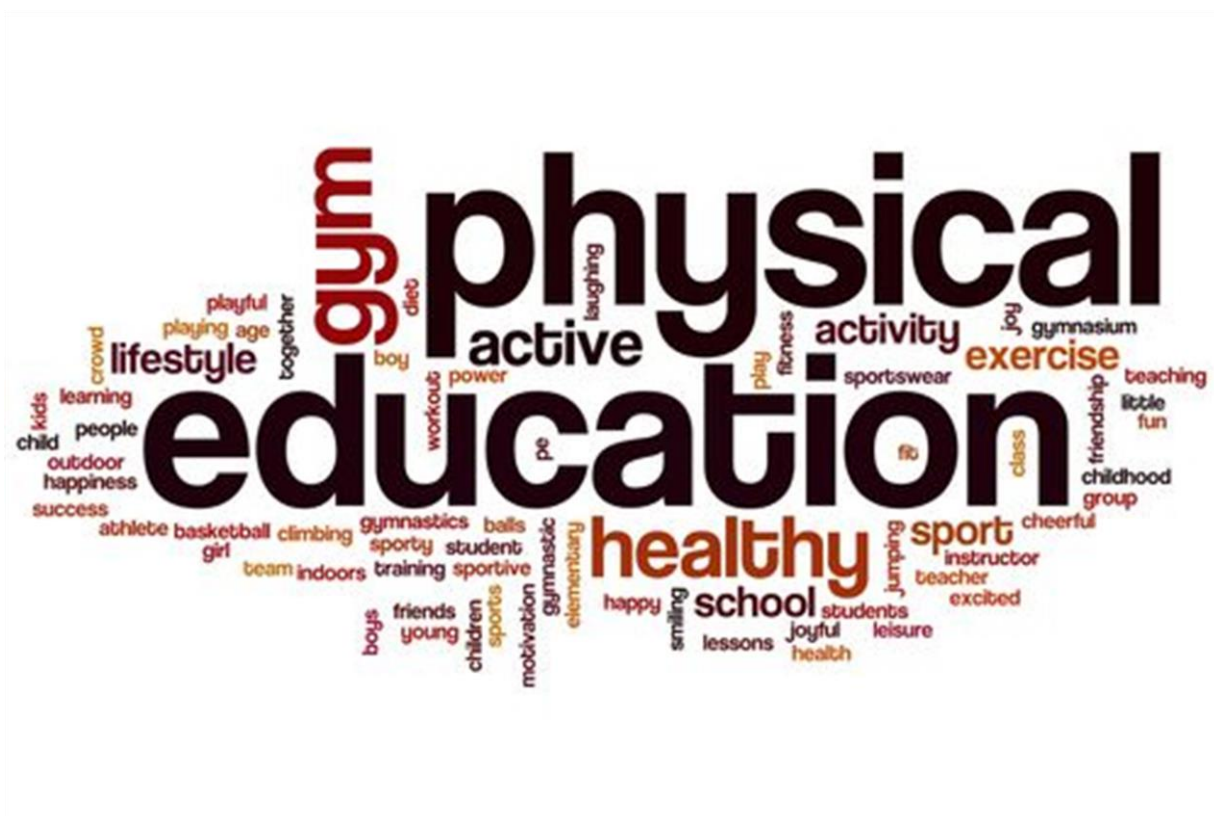


# STAGE 4 PDHPE

# TERM 2 2020

## THEORY UNIT - STREET SMART AND SAVVY

## PRACTICAL UNIT – FITNESS FUN @ HOME



## TERM 2 WEEKS 1-2

Miss Wrightson  
MANILLA CENTRAL SCHOOL |

# Contact

Miss Wrightson's Email – [Rebecca.wrightson3@det.nsw.edu.au](mailto:Rebecca.wrightson3@det.nsw.edu.au)

Google Classroom Codes for Stage 4 PDHPE:



**7/8 PD1** code: 2mk74fg  
**7/8 PDA** code: dc5hmq4  
**7/8 PDX** code: 6vmfsr5

Finished booklets are to be submitted to google classroom (digital copy submission) or handed in to the secondary office (hard copy submission).

Resources to use with this booklet:

- Street Smart and Savvy PowerPoint Presentation (Found on Google Classroom)

## Table of contents

	<b>STREET SMART AND SAVVY</b>	<b>Page Number</b>	<b>Completed</b> ✓
<b>Weeks 1 and 2</b>	<b>Introduction</b>	2	
	<b>Lesson 1 – Risk Taking</b>	3 - 10	
	<b>Lesson 2 – What are Drugs?</b>	11 - 18	
	<b>Lesson 3 – Types of Drugs</b>	19 - 30	

	<b>FITNESS FUN @ HOME</b>	<b>Page Number</b>	<b>Completed</b> ✓
<b>Weeks 1 and 2</b>	<b>Introduction</b>	31	
	<b>Get Thinking, Get Moving</b>	32-33	
	<b>PDHPE Physical Activity &amp; Sleep Log - Week 1</b>	34	
	<b>PDHPE Physical Activity &amp; Sleep Log - Week 2</b>	35	

# UNIT INTRODUCTION

**Essential question** – What skills do I need to stay safe in different environments?

## What are we learning about?

- ▶ Positive and negative risk in a variety of settings such as at parties, on the road and in outdoor environments.
- ▶ Various dangers and creating positive alternatives or ways to minimise the chance of harm.
- ▶ Specific skills and strategies needed to seek or offer support to others.

## Lesson 1 – Risk Taking

## PowerPoint Slides 4-9

**Lesson Intention:** What factors (positive and negative) contribute to risk taking for young people?

**Success Criteria:** I can explain the positive or negative impact of risk taking behaviours

### Task:

1. Read “Key terms glossary” below
  2. Research any words that you are unsure of.
  3. What is your definition of risk taking?
- 
- 

4. Watch video on risk taking <https://www.youtube.com/watch?v=BUIRWbBdfMY>
- 

### Key terms glossary

**binge drinking** drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days

**cannabinoid** a type of chemical that acts on particular receptors in the brain

**cardiopulmonary resuscitation (CPR)** an emergency life support procedure using a combination of rescue breathing and chest compressions

**defibrillator** a device that provides an electric shock to a patient whose heart has stopped beating

**dependence** reliance on or needing the drug to function; many of your thoughts, emotions and actions focus on the drug

**depressant** a drug that slows the activity of your nervous system

**drug** a substance that changes the way in which your nervous system and body work

**endorphin** a chemical naturally released in the brain to reduce pain, that in large amounts can make you feel relaxed or full of energy

**first aid** the initial care or treatment of someone who is ill or injured

**first aid kit** a collection of supplies such as bandages, plasters, and antiseptic wipes for use in giving help to a sick or injured person until full medical treatment is available

**hallucinogen** a drug that works on the brain to cause hallucinations

**interpersonal** a person's ability to relate to other individuals

**passive smoking** a non-smoker breathing in the second-hand smoke from a burning cigarette

**recovery position** the position in which to place someone (on their side) to protect the airway from being

blocked by the tongue or by vomit

**rescue breaths** given to a victim who is not breathing. The breath will take one second to deliver and will make

the victim's chest rise.

