Year 10 PDHPE

Resistance Training Task 2024

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| **TOPIC**: Resistance Training  | **MARKS:** /20  |
| **SUBMISSION REQUIREMENTS:** The task needs to be submitted on Canvas on Friday 22nd October by 9am | **WEIGHTING:**  25%  |
| **OUTCOMES TO BE ASSESSED:****PD5.1 –** **Assesses** their own and others’ capacity to reflect on and respond positively to challenges**PD5.5 –** Appraises and **justifies** choices of actions when solving complex movement challenges**PD5.8 –** **Designs**, **implements** and evaluate personalised plans to enhance health and participation in a lifetime of physical activity. |
| **DIRECTIONAL VERBS:****Assesses –** Make a judgement of value, quality, outcomes, results or size**Justifies –** Support an argument or conclusion**Designs –** A Plan**Implements –** Performance of an action |
| **TASK DESCRIPTION:**Using a combination of body weight exercises and the equipment available in the school fitness lab, you are required to ***design*** a 10-minute fitness circuit and ***implement*** it on yourself or another class member. When you are designing your fitness circuit you will need to ***assess*** the capacity of the performer and ***justify*** the choice of exercises based on any physical or health limitations for your participant. E.g. age, fitness level, experience, injuries, health problems. You can present your assignment in any format that you wish. This could be a video, written submission, or PowerPoint presentation to name a few. You will be given time during practical lessons to put your performer through the fitness circuit you have designed.   |
| **ASSESSMENT CRITERIA:**You will be assessed on your ability to:* Gain information from the performer regarding any health or mobility (movement) issues that they may have that will impact their performance of the circuit to determine what exercises you choose, and the time, or reps/sets for each exercise.
* Design a 10-minute fitness circuit that meets the needs of your selected performer. This needs to be completed using the template provided.
* Assess the effectiveness of the fitness circuit for your participant. Justify why certain exercises were chosen, the benefits and negatives of the exercises and if the program was effective for the performer.
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**Fitness Circuit**

**Aim: Improve muscular endurance, mobility and cardiovascular fitness**

**Participant: Mr O’Brien Age- 39 Health status: existing right shoulder injury, good level of fitness for age, asthma, experienced in the gym**

**2 rounds work**

**Every minute on the minute**

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| **Exercise** | **Skill or Health Related components of fitness (exercise focus)** | **Time/Reps** | **Safety Considerations** | **Technique of exercise** | **Adjustments for participants** |
| **1.****Sit ups**  | Strength  | 1 minute 30 reps  | Keep your neck in a neutral position and in line with your spine during sit-ups to avoid injury | 1. Lie on your back on a mat with knees bent and feet flat on the floor.
2. Cross your arms in front of your chest.
3. Crunch your ab muscles to lift your shoulders off the mat.
4. Hold for a second, then slowly come back down to starting position.
 | If sit ups are too easy for Mr O’Brien, change to hollow body sits ups in the 2nd round. Sit ups will appear too easy if Mr O’Brien is not showing struggle or restlessness during the working set. If he is able to hold a conversation whilst performing the exercise this is a sign he can be pushed harder.  |
| **2.** | Push ups  |  |  |  | If should is in pain, do knees on the ground push ups |
| **3.** |  |  |  |  |  |

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| **ASSESSMENT MARKING CRITERIA** |
| **PD5.1 –** **Assesses** their own and others’ capacity to reflect on and respond positively to challenges**PD5.5 –** Appraises and **justifies** choices of actions when solving complex movement challenges**PD5.8 –** **Designs**, **implements** and evaluate personalised plans to enhance health and participation in a lifetime of physical activity. | **Mark** | **Grade** |
| Outstanding **design** and **implementation** of a fitness circuit that **assesses** the performers capacity and **justifies** of the exercises chosen. *The student takes into consideration health information from the performer to determine the design of the circuit, the student/performer completes the circuit successfully, and justifies in detail why certain exercises were chosen, the benefits and negatives of the exercises and if the program was effective for the performer.*  | 17-20 | A |
| Thorough **design** and **implementation** of a fitness circuit that **assesses** the performers capacity and **justifies** of the exercises chosen. *The student takes into consideration health information from the performer to determine the design of the circuit, the student/performer completes the circuit, and justifies why certain exercises were chosen, the benefits and negatives of the exercises and if the program was effective for the performer. Although aspects of the design, implementation, assessment, or justification are incomplete or lacked depth.*  | 13-16 | B |
| Sound **design** and **implementation** of a fitness circuit that **assesses** the performers capacity and **justifies** of the exercises chosen. *The student gains some health information from the performer to determine the design of the circuit, the student/performer completes the circuit, and justifies why certain exercises were chosen, the benefits and negatives of the exercises and if the program was effective for the performer. Although some aspects of the design, implementation, assessment, or justification are incomplete or lacked depth.* | 9-12 | C |
| Basic **design** and **implementation** of a fitness circuit that **assesses** the performers capacity and **justifies** of the exercises chosen. *The student gains basic information from the performer but takes little into consideration when designing the circuit, the student/performer completes the circuit, and attempts to justify why certain exercises were chosen and the benefits and negatives of the exercises. Although many aspects of the design, implementation, assessment, or justification are incomplete or lacked depth.* | 5-8 | D |
| Limited **design** and **implementation** of a fitness circuit that **assesses** the performers capacity and **justifies** of the exercises chosen. *The student designs a circuit without considering the health implications of the performer, the student/performer completes the circuit with limited explanation why certain exercises were chosen. Although most aspects of the design, implementation, assessment, or justification are incomplete or lacked depth.* | 1-4 | E |
| Task not attempted | 0 | N |