PEAK PHYS ED
Innovation and Excellence in Physical Education

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MAY UPDATE

Following on from the huge success of the Outdoor & Environmental Studies "Big Day In" Conference held last month, Peak Phys Ed are proud to announce a "Collaborative Health" Conference which will be like no other health PD before it.

The "**Collaborative Health**" Conference will feature information on the Australian Curriculum progress as well as a great overview of the state of Australia's Health & Well-Being.

Work with professionals such as **Andrew Beaumont, Sonia Goodacre, Nerida Matthews, Leanne Crompton, Dr. Jenene Burke & Anna Dansie** throughout the day. Network during the breaks and access great resources via the trade displays.

Lock the date away NOW!

More information to follow shortly but only 200 places offered and given huge amount of enquiries over the last week it will definitely be a case of – **first in, first served!**

At Peak Phys Ed we often get enquiries about research linking physical activity and exercise linked to improved school performances. These often come from teachers who are advocating for their subject not receiving "cuts" on the timetable. Here is some very interesting reading.....

Encouraging Active Classrooms in your School (TAKE 10!)

There are so many effective ways to promote physical activity in schools, but in this example we are going to focus on the 'Active Classroom' approach. In this approach physical activity opportunities are integrated within classroom-based activities.

Many of you would use or have heard of concepts such as the use of '**kinaesthetic learning experiences'** to cater for different learning styles, energisers as activity breaks, 'brain gym' and applied theory concepts to reinforce theoretical concepts. Developed by the International Life Sciences Institute Centre for Health Promotion **Take 10!** is a fantastic program for schools.

The goal of the program is to reduce sedentary behaviour during the primary school day by increasing the structured physical activity in the classroom. Getting kids moving without sacrificing academic learning outcomes is an excellent concept and often more attractive to classroom teachers than giving up more time for physical education.

Although the activities are tailored to primary curriculum the **concepts could be easily adapted within the context of secondary schools**. Take 10! Has been disseminated to over 40,000 primary classrooms in the US and adapted for use in Brazil, China and the UK.

There is lots of information on the following website **http://www.take10.net/** and there has been loads of high quality research about TAKE 10!s effectiveness as an approach to improve both academic achievement and physical activity time.

Here are some related articles based on the research for this approach:

2011. Donnelly JE, Lambourne K. **Classroom-based physical activity, cognition, and academic achievement**. Preventive Medicine. 2011 Jun 1;52 Suppl 1:S36-42. Epub 2011 Jan 31.

2011. Kibbe DL, Hackett J, Hurley M, McFarland M, Schubert KG, Schultz A, Harris S. **Ten years of TAKE 10!: Integrating physical activity with academic concepts in elementary school classrooms**. Preventive Medicine. 2011 Jun 1;52 Suppl 1:S43-50. Epub 2011 Jan 31.

2010. Chang DI, Gertel-Rosenberg A, Drayton VL, et al. **A statewide strategy to battle child obesity in Delaware**. HealthAff (*Milwood*). 2010:29(3):481-490.

2009. Donnelly JE, Greene JL, Gibson CA, et al. **Physical Activity Across the Curriculum (PAAC): a randomized controlled trial to promote physical activity and diminish overweight and obesity in elementary school children.** *Prev* Med.2009;49(4):336-341.

2009. Tsai PY, Boonpleng W, McElmurry BJ, Park CG, McCreary L. **Lessons learned in using TAKE 10! with Hispanic children.** J *Sch Nurs*. 2009;25(2):163-172.

2008. DuBose KD, Mayo MS, Gibson CA, et al. **Physical activity across the curriculum (PAAC): rationale and design.** *Contemp Clin* Trials. 2008;29(1):83-93.

Can you help?

A request from Associate Professor Amanda Telford (RMIT) for support with student teachers for terms 3 &4

RMIT Discipline of Exercise Sciences Bachelor of Applied Science (Physical Education) students are commencing semester 2 teaching rounds in terms 3 and 4. **A huge thank you to all the schools taking students next semester from any university.** We are after another 20 schools for each of the following placements for yrs 2 and 3. By the time you get the yr 2 students they will have taught over 30 days in schools and the yr 3 students over 43 days. Schools enjoy taking on our high quality students.

2nd Year Placement details:
Government Secondary Schools required for students to teach Yr 7-10 PE for 10 x Wednesdays throughout Term 3. Wednesday 18 July – Wednesday 19 September.

3rd Year Placement details:
Independent or Catholic Schools required for students to teach Yr 7-10 PE for a two week block in Term 4. October 15th - 26th

We would really appreciate your support to place these students and we look forward to hearing from you.

If you are interested in taking on a student teacher please liaise/check with their student teacher coordinators first and email paula.parkin@rmit.edu.au. Paula will be in touch with more details.

Many thanks!!!

