



**Friday June 21**  
**Victoria University, Footscray Campus**  
Register now [achper.vic.edu.au](http://achper.vic.edu.au)

Contact us: [achper@achper.vic.edu.au](mailto:achper@achper.vic.edu.au)  
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ACHPER Victoria Partners

## EVENT SCHEDULE

8:15 – 8:45AM

8:45 – 9:00AM

ELECTIVE A

9.00-10.15AM

### REGISTRATION

### WELCOME ADDRESS

- A01 Biomechanics and Skill Acquisition - Teaching Ideas
- A02 Energy Systems – Practical Teaching Ideas
- A03 Engaging Teaching Ideas for Unit 2 HHD
- A04 Getting the Most out of Outdoor Experiences in OES
- A05 Planning and Teaching Sensitive Health Issues
- A06 Fun Warm Up Games and Activities
- A07 Physical Literacy in 7-10 Health and PE

10:15 – 10:45AM

ELECTIVE B

10.45AM-12.00PM

### MORNING TEA

- B01 Energy Systems – Practical Teaching Ideas
- B02 Biomechanics and Skill Acquisition - Teaching Ideas
- B03 Preparing for the VCE HHD Examination
- B04 Practical Activities to Teach Unit 1 PE
- B05 Planning Approaches to VCE OES
- B06 Differentiated and Explicit Assessment in Health
- B07 FMS to Small Sided Games in Lower Secondary
- B08 Models Based Practices in Teaching 7-10 PE

12:00-12:45PM

ELECTIVE C

12.45-2.00PM

### LUNCH

- C01 Backwards by Design Approach to Planning
- C02 Spicing up your HHD Classroom
- C03 Teaching VCE PE Unit 2 Through Practical Activities
- C04 Developing High Quality Assessment Tasks for OES
- C05 Road to Zero – Road Safety Experience for 9-10 Health
- C06 Epic Failure is OK! Creating a Challenging Environment
- C07 Curriculum Planning Tips and Resources for 7-10 PE
- D01 Preparing your Students for the VCE PE Examination
- D02 Unpacking the WHO Priorities
- D03 Creative and Practical Activities to Teach VCE VET Sport & Recreation
- D04 Strength and Conditioning in 9-10 PE
- D05 Developing a Year 10 Health Elective to Prepare for VCE HHD
- D06 Developing Critical Thinking Skills in the Game Context
- D07 Developing Formative Assessment Tools for 7-10 PE

ELECTIVE D

2.15-3.30PM

3:30- 4:30PM

### NETWORKING REFRESHMENTS AND VU FACILITIES TOURS

Enjoy some refreshments on us and join the ACHPER team and your fellow colleagues for a relaxing catch up in the bar. Victoria University staff will conduct laboratory tours of their world class facilities within the Institute of Health and Sport.

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**ACHPER Members: \$295.00 | Non Members: \$360.00 | Pre-service Teachers: \$100.00**