**rip** a stretch of turbulent and dangerous water at sea or in a river

**sign** something experienced that you and others can see or measure, such as a rash or elevated heart rate

**stimulant** a drug that stimulates or speeds up your brain and nervous system

**symptom** something experienced that is known only if you tell someone, such as a headache or blurry vision

**tolerance** the higher the tolerance, the more of the drug is needed for the same effect

**upstander** a person who witnesses or is aware of a situation where someone is being treated unfairly and takes

action to correct the situation. This is usually in the form of support of the victim.

### Activity 1

1. In your own words, write what a positive and negative risk is.

---

---

---

2. Brainstorm reasons why young people engage in positive and negative risk taking behaviour in the space below.
  - Examples could include: Positive: putting your hand up in class to answer a question, trialling for a sport team. Negative: taking drugs, drinking before 18, cheating on an exam.

#### The POOCH model of decision making

- Decision making involves thinking skills that compare a range of options to reach a conclusion or choice. By following a simple process when you encounter an unfamiliar situation in which you have to make a decision, you will have more confidence knowing that you have considered all options.

The POOCH model of decision making can help you work through your options.

Problem	Assess what the problem is and what decisions need to be made.
Option	Work through all the possible options.
Outcome	What are the outcomes of these options, positive and negative?
Choices	Decide on the best choice to minimise risk to yourself.
How did it go?	You can evaluate your decision by reflecting on the outcome.

## Activity 2: Risk Taking scenarios

# Risk Taking

Decision making is a part of life — everyone makes decisions that can put their health or the health of others at risk, or conversely makes positive decisions that help and improve others' lives. In this subtopic you will explore the reasons why people take risks and learn good decision-making skills to minimise negative risk-taking and its possible consequences.

Sometimes risk-taking can be positive. There will be situations in your life that have a **reasonable degree of risk**. For example, many people are fearful of public speaking. There is the risk that you may forget your speech or your peers might give you a hard time, but the potential for positive outcomes, such as improving your self-confidence, gaining respect from your teachers and peers, and getting better grades, far outweighs the risk.

### Positive or negative risk

1. Using examples, discuss what a 'reasonable degree of risk' is.

---

---

---

2. Compile a list of risks that young people take (for example, riding a bike on a busy road).
3. For each risk, identify the possible outcomes and determine whether there is a reasonable degree of risk or whether it is too risky.

Risks that young people take (for example, riding a bike on a busy road).	Identify the possible outcomes of taking this risk	Is there a reasonable or unreasonable degree of risk?

## **Where and when does risk-taking occur?**

2. For each of the following situations, identify the degree of risk by rating it as low risk, medium risk or high risk. List the potential harms that could occur in each situation.

	<b>Low, Medium or High Risk?</b>	<b>Potential harms that could occur</b>
Swimming at night in the surf		
Riding your bike to a friend's place		
Asking someone on a date		
Spending the day at the beach with your friends		
Going to a party on Saturday night with your best friend		
Walking home with someone you just met at a party		
Trying out for a representative sporting team		
Getting a lift in an overcrowded car		
Taking a short cut across a railway line		
Sending someone an inappropriate sexual image of yourself		
Riding your bike on a busy road without a helmet		
Asking someone to send you a sexy image of themselves		
Being at a dance for under 18-year-olds and accepting an alcoholic drink		

Discuss and write answers to each of the following.

- a. Identify five settings or circumstances in which risk-taking occurs (for example, at a party, hanging out with older friends).

---

---

---

---

- b. Identify potential positive and negative outcomes of risk-taking.

---

---

---

---

- c. Choose one setting or circumstance and develop a plan to reduce the risk and keep safe. Eg. Fishing, bike riding, horse riding, going to a part.

---

---

---

---

---

---

---

---

### **Making good decisions**

4. Investigate the following scenarios below using the POOCH model.

a. Some friends are pressuring Chris to attend a party on Saturday, but his parents want him to go to a family dinner. Chris would really like to go to the party because a girl he likes is also going to be there. What should Chris do?

**Problem -**

---

---

**Option –**

---

---

---

**Outcome –**

---

---

**Choices –**

---

---

**How did I go? –**

---

---

b. Alice went to a party on the weekend and met a new boy she got on really well with. On Monday there were lots of stories around school about what she may have done over the weekend, none of which were true. What should she do?

**Problem -**

---

---

**Option –**

---

---

---

**Outcome –**

---

---

**Choices –**

---

---

**How did I go? –**

---

---

c. Kim received a text message from an unknown caller containing explicit images. What should she do?

**Problem -**

---

---

**Option –**

---

---

---

**Outcome –**

---

---

**Choices –**

---

---

**How did I go? –**

---

---

**Exit  
Ticket**

**Lesson Intention:** What factors (positive and negative) contribute to risk taking for young people?



**Success Criteria:** I can explain the positive or negative impact of risk taking behaviours



Stand up, high five one other person and share one example of a positive and negative risk with each other.

## Lesson 2 – What are Drugs?

## PowerPoint Slides 10 - 22

**Lesson Intention:** What is a drug? Why do people use drugs?

**Success Criteria:** I can explain the reasons behind drug use and discuss safer alternatives

### Introduction - Word cloud

- Create a word cloud of all the 'drugs' you can think of. You can draw one in the space below or create one using <https://wordart.com/create> (Take a screenshot and place in the space below).



### Activity 1: Thinking out loud

- **Think** - Define the term “drugs”.

### Activity 2 – Legal vs Illegal

- What’s the difference between ‘Legal’ and ‘Illegal’?

## Can you guess?

Different countries/states have different laws around minimum legal drinking age. What do you think they are?

- ▶ Australia - \_\_\_\_\_
- ▶ Central African Republic – \_\_\_\_\_
- ▶ America – \_\_\_\_\_
- ▶ Serbia – \_\_\_\_\_
- ▶ China – \_\_\_\_\_
- ▶ Japan – \_\_\_\_\_
- ▶ Afghanistan – \_\_\_\_\_

## Activity 3 – Drugs in Australia

1. What is the difference between alcohol purchase age and legal drinking age?

---

---

2. Highlight the legal and illegal drugs in different colours on your word cloud. Underline the ones that you are unsure of.
3. Complete “Drugs in Australia” Worksheet, starting on the next page. Go to <https://www.healthdirect.gov.au/drugs-and-alcohol> (for guidance and info).