The ACRISP team is working with SRV and the AFL (and others) on a project to quantify what community football coaches and sports trainers know about concussion in Australian football and how to manage/assess it. A link to an announcement (on the Monash University website) about the availability of a new community AFL Coaches/Sports Trainer concussion knowledge survey is given below.

This is a national survey and we would appreciate it if you could help to disseminate this link widely through your various networks.

http://www.monash.edu.au/news/show/making-**sense-of-concussion-management**

Regards

Professor Caroline Finch
NHMRC Principal Research Fellow
Australian Centre for Research into Sports Injury and its Prevention (ACRISP)

Monash Injury Research Institute (MIRI)
Email: **caroline.finch@monash.edu**

Related articles:
Head Injuries in Sport Spark Debate:

http://braininjurycentre.com.au/aus/index.php?option=com_content&view=article&catid=39:faq&id=807:head-injuries-in-sport-spark-safety-debate&Itemid=71

Freak Hockey death injury:

http://braininjurycentre.com.au/aus/index.php?option=com_content&view=article&catid=39:faq&id=801:freak-hockey-death-inquiry&Itemid=71

Hard knocks: why a blow to the head can have such devastating consequences:

http://braininjurycentre.com.au/aus/index.php?option=com_content&view=article&catid=39:faq&id=808:hard-knocks-why-a-blow-to-the-head-can-have-such-devastating-consequences&Itemid=71

It's not too late to provide your feedback on the **The *Draft Shape of the Australian Curriculum: Health and Physical Education*** despite the 3 x face 2 face consultation meetings run by Nerida Matthews (VCAA) finishing up at Ballarat & Clarendon College during the week.

Print the shape paper off, discuss it with your faculty and colleagues and send in your thoughts around the positives, negatives and any suggested improvements.

Link :
http://www.acara.edu.au/verve/_resources/DRAFT_Shape_of_the_Australian_Curriculum-HPE-FINAL.pdf

Many students are investigating "sports injury prevention and rehabilitation as part of their detailed study" in Unit 1&2 PE. Here are a few concepts or bits of information worth considering:

THE SMARTPLAY PRINCIPLES (1)

WARM UP

- Be prepared for the activity
- facility
- equipment
- student
- coach/teacher

THE SMARTPLAY PRINCIPLES (2)

GEAR UP

- Use the appropriate equipment
- facilities
- playing equipment
- personal protective equipment

www.sma.org.au/information

Safer Sport (sport first aid)

Smartplay (safety promotion)

Sport Safe (injury data)

THE SMARTPLAY PRINCIPLES (3)

DRINK UP

- drink plenty
- avoid dehydration
- avoid heat stress

www.smartplay.com.au

- ✓ Official site for Smartplay (sports safety promotion)
- ✓ Victorian page has most resources
- ✓ Downloadable resources
- ✓ safety fact sheets/guidelines
- ✓ sport specific guidelines
- ✓ media text for newsletters
- ✓ teacher resources (new)
- ✓ others – latest research, other initiatives, etc..

Feel free to make information about the **Unit 4 Pathways to Success** sessions, coming up this week, available to your students – teachers accompanying students get in for **FREE**

More info at peakphysed.com.au

Under "Students" then "Events & Programs" Whilst they are at this page they might as well have a look at the "EXEMPLARS" made available for them to consider, download, annotate, etc…

❖ **Wednesday 23rd May**
St Francis Xavier College
BEACONSFIELD
5.30 pm – 8.30 pm

❖ **Sunday 27th May**
Melbourne University
PARKVILLE
1 pm – 5 pm

Rachael Whittle has presented for us on numerous occasions and is a big supporter of higher order thinking skill (HOT) development in students. She shares some ideas around sporting actions vs. muscle and joint action which can be used for Unit 1 as well as Unit 4.

Whilst conducting any activity analysis, students need to indentify the key muscle groups used and then select specific fitness tests and training activities to replicate the actions observed during competition

Joint actions for the dig

Shoulders – flexion

Elbows – Extension

Trunk - Extension

Hips – Flexion

Knees – Flexion

Ankles – Dorsiflexion

The body is **lowered** to prepare to perform a **dig**. It is important to keep eyes on the ball and elbows straight. The ball should contact the fleshy part of the inside of the wrist. The legs begin to extend as the arms guide the ball over the net.