## ELECTIVE SESSION A 9.00 – 10.15 AM

<b>A01</b>	<b>Biomechanics and Skill Acquisition - Teaching Ideas (Prac)</b> <i>Ray Breed, Swinburne University and TBC</i> This hands-on workshop will expand your understanding of the Biomechanical and Skill Acquisition Principles discussed in VCE PE Unit 3 AOS 1, using a range of equipment and technologies in the laboratory to demonstrate these concepts in action. Activities in this session will provide you with an improved knowledge and activity bank, enabling you to view skill performance and the concepts in Unit 3 PE Area of Study 1, using a more holistic lens by integrating smaller concepts to explain movement. Finally, there will be an opportunity to ask questions relating to content and SAC preparation. (Repeated in B02)
<b>A02</b>	<b>Energy Systems – Practical Teaching Ideas (Prac)</b> <i>Hugh Saunders, St Augustine's College and Josh Vassallo, North Geelong Secondary College</i> This practical workshop will run you through a range of activities you can implement to help students better apply key knowledge and key skills of VCE Physical Education Unit 3 AOS 2: How does the body produce energy. Spend time in small groups participating in activities and collecting data to use in analysing how the major body and energy systems work and unpacking teaching strategies to link to the theory. References will also be made to the Outcome 2 Assessment Task, providing advice on how to structure the laboratory report using primary data. (Repeated in B01)
<b>A03</b>	<b>Engaging Teaching Ideas for Unit 2 HHD</b> <i>Carla Caminiti and Veronica Anrep, Brentwood Secondary College</i> This workshop will unpack the new HHD Study Design for Unit 2, with a focus on implementing engaging teaching activities for the 21st century learner. The activities presented will have a strong focus on Unit 2, but these activities are flexible, and can be adapted to suit your learners' needs. Participant involvement is encouraged as the workshop will involve active learning.
<b>A04</b>	<b>Getting the Most out of Outdoor Experiences in OES</b> <i>Hayley Tagell, Mount St Joseph Girls' College</i> With the new VCE OES Study Design, increased emphasis has been placed on students connecting the key skills and knowledge to their own outdoor experiences. This session will discuss the importance of outdoor experiences, barriers and overcoming them and where to find information to support you in planning them. It would be useful to bring information on the experiences you currently run as part of the session will take you through a planning tool you can use to develop outdoor experiences which provide opportunities to apply key knowledge and skills found in the Study Design.
<b>A05</b>	<b>Planning and Teaching Sensitive Health Issues</b> <i>Sara Villiers, The Metanoia Movement</i> Teaching sensitive health issues specific to mental and sexual health and wellbeing can be rather daunting. In this interactive workshop, you will explore a range of ACHPER Victoria resources, and experiential learning strategies, that are explicitly linked to the Levels 7-10 Health content within the Victorian Curriculum. Through this workshop, you will develop your capacity and confidence to address your mandated responsibilities, address the content descriptions and achievement standards, and link these to fun and empowering activities that support students to make healthy, safe and active choices. Keen to develop innovative assessment strategies that allow you to collect viable data? Check out my innovative, differentiated and explicit assessment workshop Session B06.
<b>A06</b>	<b>Fun Warm Up Games and Activities (Prac)</b> <i>Airlie Tudhope, PE Made Easy</i> Join in a number of fun and exciting warm up games and activities that can be used across a variety of units and year levels. All warm ups are inclusive, engaging, easy to set up and modifiable to suit the needs of your students. They can be used as a lead in to game-sense units, fitness sessions or sports, and cater for students of all ability levels. If you want to increase your teaching toolbox and introduce awesome warm up activities to your students, this session is for you!
<b>A07</b>	<b>Physical Literacy in 7-10 Health and PE</b> <i>Gareth Long, Sport Australia and Dr Bernie Holland, ACHPER Victoria</i> This informative, evidence-based seminar will outline the draft Sport Australia Physical Literacy Schools Framework. Developed in collaboration with ACHPER Victoria and leading academics, this framework provides a vehicle for Sport Australia's proposed National Commitment to Increasing Physical Literacy through which physical educators can continue to demonstrate its vital role in developing a whole of school approach to improving the physical, cognitive, psychological and social attributes of each student. Leave the session armed with a range of practical measures that can be applied in their school context.

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## ELECTIVE SESSION B 10.45-12.00PM