# Drugs in Australia

Drugs	Why might people take this drug?	Short Term Effects	Long Term Effects	Amount considered safe for Adults/ Children	Legal or illegal in Australia	Impact on health
Caffeine						
Tobacco/ Cigarettes						
Alcohol						
Cannabis						
Ice						

Speed						
Ecstasy						
Prescription Medication						
Steroids						

# Avoiding Drugs Scenarios

Scenario 1: A friend is at your house and wants you to steal some cough medicine from your parents' medicine cabinet. "Your parents will never notice," she says.

Positive choices	Negative Choices
<p>Some things you might say:</p> <ul style="list-style-type: none"> <li>● "I can't stand the taste of cough syrup. It's disgusting."</li> <li>● "My parents <i>will</i> notice. They told me that they keep an eye on all the drugs in the medicine cabinet."</li> <li>● "Nope. Taking a lot of that will just make you throw up."</li> </ul> <p>Your friend's response?</p>	<p>You are peer pressured into taking the cough syrup. You friend drinks the whole bottle. More than the recommended dose for her age/weight.</p>
Consequences	Consequences

Scenario 2: During a free period, a guy or girl you like suggests that you go off behind the trees to get high. You really like this person and don't want to embarrass yourself. But you also don't want to get high.

Positive Choices	Negative Choices
<p>Some things you can say:</p> <ul style="list-style-type: none"> <li>● "I really don't like smoking pot - it just makes me really anxious."</li> <li>● "I've got a test next period, and I need to keep my head clear."</li> <li>● "I'm exhausted - let's go to the convenience store and get some coffee instead."</li> </ul> <p>Your friend's response?</p>	<p>You are peer pressured into having the pot. You have never had it before and you freak out.</p> <p>You are caught by a teacher</p>
Consequences	Consequences

Scenario 3: A kid at school is having a massive party this Saturday because his/her parents are out of town. You know that lots of people will be there and some will be drinking alcohol. A friend really wants you to go. You don't want to go.

Positive Choices	Negative Choices
<p>Some things you can say:</p> <ul style="list-style-type: none"> <li>● "Sorry, I'm doing this thing with my family this weekend, and there's no way I can get out of it."</li> <li>● "All these parties are the same - everyone gets so wasted. They're just boring."</li> <li>● "Let's go to the movies instead."</li> </ul> <p>Your friend's response?</p>	<p>You are peer pressured into having a drink at the party. You have never had it before and it makes you sick and dizzy</p> <p>You are caught by your parents</p>
Consequences	Consequences

#### Activity 4: Lightening Writing

1. What are 3 positive influences on stopping young people from drinking alcohol, smoking or taking drugs?

---

---

---

#### Extension Activity - Activity 5: Be an expert

1. Choose one article and read the article to discuss the main points.

- ▶ Article 1: <https://www.theguardian.com/society/2019/jun/18/reality-tv-encourages-children-to-drink-and-smoke-experts-warn>
- ▶ Article 2: <https://www1.racgp.org.au/newsgp/clinical/smoking-and-drinking-rates-plunge,-but-some-illici>
- ▶ Article 3: <https://www.abc.net.au/triplej/programs/hack/big-tobacco-using-instagram-influencers-advocates-warn/10195712>
- ▶ Article 4: <https://www.theguardian.com/australia-news/2018/jan/12/sharp-drop-in-australian-teenagers-use-of-drugs-alcohol-and-tobacco>

**Question:** What changes would you make to media or social media to encourage safe and healthy behaviours towards drugs and alcohol (eg. not smoking)?

---

---

---

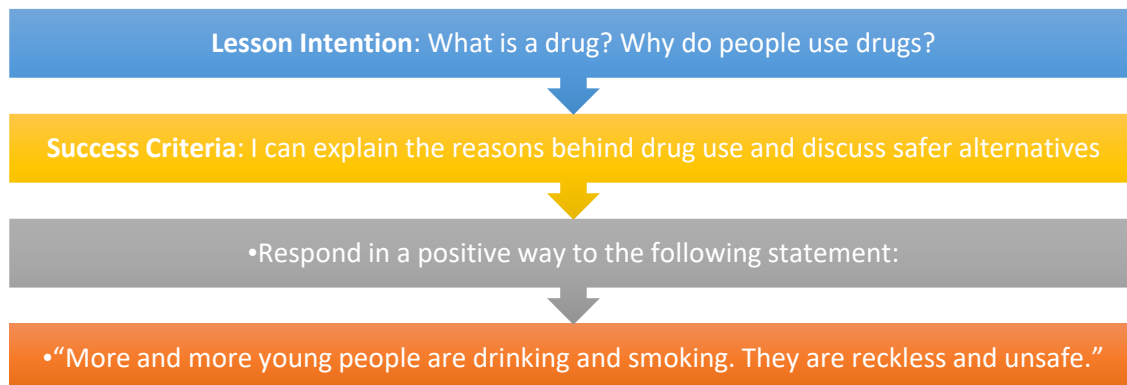
---

---

---

---

#### Exit Ticket



**Lesson Intention:** Recognising various types of drugs and their impact on health. Explore protective behaviours to prevent drug use.

**Success Criteria:** I can categorise drugs and explain their impact on health. I can use effective strategies to not use drugs.

## Drugs and your health

Understanding why people do or don't use certain drugs, their effects and health impacts allows you to make informed decisions for your own health and wellbeing and to understand the issues surrounding drug use within your community.

Making good decisions about your health is not always easy to do. Peer pressure, the need to fit in and experimentation are just some of the reasons young people misuse drugs. Some drugs are produced illegally and are specifically made for recreational rather than medical use.

**Answer the following questions.**

1. Why do some people take drugs?
  - (a) To treat an illness
  - (b) Peer pressure
  - (c) For relaxation
  - (d) All of the above
2. Which of the following is *not* a factor that will influence how a drug affects you?
  - (a) How much you take
  - (b) How it physically affects your friends
  - (c) Strength of the drug
  - (d) Your height and body weight
3. How can one person's drug use affect other people?
  - (a) Domestic violence
  - (b) Crime
  - (c) Family financial problems
  - (d) All of the above
4. Which of the following kinds of drug-taking could cause cancer in another person?
  - (a) Cocaine use
  - (b) Smoking
  - (c) Alcohol abuse
  - (d) Ecstasy use
5. What is the largest preventable cause of death and disease that kills thousands of Australians each year?
  - (a) Alcohol
  - (b) Smoking
  - (c) Ice
  - (d) Caffeine

## Activity 1 - Classifying Drugs

One of the most common and useful ways of classifying a drug is by the effect that it has on a person's central nervous system. The brain is the major part of the central nervous system, and this is where psycho-active drugs have their main effect.

