

Fitness Class Overview & Links to Victorian Curriculum

***FunFit Fitness** classes include individual activities, eliminating the pressure of team sports. Students can work at their own pace and are guided through energetic movement-to-music and skill-based sessions. Students will learn sequences that incorporate dance, fitness and aerobic movement, which they can perform as one large group and in smaller groups.*

We cater to all ages, fitness levels and movement abilities. Our teachers are able to modify the difficulty level of their classes to suit the participants, so that everyone can be involved.

Each class addresses the Victorian Curriculum learning area of Health and Physical Education through the strands and sub-strands identified below:

Health and Physical Education: Movement and Physical Activity

- Moving the body
- Understanding movement
- Learning through movement

Health and Physical Education: Personal, Social and Community Health

- Being healthy, safe and active

Fitness classes may also align to the following learning areas and capabilities:

- **The Arts: Dance**
- **The Arts: Music**
- **Personal and Social Capability**

****The cross-curriculum priority “Learning about Asia and Australia’s engagement with Asia”** will also be addressed if a martial art or kickfit class is undertaken. Students will learn about the history of the martial art or fitness class being taught, whether that be Karate (Japan), Taekwondo (Korea), Kung Fu (China) or Ninjitsu (Japan).

For a more detailed understanding of what and how the Movement and Physical Activity and Personal, Social and Community Health content descriptors are addressed through our Fitness classes see below:

Foundation Level – Includes Martial Arts, KickFit, Aerobics and Zumba

Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these circus workshops students will:
<i>Moving the body</i>	Practice fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings (VCHPEM064)	Practice a variety of fundamental movement and locomotor skills through fun warm up exercises that prepare all the major muscles. Students will learn specific movement skills one at a time. This may include the basic technique of punches and kicks. The skills may also be put together in a movement sequence which would be developed and led by the instructor.
<i>Understanding movement</i>	Explore how regular physical activity keeps individuals healthy and well (VCHPEM066)	Learn about the importance of fitness activities for physical fitness and health and be able to describe their feelings after participating in the session. Students may be asked to discuss how they feel following the session and this will be linked back to the importance of regular physical activity.
<i>Learning through movement</i>	Follow rules when participating in physical activities (VCHPEM070)	Follow the instructions of the teacher in order to participate in warm up activities and learn new fitness or martial art movement skills.

Personal, Social and Community Health:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Being healthy, safe and active</i>	Identify people and actions that help keep themselves safe and healthy (VCHPEP059)	Identify behaviours that can help keep them safe and healthy. This may include learning about self-defence in a martial arts class or about the benefits of regular physical activity on health during a fitness class.

Levels 1 & 2 – Includes Martial Arts, KickFit, Aerobics and Zumba

Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these circus workshops students will:
<i>Moving the body</i>	Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080)	Perform fundamental movement and locomotor skills using different body parts. For example, students need to move their body in different directions whilst performing a variety of movement skills such as punching, skipping and jumping. These skills may also be put to music and performed in a sequence.
<i>Understanding movement</i>	Discuss the body's reactions to participating in physical activities (VCHPEM083)	Participate in new and unfamiliar activities that involve different intensities. Students may be asked to identify how their body is reacting throughout the class. For example, students may notice they are breathing harder or feeling hotter.
<i>Learning through movement</i>	Use strategies to work in group situations when participating in physical activities (VCHPEM085)	Work cooperatively with their peers when practising new skills. This may be working together in groups to complete an aerobics routine or as a class whilst participating in a Zumba class.

Personal, Social and Community Health:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Being healthy, safe and active</i>	Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)	Explore the benefits of regular physical activity and be able to identify opportunities when they can be active at school, at home and in the community.

Levels 3 & 4 – Includes Martial Arts, KickFit, Aerobics and Zumba

Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these circus workshops students will:
<i>Moving the body</i>	Perform movement sequences which link fundamental movement skills (VCHPEM098)	Perform different exercises and fundamental movement skills in a correct sequence or as a routine. Students may combine a variety of skills such as punches, kicks, jumps, and skips into a movement sequence. This may be in the form of a kickfit routine or martial arts performance.
<i>Understanding movement</i>	Examine the benefits of physical activity and physical fitness to health and wellbeing (VCHPEM100)	Examine the benefits of regular physical activity, including the positive impact of the fitness activities the students are participating in. Students may discuss the physical benefits such as improved aerobic and muscular performance, as well as the benefits to their wellbeing.
<i>Learning through movement</i>	Adopt inclusive practices when participating in physical activities (VCHPEM102)	Work cooperatively with and encourage their peers while participating in the fitness sessions. Students will be asked to be supportive and may even be asked to select a dance, aerobics or martial arts movement for the rest of the group to perform.