<b>B01</b>	<b>Energy Systems – Practical Teaching Ideas (Prac)</b> <i>Hugh Saunders, St Augustine's College and Josh Vassallo, North Geelong Secondary College</i> This practical workshop will run you through a range of activities you can implement to help students better apply key knowledge and key skills of VCE Physical Education Unit 3 AOS 2: How does the body produce energy. Spend time in small groups participating in activities and collecting data to use in analysing how the major body and energy systems work and unpacking teaching strategies to link to the theory. References will also be made to the Outcome 2 Assessment Task, providing advice on how to structure the laboratory report using primary data. (Repeat of A02)
<b>B02</b>	<b>Biomechanics and Skill Acquisition - Teaching Ideas (Prac)</b> <i>Ray Breed, Swinburne University, and TBC</i> This hands-on workshop will expand your understanding of the Biomechanical and Skill Acquisition Principles discussed in VCE PE Unit 3 AOS 1, using a range of equipment and technologies in the laboratory to demonstrate these concepts in action. Activities in this session will provide you with an improved knowledge and activity bank, enabling you to view skill performance and the concepts in Unit 3 PE Area of Study 1, using a more holistic lens by integrating smaller concepts to explain movement. Finally, there will be an opportunity to ask questions relating to content and SAC preparation. (Repeat of A01)
<b>B03</b>	<b>Preparing for the VCE HHD Examination</b> <i>Daniel Toma and Kelsey Currie, Lilydale High School</i> With the end of the year drawing close, it is time for teachers to start preparing to prepare their students for the VCE Examinations. This session will share tips and ideas to help you prepare your students for the VCE HHD Examination, with a focus on areas of the study design which need clarification, the extended response question, holistic marking and how to help students develop strong responses.
<b>B04</b>	<b>Practical Activities to Teach Unit 1 PE</b> <i>Beau Rawlyk and Jack Deen, Officer Secondary College</i> Come along to this practical workshop to gain ideas to deliver in your VCE PE Unit 1 course. Activities will focus on easy and engaging tasks which you can facilitate to help students connect practical experiences to the key knowledge and skills. Data collection methods will also be discussed to assist with the development of assessment tasks.
<b>B05</b>	<b>Planning Approaches to VCE OES</b> <i>Jodi Evans, Monash University - Peninsula</i> The VCE Outdoor Educator is presented with the challenging task of integrating theory, practical experience, standardised assessment and assessable journaling — all in a meaningful, engaging and appealing way, to a wide variety of learners. Overlaid with risk assessment and budgets, this task may often seem insurmountable. While there is no easy answer, this session will explore different approaches to overcoming constraints and blending theory, experience and assessment in a way that appeals to outdoor learners.
<b>B06</b>	<b>Differentiated and Explicit Assessment in Health</b> <i>Sara Villiers, The Metanoia Movement</i> Learn today, use tomorrow. Through a range of experiential learning activities, you will develop your capacity to differentiate assessment strategies for your students, which enable them to meet curriculum needs using a student-centred approach. Analyse assessment strategies by applying the principles of quality assessment, and create an easy to use rubric that supports differentiated learning, to collect viable data for reporting purposes.
<b>B07</b>	<b>FMS to Small Sided Games in Lower Secondary (Prac)</b> <i>Dr Bernie Holland, ACHPER Victoria</i> Many students enter secondary school still needing to develop the core fundamental movement skills to be successful in more complex games and sports as they get older. Using practical examples of small group activities and games, this session will encourage you to consider teaching skills and concepts from a themed base approach. With 'time running out', we will also consider why we teach what we teach and how we can select and structure content for maximum impact.
<b>B08</b>	<b>Models Based Practices in Teaching 7-10 PE</b> <i>Dr Trent Brown, ACHPER Victoria</i> The purpose of this workshop is to provide teachers with a greater understanding of the wonderful variety of instructional styles and diversity that exists in teaching physical education using models-based practices (MBP). MBP will be examined via curriculum, pedagogical and assessment perspectives so as to provide teachers with exemplars of contemporary practice, in line with high impact teaching strategies (HITS). Finally, teachers will be provided with a curriculum scope and sequence that demonstrates the power of MBP to meet diverse student learning objectives.

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## ELECTIVE SESSION C 12.45-2.00PM

C01	<p><b>Backwards by Design Approach to Planning</b> <i>Dr Rachael Whittle, VCAA and Mark Corrie, Camberwell Girls' Grammar School</i></p> <p>Having a clear understanding of what your students need to achieve in VCE Physical Education Unit 4 assessment tasks is an integral part of planning an effective teaching and learning program. This session will unpack the VCE Physical Education Unit 4, providing a big picture overview of the relationship between curriculum, assessment and pedagogy. Understanding Outcome statements and the relationship between key knowledge and key skills will build teacher capacity to develop assessment that meets VCAA requirements and the needs of the student cohort. You will be provided with guidance on how to use a backwards by design approach to planning your coursework to ensure you give your students the best possible chance to succeed.</p>
C02	<p><b>Spicing up your HHD Classroom</b> <i>Anna Rossetto, Glen Waverley Secondary College</i></p> <p>Come along to find out some ideas and activities you can implement into your HHD classroom to vamp up some of those 'drier' topics. All activities are versatile and can be tailored to a range of units, however, the majority of examples presented will be for Unit 4 HHD.</p>
C03	<p><b>Teaching VCE PE Unit 2 through Practical Activities (Prac)</b> <i>Sam Barrow and Eliza Pascall, Mentone Girls' Grammar School</i></p> <p>This session will explore creative and practical ways to engage and teach your students VCE Physical Education Unit 2: Physical Activity, Sport and Society. We will unpack the Unit 2 study design and identify a range of opportunities where practical lessons can be implemented, as physical educators we should practice what we preach. Practical activities will be shared combining theory and application to help bring this area of the curriculum to life.</p>
C04	<p><b>Developing High Quality Assessment Tasks for OES</b> <i>Alex Prins, Federation University</i></p> <p>This engaging session will examine the Outdoor and Environmental Studies Study Design with a focus on school assessed coursework (SACs). While much of the session will emphasise processes to develop a variety of assessment tasks within the Study, we will also discuss strategies to embed experiential learning in your teaching. Tips that enable students to improve their performance in these assessments will also be discussed.</p>
C05	<p><b>Road to Zero: The perfect vehicle for teaching Health &amp; PE</b> <i>Anne Harris, TAC, Elke Barczak, Museums Victoria and Christine Farrugia, Reservoir Secondary College</i></p> <p>Road safety is an important public health issue often explored in year 9/10 HPE. At TAC's Road to Zero education complex at Melbourne Museum, students delve into what makes a successful community health campaign, and then research and create their own! Co-developed with practicing teachers, learn how to incorporate this world-class (and free!) experience into your teaching practice, and gain insight into how Road to Zero is empowering young adults through positive action.</p>
C06	<p><b>Epic Failure is OK! Creating a Challenging Environment (Prac)</b> <i>Baden Small, Princes Hill Secondary College</i></p> <p>This engaging session will show you how you can create a practical classroom environment where fear of failure is diminished and the focus is on the process rather than the outcome. Boot Camp style activities using minimal equipment and specific language will be used to create challenging activities to help students develop goal setting skills, self-belief and a growth mindset.</p>
C07	<p><b>Curriculum Planning Tips and Resources for 7-10 PE</b> <i>Airlie Tudhope, PE Made Easy</i></p> <p>This session will explore the 7-10 Physical Education curriculum and planning, providing tips to make your program more engaging and ways to ensure that all the curriculum requirements are met. Develop your scope and sequence for the current Physical Education curriculum by navigating the Victorian Curriculum, its content descriptors, elaborations and standards, alongside resources provided by ACHPER Victoria.</p>