Major classifications of drugs including:

- ▶ Stimulants
- ▶ Depressants
- ▶ Hallucinogens.
- ▶ The group 'others' includes those psycho-active drugs that do not fit neatly in any other category.

Go to - <https://adf.org.au/drug-facts/#wheel> to navigate through a range of drugs and their classifications.

## Drugs and your health: stimulants

### Stimulants

*Speed up* the activity of a person's central nervous system (CNS) including the brain.

These drugs often result in the user feeling more alert and more energetic.

**Examples include:**

- ▶ Amphetamines
- ▶ Cocaine
- ▶ Pseudoephedrine (found in medications such as Sudafed, Codral Cold and Flu)
- ▶ Nicotine
- ▶ Caffeine

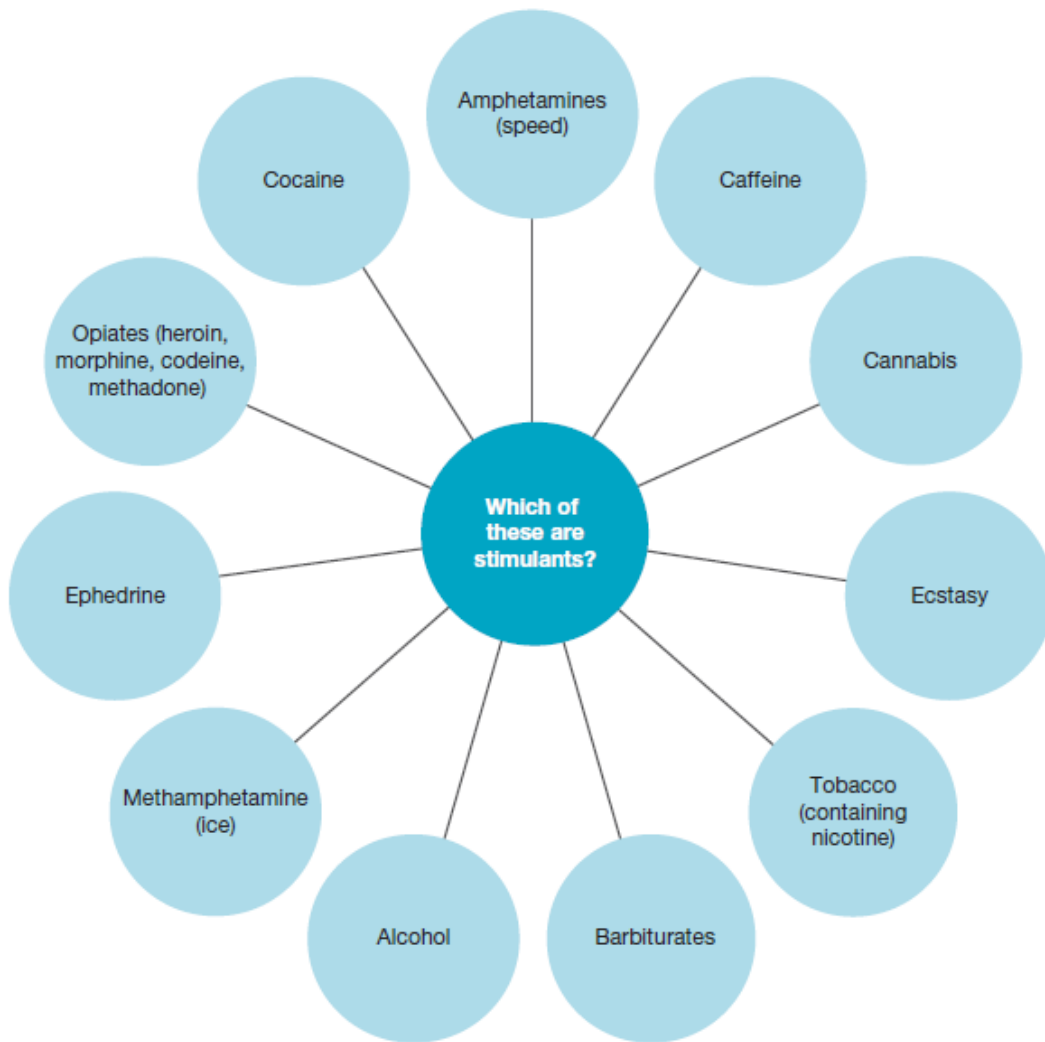
Go to - <https://youtu.be/Y18Vz51Nkos> to learn about the effects of smoking (nicotine)

---

Drugs that speed up the functioning of your brain and nervous system are called stimulants. While in moderation and for short periods they may improve a person's ability to concentrate and/or perform physical tasks, there are real long-term physical and mental health risks associated with stimulant use, and far-reaching impacts for the wellbeing of both the drug-user and others around them.

---

Identify which of the following are stimulants.



List three common short-term effects of stimulants.