Personal, Social and Community Health:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Being healthy, safe and active</i>	Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)	Propose changes they can make to reduce sedentary behaviour and increase physical activity levels. This may be to continue participating in dance, fitness or martial art activities as a part of their regular schedule. Students may also be asked to identify and practise a variety of self-defence movements and techniques and suggest how knowledge of these could promote their health and safety.

Levels 5 & 6 – Includes Martial Arts, KickFit, Aerobics and Zumba

Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these circus workshops students will:
<i>Moving the body</i>	Design and perform a variety of movement sequences (VCHPEM116)	Perform activities that involve a transition from one skill to another such as punching and kicking or jumping and side-stepping. Students will learn a variety of movements, their names, and how they form together to create a sequence of movement
<i>Understanding movement</i>	Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118)	Participate in fitness activities designed to improve health-related fitness components such as cardiovascular fitness, flexibility, muscular endurance and strength. Through the warm ups students will also be able to demonstrate safe stretching activities which maintain and develop flexibility. When participating in these activities, students may also explore their health, skill and fitness benefits.
<i>Learning through movement</i>	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)	Have the opportunity to positively encourage their peers whilst learning a variety of fitness, dance or martial arts skills. Students may also lead their peers in any of these movements. Students may need to negotiate various roles and responsibilities when participating in non-contact partner or group exercises.

Personal, Social and Community Health:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Being healthy, safe and active</i>	Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)	Select and practise appropriate responses to a variety of situations with the self-defence skills taught. Students may also propose opportunities to increase their physical activity levels at school and at home, utilising the fitness, dance or martial arts skills they learnt throughout the session.

Levels 7 & 8 – Includes Martial Arts, KickFit, Aerobics and Zumba

Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these circus workshops students will:
<i>Moving the body</i>	Use feedback to improve body control and coordination when performing specialised movement skills (VCHPEM133)	Use verbal and kinaesthetic feedback when coordinating a variety of fitness and martial arts skills including punches and kicks. Students will have the opportunity to use this feedback throughout the session to improve their performance.
<i>Understanding movement</i>	Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (VCHPEM136)	Perform fitness activities designed to improve health-related fitness components such as cardiovascular fitness, flexibility, muscular endurance and strength, and skill-related fitness components such as power, agility and coordination. Students will also be able to discuss how the various components are developed through these activities. If required, students can then incorporate these skills when designing their own personal fitness plan.
<i>Learning through movement</i>	Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139)	Apply an understanding of verbal and physical cues to identify and respond appropriately to the feelings of others. Students may have the opportunity to participate in non-contact partner or group exercises and will be supported to display teamwork and leadership skills.

Personal, Social and Community Health:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Being healthy, safe and active</i>	Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)	Examine strategies for safe practice in different environments. Students will have the opportunity to learn a variety of self-defence skills and strategies so they can select the most appropriate response in different situations.

Levels 9 & 10 – Includes Martial Arts, KickFit, Aerobics and Zumba

Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these circus workshops students will:
<i>Moving the body</i>	Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)	Use feedback from the instructor and peers to refine their performance of specialised fitness and martial arts skills. Students may also have the opportunity to transfer the skills they learn to different situations, such as punching and kicking a bag or padding brought in by the instructor.
<i>Understanding movement</i>	Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPEM155)	Justify the selection of various fitness and/or martial arts exercises in their personalised physical activity or fitness plans. Through participation in the fitness classes, students will be able to increase their knowledge of fitness skills that they can then incorporate into their personalised plans.
<i>Learning through movement</i>	Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)	Be encouraged to motivate themselves and their peers to participate and improve their performance in a variety of fitness and martial arts skills. Students will have the opportunity to work cooperatively with their peers during fun warm ups and group activities. They may have the opportunity to lead an activity for their peers by choosing a particular movement for the rest of the group to perform. Students may also work as a group to create choreography together in the case of aerobics.

Personal, Social and Community Health:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these dance workshops students will:
<i>Being healthy, safe and active</i>	Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)	Identify local community services where they can continue to develop the fitness or martial arts skills they have been developing throughout the session. Students can then discuss the accessibility and effectiveness of these services with their peers.