

# Mind & Body Class Overview & Links to Victorian Curriculum

*FunFit Mind & Body classes are a great workout and lots of fun. In today's busy world the ability to calm your breath and focus your mind is the best study aid you can offer. Connecting with our body and breath helps to support us with all the challenges life throws at us. FunFit's mind and body classes encourage the mind/body connection, body awareness, provide a full body workout and are also lots of fun. Students will learn how these exercise methods help mental health, injury prevention and support them for their success in other sports.*

Each class addresses the Victorian Curriculum learning area of Health and Physical Education through the strand 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

Mind & Body classes may also align to the following learning areas and capabilities:

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

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 Mind & Body classes see below:

## Foundation Level – Includes Pilates and Yoga

### 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 skills through fun activities. Students will learn basic pilates or yoga movements and exercises and may be prompted to make a variety of shapes with their body, using a range of body parts.
<i>Understanding movement</i>	Explore how regular physical activity keeps individuals healthy and well (VCHPEM066)	Learn about the importance of fitness and wellbeing activities for 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 and movement.
<i>Learning through movement</i>	Follow rules when participating in physical activities (VCHPEM070)	Follow the instructions of the teacher in order to participate in a variety of activities and learn a range of new pilates or yoga movements.

### 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 actions that help keep them healthy. This may include learning the benefits of regular physical activity on health during a pilates or yoga class. Students may also discuss the importance of stretching and working their core muscles.

## Levels 1 & 2 – Includes Pilates and Yoga

### 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 skills and basic pilates and yoga movements using different body parts. Students may be asked to demonstrate various balances, thereby discovering ways to support their body to form shapes and/or desired outcomes.
<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 and strength requirements. Students may be asked to identify how their body is reacting throughout the class. For example, students may notice they start to shake when holding a particular balance or start breathing harder when completing the repetitious movements.
<i>Learning through movement</i>	Use strategies to work in group situations when participating in physical activities (VCHPEM085)	Work cooperatively with their peers to achieve a set goal or outcome. For example, this may involve using counter-balance skills to support their own and partner's body when holding various positions or making shapes.

**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. Students will learn pilates or yoga moves they can continue to perform in their own time. Students may also discuss the benefits of pilates or yoga on their wellbeing.

**Levels 3 & 4 – Includes Pilates and Yoga****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. The instructor will often perform exercises for the students to follow. This may involve combining a variety of core strength exercises into a movement sequence.
<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 physical and mental benefits of the activities the students are participating in. Students may discuss the physical benefits such as improved core strength and flexibility, as well as the benefits to their mental health and wellbeing.
<i>Learning through movement</i>	Apply innovative and creative thinking in solving movement challenges (VCHPEM103)	Transfer and apply skills to solve movement challenges. Students may be prompted to make shapes with their body, and therefore need to use their own creativity to discover ways to support themselves.

**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)	Students will also be taught how to perform pilates and yoga moves in a safe and controlled manner to ensure their safety. They may also propose changes they can make to reduce their sedentary behaviour and increase physical activity levels. This may be to continue participating in pilates or yoga moves as a part of their regular schedule. Students may also discuss how pilates or yoga can positively impact their wellbeing.

## Levels 5 & 6 – Includes Pilates and Yoga

### Movement & Physical Activity:

Sub-Strand	Curriculum (what) - Content Description	Pedagogy (how) – Through these circus workshops students will:
<i>Moving the body</i>	Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings ( <a href="#">VCHPEM115</a> )	Apply their knowledge of fundamental movement skills when practising more specialised movements required in pilates or yoga. For example, students may use their ability to balance on one foot to perform a tree pose in yoga. Students may perform a range of complex static balances during both yoga and pilates.
<i>Understanding movement</i>	Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing ( <a href="#">VCHPEM118</a> )	Participate in various exercises and movements designed to improve health-related fitness components such as flexibility, muscular endurance and strength. Throughout the class students will also be able to demonstrate safe stretching exercises which maintain and develop flexibility. When participating in these activities, students may explore their physical and mental health benefits. Students will also be given an explanation of the benefits of core strength and how this is essential for most sports or physical activities they participate in.
<i>Learning through movement</i>	Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges ( <a href="#">VCHPEM121</a> )	Assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences. Students may find a variety of the movements new and challenging, therefore be required to focus on their technique and key teaching points from the instructor. Students will be encouraged to persist and keep trying to improve their performance. Students may also need to work together to create group shapes, balances or counter-balances.

### 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 ( <a href="#">VCHPEP108</a> )	Students propose opportunities to increase their physical activity levels at school and at home, utilising the pilates or yoga skills and styles learned throughout the session. Students may also discuss how pilates or yoga promote their health and wellbeing.

## Levels 7 & 8 – Includes Pilates and Yoga

### 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 ( <a href="#">VCHPEM133</a> )	Use verbal and kinaesthetic feedback when learning and coordinating a variety of pilates or yoga movements and exercises. 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 ( <a href="#">VCHPEM136</a> )	Perform various exercises and movements designed to improve health-related fitness components such as flexibility, muscular endurance and strength, and the skill-related fitness component of coordination. Students will also be able to discuss how the various components are developed through these activities. Students will also be given an explanation of the benefits of core strength and how this is essential for most sports or physical activities they participate in. If required, students can then incorporate these skills when designing their own personal fitness plan.
<i>Learning through movement</i>	Evaluate and justify reasons for decisions and choices of action when solving movement challenges ( <a href="#">VCHPEM140</a> )	Students may have the opportunity to participate in partner and group exercises. Students will need to discover ways to support their body and their partner's body to form a shape and desired outcome. Students may be asked to demonstrate their approach to their peers and explain the strategies they used to complete the movement challenge.

### 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 ( <a href="#">VCHPEP126</a> )	Discuss opportunities in the local community to continue participation in regular physical activity, including local pilates or yoga classes. Students may also discuss strategies they can use to promote their wellbeing, including particular pilates or yoga moves.

## Levels 9 & 10 – Includes Pilates and Yoga

### 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 ( <u>VCHPEM152</u> )	Use feedback from the instructor and peers to refine their performance of specialised pilates and yoga movement skills. Students may also have the opportunity to transfer the skills they learn to different situations, such as combining the individual movements and balances with a partner or group.
<i>Understanding movement</i>	Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels ( <u>VCHPEM155</u> )	Justify the selection of various pilates or yoga movements and exercises in their personalised physical activity or study plans. Students will be given an explanation of the benefits of core strength and how this is essential for most sports or physical activities they participate in. Through participation in the mind and body classes, students will be able to increase their knowledge of pilates or yoga skills and the physical and mental health benefits, thereby allowing them to incorporate these new skills 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 ( <u>VCHPEM158</u> )	Be encouraged to motivate themselves and their peers to participate and improve their performance in a variety of pilates or yoga skills. Students will have the opportunity to work cooperatively with their peers during fun exercises and group activities. They may also have the opportunity to lead an activity for their peers by choosing a particular shape or 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 critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices ( <u>VCHPEP145</u> )	Identify local community services where they can continue to develop the pilates or yoga skills they have been developing throughout the session. Students can then discuss the accessibility and effectiveness of these services with their peers.