---

---

---

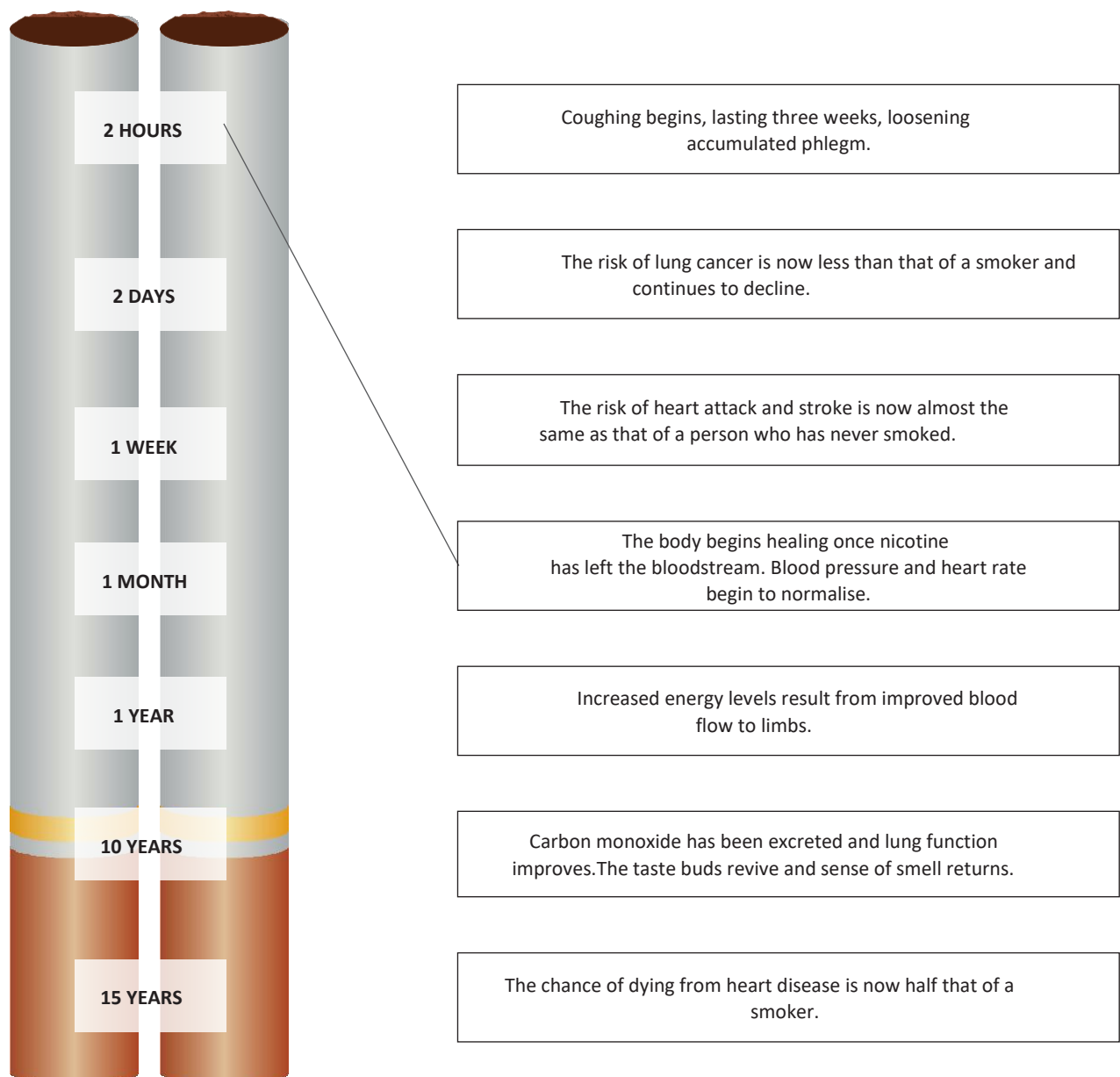
## Smoking

The key stimulant in tobacco is called nicotine, a highly addictive chemical that speeds up nervous system function. Although in Australia it is legal for people over the age of 18 to purchase tobacco, the health risks of smoking are widely known and well documented.

Decide if the following are long-term or short-term effects of smoking.

Effect on health	Long-term or short-term
Emphysema	
Irritated eyes from smoke	
Peripheral vascular disease	
Coughing	
Heart disease	
Cancer	
Smelly breath	

The following diagram shows the ways the body repairs itself after someone quits smoking. Match each one to the timeframe in which it occurs. The first one has been done.



## Drugs and your health: depressants

*Slow down* the activity of the CNS, which often results in the user feeling less pain, more relaxed and sleepy.

These symptoms may be noticeable when a drug is taken in large amounts.

It is important to note that the term 'depressant' is used to describe the effect on the CNS, not mood.

CNS depressants are more likely to result in euphoria than depression, especially in moderate use.

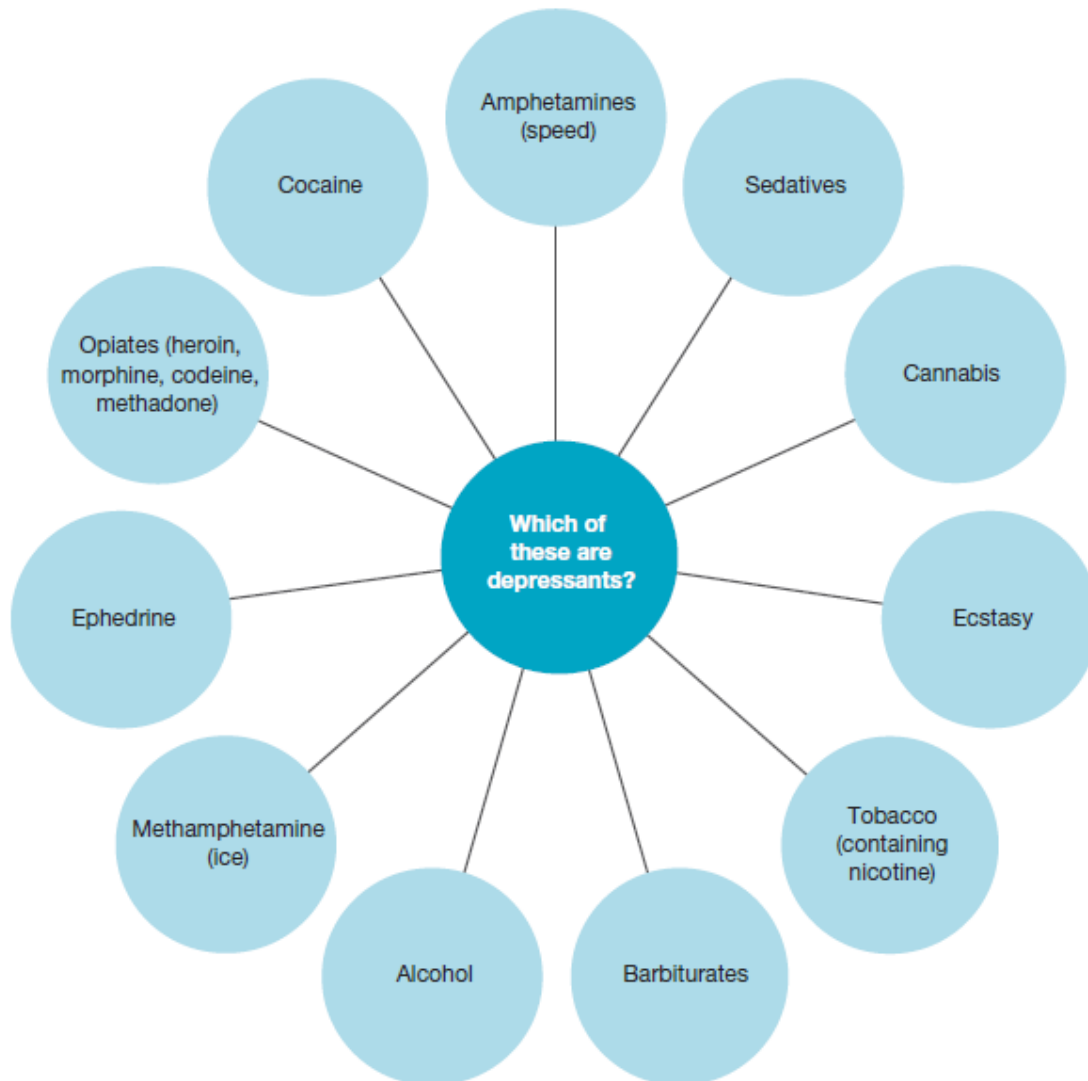
### Examples include:

- ▶ Alcohol
- ▶ Major tranquillisers
- ▶ Benzodiazepines (e.g. Valium, Temazepam) Opioids (heroin, morphine)
- ▶ Volatile substances (can also be classified as 'other' (glue, petrol, and paint)).