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## ELECTIVE SESSION D 2.15-3.30PM

<b>D01</b>	<b>Preparing your Students for the VCE PE Examination</b> <i>Emma Griffin, St Michael's Grammar School</i> This session will explore tips and ideas to best prepare your students for the VCE Physical Education examination, paying close attention to developing strong responses including practicing and marking extended response questions.
<b>D02</b>	<b>Unpacking the WHO priorities</b> <i>Brooke Taylor, Western Port Secondary College</i> In the Health and Human Development Study Design the prominence and importance of the World Health Organisation (WHO) priorities is paramount. The purpose of this workshop is to examine the priorities and work of the WHO and how these can be expressed within the key knowledge and key skills of Unit 4. A focus on a variety of teaching strategies and approaches that demonstrate how the WHO priorities could be enacted in the outcomes will be prominent in this session.
<b>D03</b>	<b>Creative and Practical Activities to Teach VCE VET Sport &amp; Recreation (Prac)</b> <i>Simon Cameron, Frankston High School</i> Needing new ideas to engage your students in VET Sport and Recreation? This practical session will provide you with creative and engaging ways to teach various units of competencies, including those "drier" content units which might not always naturally lead to application in practical settings.
<b>D04</b>	<b>Strength and Conditioning in 9-10 PE (Prac)</b> <i>Glenn Strachan, Doncaster Secondary College and Sam Owen, McGuire College</i> This session will consist of implementing a Strength and Conditioning (S/C) unit for Years 9 and 10, focusing on how to teach a larger group of mixed abilities and how to tie in S/C into your curriculum. The session will involve how to teach strength exercises safely whilst incorporating the use of ICT and data to assist with analysis.
<b>D05</b>	<b>Developing a Year 10 Health Elective to Prepare for VCE HHD</b> <i>Deb Fleming and Emma Woods, Somerville Secondary College</i> This presentation will demonstrate the steps Somerville Secondary College has taken to develop a new elective for year 10 students in 2019, called Nutrition and Health Promotion. The session will provide an overview as to how the subject provides a pathway into VCE Health and Human development and the way in which it aligns with HITTs and the college's new instructional model. Participants will have the opportunity to engage in a model lesson, experience a learning activity and ask questions.
<b>D06</b>	<b>Developing Critical Thinking Skills in the Game Context (Prac)</b> <i>Gareth Long, Sport Australia</i> In this engaging practical workshop teachers will experience how a range of small-sided games (SSGs) can be designed to develop students' tactical knowledge and critical thinking skills through game play. This workshop will provide examples of new and motivating ideas that can be used by teachers to add to their existing library of SSGs.
<b>D07</b>	<b>Developing Formative Assessment Tools for 7-10 PE</b> <i>Dr Rachael Whittle, VCAA and Samantha Downward, Kambrya College</i> This session will unpack formative assessment in 7-10 Physical Education in relation to the Victorian Curriculum F-10: Health and Physical Education. Working with the VCAA Guide to Formative Assessment Rubrics, teachers will start to unpack what student progression on a learning continuum looks like, develop a formative assessment rubric and discuss how to use evidence collected to plan for teaching and learning.
<b>3.30–4.30 PM</b>	<b>NETWORKING REFRESHMENTS AND VU FACILITIES TOURS</b> Enjoy some refreshments on us and join the ACHPER team and your fellow colleagues for a relaxing catch up in the bar. Victoria University staff will conduct laboratory tours of their world class facilities within the Institute of Health and Sport.

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