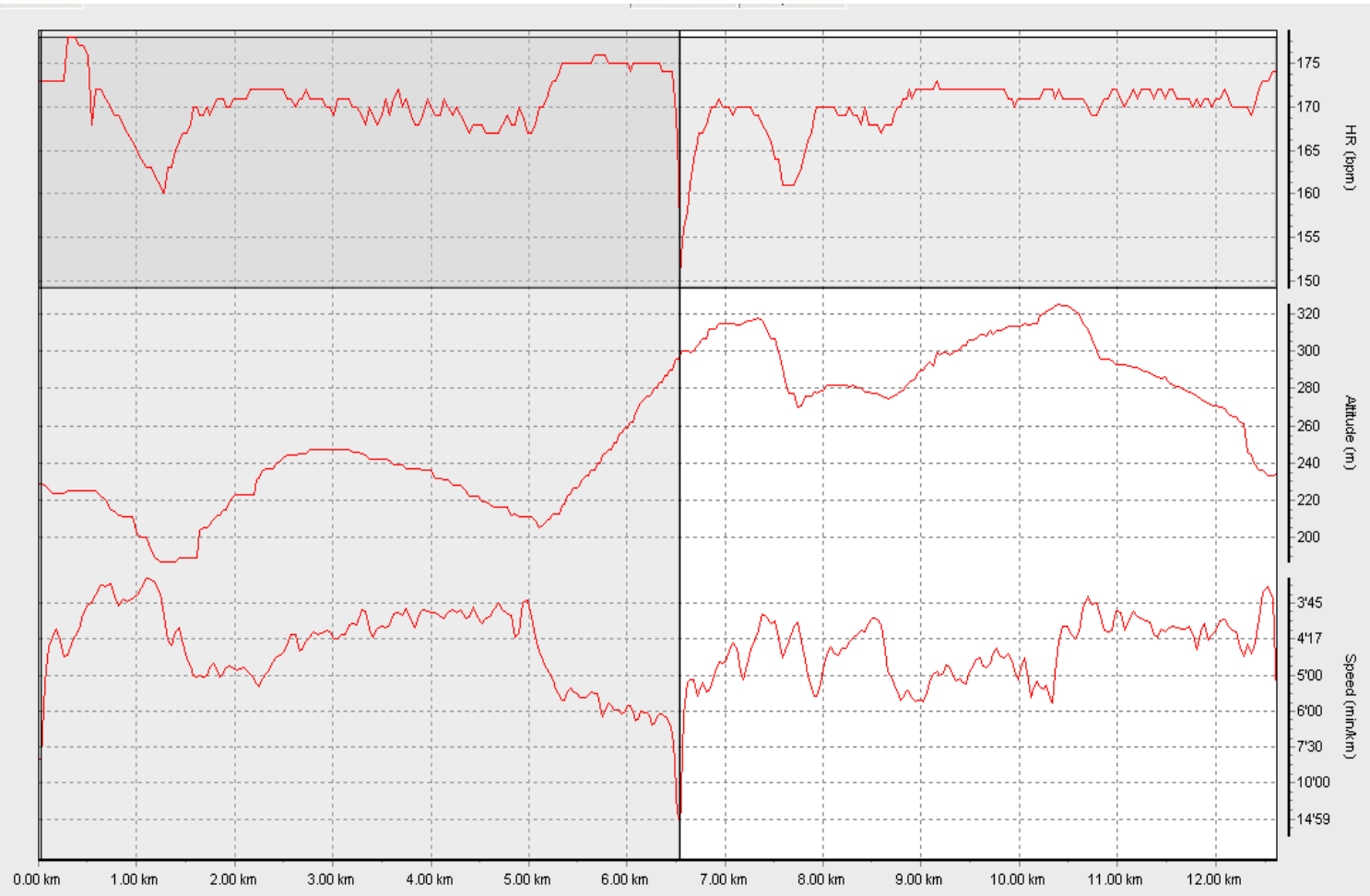
The muscles used to perform these actions include:

1. Pectorals help flex the shoulders
2. Triceps help to extend the elbow
3. Hamstrings flex the knee (eccentric)
4. Gluteals flex the hip (eccentric)
5. Abdominals and erector spinae work together to keep the trunk upright.

Label these muscles on the photograph

It would be reasonable to expect students to be able to do the same in their chosen sport or activity for each of the significant actions observed during the analysis.

Here's some great **altitude**, **heart rate** and **speed data** (look for links) **from a competitor who ran 13.2 km against Puffing Billy** a couple of weekend's ago – members who have paid for a 12 month membership will receive an associated worksheet to use with their classes. Feel free to use this data for acute responses, fatigue, recovery, energy system interplay, etc.. NB – 6.5 minute co-incides with 2nd crossing and wait for train to pass.



Haven't taken out a 12 month membership?

What are you missing?

Name	Age	Standing Vert. Jump (cm)	5 metres (sec)	10 metres (sec)	20 metres (sec)	Agility (sec)	Shuttle (decimal)	VO2max (ml.kg-1.min-1)	Repeat Sprint
Mean	18.2	61.5	1.09	1.82	3.04	8.67	13.42	58.6	25.18
SD	0.4	6.1	0.06	0.07	0.10	0.31	0.91	3.1	0.71
Min	17.4	49.0	0.96	1.65	2.83	7.91	11.08	50.5	23.59
Max	19.0	81.0	1.24	1.97	3.28	9.37	15.15	64.6	26.85
Count	79	69	65	65	65	63	59	59	62

Here is some data from the draft camp that members have total access to. It makes great reading and discussion when covering fitness testing (selection, performances, norms, etc…)