Go to - <https://drinkwise.org.au/alcohol-and-your-health/#app> and <https://www.blurredminds.com.au/students/> to learn about the effects of alcohol on the body.

Depressants are a classification of drug that act to slow the activity of the brain and nervous system. Their function often produces feelings of relaxation and calmness, but they can be particularly dangerous when users are performing complex tasks such as operating machinery or driving. Depressants also have numerous associated potential long- and short-term risks to physical and mental health.

**Identify which of the following are depressants**



**List three common short-term effects of depressants.**

---

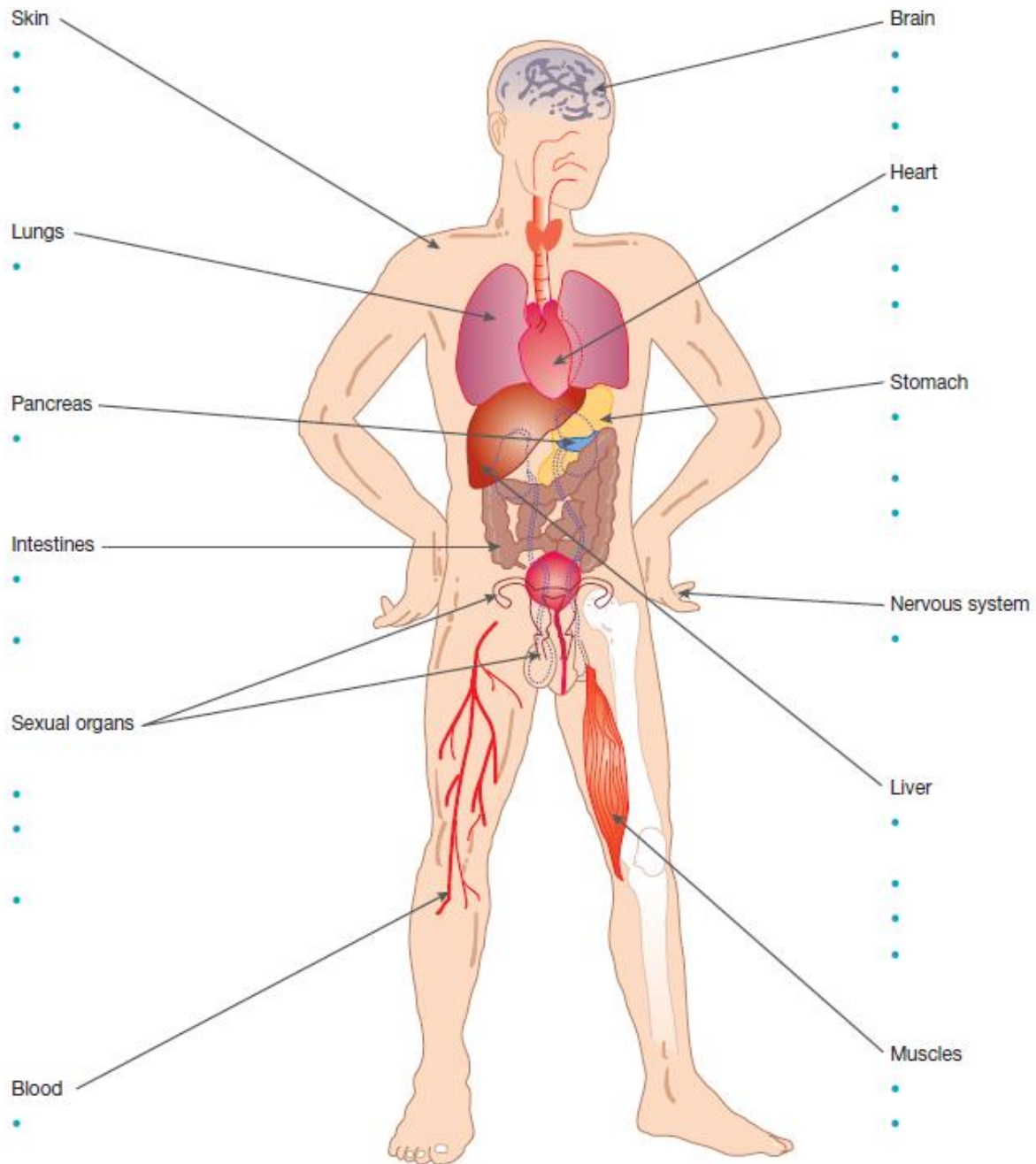
---

---

---

## Long-term effects of alcohol

List at least one long-term effect of alcohol use and abuse for the body parts shown in the following diagram. List more than one if you can.



List and give an example of the five types of harm that can occur after having a drink-driving accident.

