sporting legend?

Time Allocation: 4 weeks

This unit of work is designed to build on the knowledge and understanding students have developed about the role that sport and athletes play in our national identity and the values and qualities that are recognised as essential to establish an individual as a hero or legend.

The main focus areas are identity, sporting values, sports rules and fair play, nutrition, technology and drugs in sport. Students will discuss how these areas may or may not have an impact on whether or not an athlete is successful. Students will research individuals who have been raised to the level of hero or legend and consider the dilemma whether athletes have been born or made. Students will be given opportunities to debate what type of athlete they think is more successful and what responsibilities do sporting role models have to their community and nation.

Health Knowledge and Promotion:

At Level 10, students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia.

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- Demonstrate understanding of appropriate assertiveness and resilience strategies.
- Analyse the positive and negative health outcomes of a range of personal behaviours and community actions.
- Identify and describe strategies that address current trends in the nutritional status of Australians.

LESSON SEQUENCE: AUSTRALIAN'S SPORTING CULTURE

Session (48 mins)	Focus	What will students know and be able to do?	What are the main learning activities?	What are the assessment tasks?
1	Australian Sporting legends	Identify Australian Sporting icons from both the past and present. The role that sport plays in the development of a nation. The values that sport promotes that enhance our community and citizenship.	Discuss what sporting values are. Identify Australian sporting values. Identify a sporting hero you wish to study who has a profile at the NSM. Evaluate the characteristics of your hero, what did they do to earn the title of hero or legend? Working with a partner discuss and plan your visit to the NSM and what resources and parts of the NSM you will need to consider to collect and view you information for your work.	Collate all information and present it in an informative project.
2	Visit to National Sports Museum	Provides context and inspiration for sessions 3 and outlines the role sport has played in our national identity and developing Australia as a nation. There are many examples in the NSM of the ways that technology has impacted the performance of athletes. Examples include, clothing, timing devices, shoes, bikes etc.	• Students visit the NSM and discuss the contribution and importance that sport has played through the history of our nation. • What is a sporting hero? • Why do we value elite sport performance? • Investigate legends of Australian sport. • Create a biography of an athlete from your area or region. • Describe factors that are considered when an athlete is amateur or professional **Brainstorm** a list of sports and the technological advances that students know or have heard of for those sports.	**Research** the data bases of the National Sports Museum to discover the sporting involvements of your ancestors, relatives or someone with links to your family. **Develop** a mind map of how you and your family are connected to a sports person. **Explain** how this relationship has influenced your family and community with sport and role modelling of other members of your family. Eg if you were related to Don Bradman do your family therefore all play cricket as their chosen sport?

3	How to become a sporting hero To what extent is a strict diet important to an athlete? Has technology made athletes more successful?	Does an athlete need more than the recommended nutritional requirements in order to be successful? Compare general nutritional needs for health and physical activity of specific groups Compare the nutrient requirements for people who engage in physical activities of varying intensity and duration Students should have a basic understanding of the nutritional requirements for different athletes. This activity gives them an opportunity to research a particular athlete of interest to them Identify the widespread applications of technology in physical activity and sport examine through research and practical participation how technology is used in a selected physical activity or sport	With a partner **Think, Pair and Share** your ideas regarding whether an athlete can train to alter their genetic predisposition or are elite athletes born with natural talent? It is suggested that not enough evidence has been found to suggest that athletes can alter their physical development but can enhance performance by following the principles of conditioning for a particular sport/event **Identify** what physical attributes give an individual a natural advantage in a sport. **Critically discuss** the types of common injuries that are sustained in your nominated sport. How would injuries affect an elite athlete's performance later in life? **Search** for athletes who have had serious injuries and as a result have taken up a sport and become very successful and have been labelled 'elite'. Kim Crowe is an example of an athlete who had a foot injury through athletics and took up rowing as a form of rehabilitation. She now has become a World champion and achieved silver and bronze medals at the Olympics for Australia. Think, pair, and share the general nutritional requirements that are necessary every day for any person. Collect ideas on the board, students should come up with the 5 food groups and also the serving sizes that are recommended. They may even discuss the 6 essential nutrients that are needed daily and link these to the 5 food groups in terms of where these essential nutrients can be found. **Distribute** a typical athlete's diet to each student and instruct them to **examine** the diet using the following questions as a guide. Use this to model the next activity. Information is available at *http://sportsmedicine.about.com/od/sportsnutrition*	Design a quiz for your peers. Create a dietary plan for yourself so that you are leading a healthy lifestyle. Draw up the dietary plan for this athlete. Do you think this athlete could be successful if they didn't follow this diet? Why or why not? Ask the students to select a sport that they are interested in and research one technological advancement in that sport e.g. tennis and racquet technology. Provide a feedback sheet to the students and get them to read two other pieces of work form other students and provide written feedback one the work. You may like to provide marking guidelines to the students.

			Compare and contrast your dietary plan with this athlete? Are foods included to assist in the increase of energy levels? What foods are high in energy? Why do athletes need to time their meals? Why is this even more important when leading up to an event? What nutritional considerations need to be taken into an account after an event? Is the pre or post meal more important? Why? Using the **internet**, students research the following. What are the special dietary requirements for this athlete? This should include amount of meals per day and what foods the athlete needs to be eating to be successful When leading up to an event do the meals change? If so, how? Brainstorm a list of sports and the technological advances that students know or have heard of for those sports. Examples include: • Heart rate monitors to work out an athlete's peak performance level. • Movement analysis is used to video and slow down performance in order to critique skill and technique. • Playing environments – grass compared to astro turf for hockey, diving blocks for swimming are now on an angle, sprung floors in gymnastics, indoor facilities, synthetic athletics tracks. • Clothing – swimmer and athletes now where tight skin uniforms.	

			Explore some of the following areas. Provide students with a scaffold for their research assignment. • What is the technological advancement? • Does it enhance performance? • Compare performances now and in previous times? • What is the impact of the technology in the sport? • What other technology advancements can you predict will occur in this sport?	

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