---

---

---

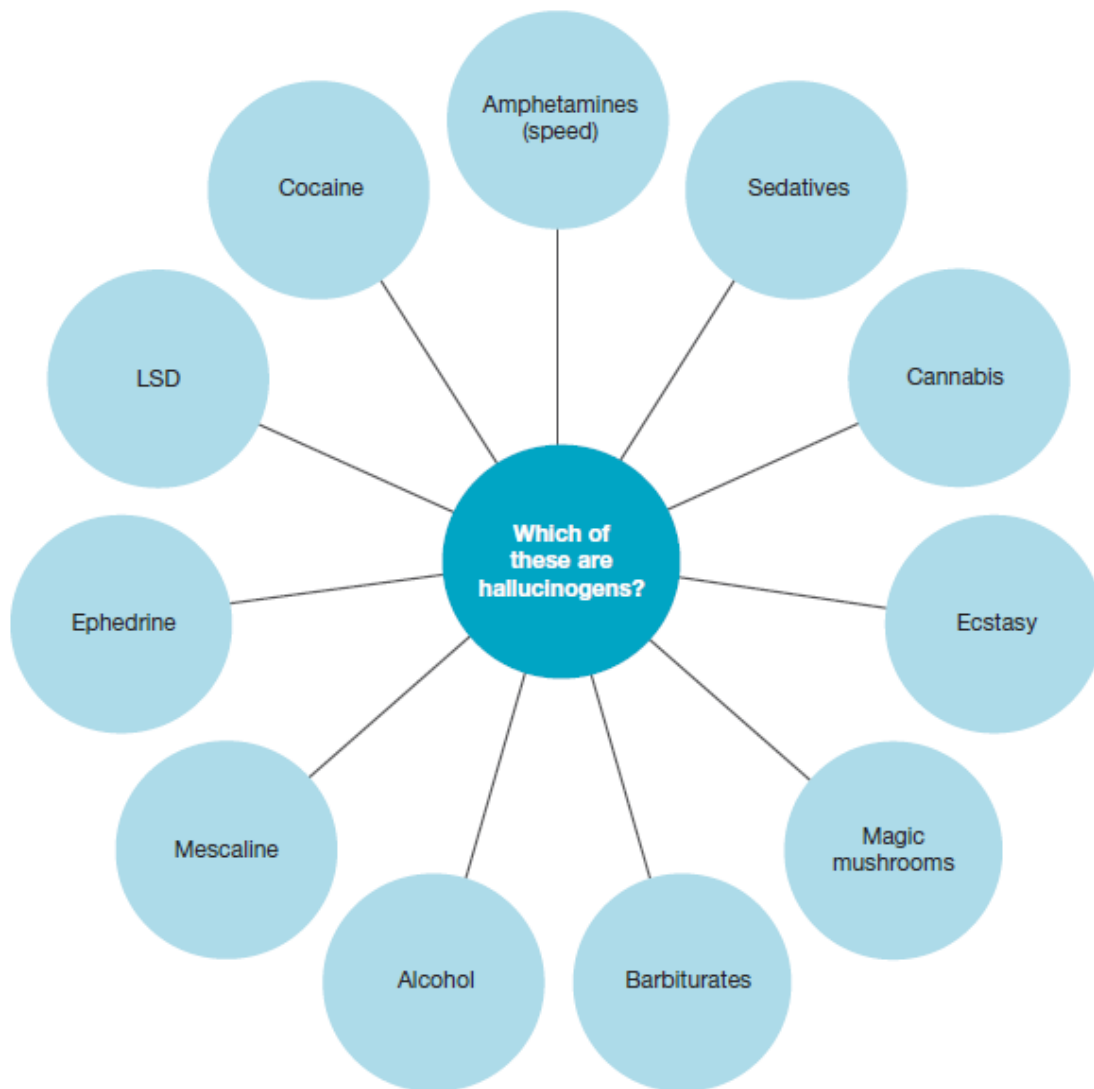
---

---

# Drugs and your health: hallucinogens

Your perception of your surroundings plays an important role in your ability to assess risk and keep yourself safe. Hallucinogens are drugs that alter what and how you perceive things around you and therefore can affect how you behave in a given situation. A person using a hallucinogenic substance may misperceive a situation, thereby placing themselves at risk by underestimating the dangers, or overestimating the danger and overreacting to something that poses no threat. These perceptions may relate to a person's physical environment or their interactions with other people and can create unsafe situations for both the drug user and others around them.

**Identify which of the following are hallucinogens.**



## Consequences of cannabis use

Identify a consequence of cannabis use for each of the following areas.

### Health problems

---

---

---

---

---

### Accidents and injuries

---

---

---

---

---

### School and work

---

---

---

---

---

### Relationship problems

---

---

---

---

---

### Legal problems

---

---

---

---

---

Complete the following word search. Words could be forwards, backwards, vertical, horizontal or diagonal.

H	S	T	I	M	U	L	A	N	T	Q	Z	L	V	Q
O	T	Q	D	G	H	I	S	V	K	M	G	V	W	W
C	I	N	E	T	Z	I	C	H	H	K	T	C	L	L
F	O	Q	O	N	B	K	A	A	L	E	X	K	A	A
A	T	L	A	A	M	U	N	L	I	U	A	G	J	L
K	O	G	N	S	A	X	C	L	Z	Y	E	L	G	C
I	B	N	N	S	Z	F	E	U	O	L	A	J	T	O
A	A	I	F	E	U	M	R	C	L	B	B	K	I	H
C	C	K	Q	R	W	G	A	I	K	K	I	U	O	O
H	C	O	U	P	E	H	Q	N	R	K	N	H	A	L
S	O	M	L	E	G	A	L	O	Q	Y	G	B	J	Y
C	S	S	O	D	H	H	Z	G	K	F	E	V	Q	F
J	C	O	N	S	E	Q	U	E	N	C	E	S	Y	P
I	I	C	A	F	F	E	I	N	E	Q	W	J	M	Q
S	G	U	R	D	K	Z	G	X	I	X	L	K	L	H

DRUGS  
 CANNABIS  
 ALCOHOL  
 CONSEQUENCES  
 STIMULANT  
 DEPRESSANT  
 HALLUCINOGEN  
 TOBACCO  
 SMOKING  
 HEALTH  
 CANCER  
 CAFFEINE  
 LEGAL  
 ILLEGAL  
 BINGE

## **Others**

Includes psycho-active drugs that do not fit neatly into one of the other categories, but which are clearly psycho-active, such as antidepressants (e.g. Zoloft) and mood stabilisers (e.g. Lithium).

### **Examples include:**

- ▶ MDMA (ecstasy)
- ▶ Cannabis

Volatile substances (petrol, glue, paint)

## Activity 2: Anti Drug Campaign

Drugs are everywhere and learning about the dangers of drugs at a young age will support young people to make informed decisions about their health.

Watch the following campaigns and write down what you liked or disliked.

Clip 1: [https://www.youtube.com/watch?v=RRx\\_eCa4aPU](https://www.youtube.com/watch?v=RRx_eCa4aPU)

Liked –

---

---

Disliked –

---

---

Clip 2: <https://www.youtube.com/watch?v=3ufdWeBGW9g>

Liked –

---

---

Disliked –

---

---

Although clip 2 can target a general audience, it was also created to encourage positive lifestyle choices within the Indigenous community. Questions: What did Ted say, which might give you the impression this campaign specifically targets young Indigenous Australians? Why would it be important for Ted to talk to an Aboriginal counsellor?

## Exit Ticket



**Lesson Intention:** Recognising various types of drugs and their impact on health. Explore protective behaviours to prevent drug use.



**Success Criteria:** I can categorise drugs and explain their impact on health. I can use effective strategies to not use drugs.



Students stand up, high five one other person, share one example of a drug and explain the short and long term effects of this drug.

# **FITNESS FUN @ HOME**

Dear Students, Parents/Carers,

The health and wellbeing of our students and wider community is very important to us and we have put together some ideas for you to do at home if, you are looking for a bit of inspiration to keep yourselves moving.

We understand this is a very difficult time for all families and finding some time to move each day will help us to physically and emotionally get through these unprecedented and challenging times. Most of the matrix activities can be completed by the whole family. Below you will also find some guidelines for physical activity, sedentary behaviour and sleep for school age children from the [Department of Health](#).

## **National Physical Activity, Sedentary Behaviour, and Sleep Recommendations for Children and Young People (5-17 years)**

### **Physical Activity**

- Accumulating 60 minutes or more of moderate to vigorous physical activity per day involving mainly aerobic activities.
- Several hours of a variety of light physical activities;
- Activities that are vigorous, as well as those that strengthen muscle and bone should be incorporated at least 3 days per week.
- To achieve greater health benefits, replace sedentary time with additional moderate to vigorous physical activity, while preserving sufficient sleep.

### **Sedentary Behaviour**

- Break up long periods of sitting as often as possible.
- Limit sedentary recreational screen time to no more than 2 hours per day.
- When using screen-based electronic media, positive social interactions and experiences are encouraged.

**Sleep** An uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years. Have consistent bed and wake up times.

# GET THINKING, GET MOVING!

The following activities will help you get thinking about what physical activity you can do while you're at home.

Activity	Description	Links	Completed
<b>Fundamental Movement Skills</b>	Essential skills needed for physical activity. 7 videos.	<a href="#">Get Skilled Get Active Videos</a>	
<b>PE with Joe on YouTube</b>	Free online workout sessions weekdays at 9am	<a href="#">PE with Joe</a>	
<b>Les Mills</b>	Free at home workouts. There's even an Avengers one!	<a href="#">Les Mills</a>	
<b>Smiling Mind</b>	Meditation/Relaxation/Mindfulness	<a href="https://www.smilingmind.com.au/">https://www.smilingmind.com.au/</a>	
<b>Sworx it Kids</b>	Create your own Custom made workouts including strength, cardio, yoga and stretching	Download as an App. on ipad etc	
<b>Netfit</b>	Free online Netball coaching sessions from elite netballers	<a href="#">Netfit</a>	
<b>Dancing</b>	Just Dance- learn choreography to your favourite songs Sid shuffle Line Dance Nutbush Macarena The Git Up Make up your own Dance	<a href="#">Just Dance</a>  <a href="#">Sid shuffle line dance Steps</a> <a href="#">Steps</a> <a href="#">Steps</a>	
<b>Bike</b>	Go for a bike ride or teach someone how to ride a bike.	<a href="#">Video and tips</a>	
<b>Jump rope</b>	Learn to skip with a skipping rope Beginners to advanced tricks	<a href="#">Jump rope</a>  <a href="#">Tricks</a>	
<b>Handball</b>	Tennis ball game for the family	<a href="#">Set-Up and rules</a>	
<b>Basketball</b>	Correct your shooting technique	<a href="#">Video</a>	
<b>Pushups</b>	Learn how to do a push up correctly and then challenge yourself to see how many you can do in a row. Record your score each day.	<a href="#">Technique</a>	

<b>Backyard Fitness Circuit Course</b>	Design your own Backyard Fitness Circuit Course for the whole family	<a href="#">Backyard Fitness Circuit</a>	
<b>Plank</b>	Learn how to do a plank correctly and then challenge yourself to see how many seconds you can hold it for. Record your score each day.	<a href="#">Technique</a>	
<b>Abs Challenge</b>	Baby Shark song and Challenge	<a href="#">Song and Video</a>	
<b>Frypan Tennis</b>	Frypan tennis with Novac Djokovich	<a href="#">Frypan Tennis</a>	
<b>Motivational Video</b>	One for the adults/older students	<a href="#">23 and ½ hours</a>	
<b>The Shape Challenge</b>	Running activity	Below	

# Welcome to the Shape Challenge!

The way this challenge works is creating a certain shape based on where you walk, jog, or run.

What you'll need...

- A big open area (grassy field, soccer field, football field, etc...).
- A phone.
- An app on that phone to record a run or walk.
  - Some examples of free apps include: Strava, Sports Tracker, and MapMyRun.

Start this challenge by walking or jogging as a warm-up around the outside of the field.

The next step is creating the different shapes below with your route!



The goal of this is to be up and active.

Try to complete them all in one day or do one every day; It's up to you!

Try to make these shapes or create your own! Good luck and have fun with it!

# PDHPE Physical Activity & Sleep Log

Day Week 1	Sleep Hours	Activity1 (Duration 10 mins)	Activity2 (Duration 10 mins)	Activity3 (20+ mins)	Total Minutes
Monday	9 hours	10 mins of soccer	10 mins of basketball	20 mins of helping my dad unbox because we moved into a new house.	40 mins
Monday 27/4/20					
Tuesday <b>PE PRAC</b> 28/4		<b>Circuit x 3</b> - 10 lunges (each leg) - 10 tricep dips - 20 situps or 2 min plank	<b>Walk/ Run/ Ride</b> Go for a 10 minute walk, run or ride with a friend.	<b>Play a game</b> - Cricket - Soccer - Table tennis - Football etc.	
Wednesday 29/4					
Thursday <b>SPORT</b> 30/4		<b>Circuit x 3</b> - 5 Burpees or 40 sec wall sit - 10 pushups - 20 squats	<b>Practice a new skill</b> - Juggle 2/3 tennis balls - Spiral pass a football	<b>Play a game</b> - Netball - Putt Putt - Tennis - Basketball etc.	
Friday <b>SPORT</b> 1/5		<b>The Shape Challenge - Page 33</b>	<b>Skiping</b> Try at least 3 variations to master.	<b>Choose a Just Dance video to do.</b>	
Saturday					
Sunday					
Total Sleep					
<b>Week 1: Goal 30-60 minutes a day</b> Goal achieved? _____ Weekly total? _____					



Day	Sleep Hours	Activity1 (Duration 10 mins)	Activity2 (Duration 10 mins)	Activity3 (20+ mins)	Total Minutes
Monday	9 hours	10 mins of soccer	10 mins of basketball	20 mins of helping my dad unbox because we moved into a new house.	40 mins
Monday					
Tuesday					
Wednesday					
Thursday <b>SPORT</b>		Design your own Backyard Fitness Circuit Course for the whole family and complete it with them.	<b>Walk/ Run/ Ride</b> Go for a 10 minute walk, run or ride with a friend.	<b>Practice a new skill</b> - Juggle 2/3 tennis balls - Spiral pass a football	
Friday <b>SPORT</b>		<b>Circuit x 3</b> - 20 Star jumps - 20 high knees - 10 side lunges each leg	<b>Stretch</b> - Toe touch - Arm stretch - Calf stretch - Quad stretch + anything else	<b>Play a game</b> - Netball - Putt Putt - Tennis Basketball etc.	
Saturday					
Sunday					
Total Sleep					

**Week 2:** Goal 30-60 minutes a day

Goal achieved? \_\_\_\_\_

Weekly total? \_\_\_\_\_



