



Community Sport and Recreation

TEACHING & LEARNING SUPPLEMENT

Teaching and Learning Supplement

COMMUNITY SPORT AND RECREATION (HPE215118)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for learners to demonstrate achievement of course outcomes.

It suggests some examples of appropriate learning activities to enable learners to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety of opportunities and the mix of tasks should reflect a range of different types of tasks to address different knowledge and skills, and different learning styles. Tasks do not always have to be lengthy to make a decision about student demonstration of achievement of an outcome.

At the core of the Sport group of courses are the concepts of physical activity and physical literacy. It is essential that learners acquire movement skills and concepts to enable participation in a range of physical activities, confidently, competently and creatively, and therefore engage in lifelong physical activity participation. This is crucial as Health and Physical Education and the Sport Group of courses must fill a key role in dealing with Tasmania's alarming statistics in relation to young people and their wellbeing:

- physical activity participation rates, notably amongst young people – particularly girls, is showing concerning decline¹;
- approximately 30 per cent of Tasmanian children aged between 12 and 15 are overweight, and nearly 10 per cent are obese²;
- estimate Type 1 Diabetes rates are higher in Tasmania for children aged between 0 and 14 than nationally³;
- deaths of children and young people due to intentional self-harm are higher in Tasmania than nationally⁴.

Alongside improving physical activity levels is the development of physical literacy, and managing the integration of physical, psychological, cognitive and social capabilities that help us live active, healthy and fulfilling lifestyles.

By combining physical activity, physical literacy and placing an emphasis on the practical nature of the Sport group of courses we provide the basis for lifelong holistic learning. Teachers should ensure they are familiar with the different roles, pathways and purposes of all courses across the HPE suite and particularly the connections aligned to those within the Sport group.

¹ 2011, *Australian Social Trends: Sport and Physical Recreation*, Australian Bureau of Statistics, <http://abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4102.0Main+Features30Jun+2011> (accessed 22 February 2018)

² 2017, Media Release: *Commissioner release updated Data Report on the Health and Wellbeing of Tasmania's children*, Commissioner for Children and Young People, <http://www.childcomm.tas.gov.au/wp-content/uploads/2017/03/Media-Release-CCYP-Health-and-Wellbeing-Report-4-Sept-2017.pdf> (accessed 22 February 2018)

³ 2

⁴ 2

HEALTH AND PHYSICAL EDUCATION SUITE				
Level	Sport Group	Recreation Group	Health Group	Outdoor Group
3	Sport Science 15		Health Studies 15	Outdoor Leadership 15
2	Sport Science-Foundation 15 Athlete Development 15 Community Sport and Recreation 15		Personal Health and Wellbeing 15	Outdoor Education 15
1	Fitness Experiences 5 Sport and Recreation Experiences 10		Personal Care 10	Outdoor Experiences 5
Pre	Sport and Recreation for Life 10			

COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for *Community Sport and Recreation* must be read in conjunction with the *Community Sport and Recreation* Course Document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

Community Sport and Recreation is a level 2 course in the Sport group of the Health and Physical Education (HPE) suite of courses.

Community Sport and Recreation aims to develop learners' awareness and skills in relation to:

- reviewing the impact of physical activity on community health and wellbeing and the importance of building healthy active communities
- building physical literacy capacity through participation in a wide range of activities and roles
- examining social connections and participation pathways provided within the sport and recreation community
- developing health literacy and identifying reliable information sources
- discussing critical factors, connections and impacts of participation in community sport and recreation in assisting the management of a holistic approach to personal health
- exploring a range of health issues and positive health strategies
- being comfortable communicating personal views on a range of recreation related issues
- developing, monitoring and maintaining personal health levels using positive interventions and actions
- identifying opportunities to become involved in various community or volunteer groups and roles
- showing teamwork, empathy, collaboration and respect for diversity when working with others

Community Sport and Recreation provides learners with practical involvement in a range of socially based physical activities, roles and experiences. A major element of the course is building awareness of the many lifestyle and lifelong health benefits gained through regular involvement in recreational and sporting activities. The course also aims to engage learners in physical activity in a way that promotes immediate as well as long-term benefits for: personal growth; movement skills and fitness; interpersonal skills; and the ability to interact with others in a safe, non-threatening and enjoyable environment. *Community Sport and Recreation* also provides opportunities for learners to gain understanding of physical literacy, fitness development and health and social issues from both personal and broader community perspectives.

Regular participation in recreation activities is the medium through which learners:

- experience and examine the effects of recreation on individuals and communities
- investigate the role of physical activity in maintaining good health
- assess and review strategies to promote health and safety
- assess personal and interpersonal skills impact on meeting goals

Community Sport and Recreation requires learners to work individually, with others and in teams. Learners will be involved in acquiring, applying and examining information about physical activity and performance, planning and organising activities, investigating solutions to individual and community recreation challenges, and using suitable technologies where relevant.

Community Sport and Recreation consists of 5 units.

Unit 1 – Community Recreation Concepts

Unit 2 – Individual Games and Sports

Unit 3 – Team Games and Sports

Unit 4 – Community Recreation and Adventure Activities

Unit 5 – Personal Development.

Unit 1 has a theory focus and is intended for concurrent delivery with various practical activities from Units 2, 3, 4 and 5. **All course units** are compulsory and each unit has a design time of approximately 30 hours.

PHYSICAL ACTIVITIES

Learners must complete a minimum of 15 activities plus 3 Fitness Tests.

Learners must complete a minimum of:

- 4 activities from Unit 2
- 4 activities from Unit 3
- 4 activities from Unit 4
- 3 activities from Unit 5 + Fitness Testing

The selection, sequencing and delivery time allowed for practical activities will be based on the needs and interests of learners, and the availability of facilities in the local community. Providers are encouraged to offer a diverse range of activities.

FITNESS TESTING

All learners must complete at least 3 rounds of basic fitness testing spaced through the year of study. It is recommended that this be undertaken a minimum of 3 times at intervals throughout the course (e.g. weeks 3, 18, 33) in order to allow learners an opportunity to reflect before setting goals and action plans in place to develop the maintenance/improvement of personal fitness levels. Learners may be provided opportunities to investigate, choose and design the testing format.

SEQUENCE OF CONTENT

In *Community Sport and Recreation* Level 2:

- Unit 1 will be addressed via a mixture of theoretical and practical experiences, integrated as appropriate with specific outdoor activities within other Units;
- Units 2, 3, 4, 5 may be delivered in any order;
- The (minimum 3) Fitness Tests in Unit 5 must be spaced throughout the year.

The balance of time used for the theory and practical components must be appropriate to the learning and assessment requirements of this course. It is expected that a time ratio will reflect an aim of one third theory (approximately 50 hours) and two thirds practical (approximately 100 hours). Work and specific activities undertaken in this course may **not** be used by learners as evidence of meeting the requirements or standards of any other TASC accredited course.

TEACHING AND LEARNING

Unit 1 Community Recreation Concepts

In this Unit learners will participate in 30 hours of study.

This Unit reviews the impact of physical activity on community health and wellbeing and the importance of building healthy active communities.

Examples of Learning activities

Learners:

work in groups of 3, to define the following 4 terms (recreation, leisure, play and sport) and attempt to differentiate between them

respond to trigger visuals (either clips or images) of different activities selected by the teacher and categorise/ classify as either sport or recreation activities, justifying in their answers that they clearly understand the difference between these terms

use the internet and other sources to complete a digital report on two indigenous athletes including a minimum of two paragraphs of information on the each of the following categories:

- the athletes early life (before competition)
- the achievements (sporting and otherwise) of the athlete
- the impacts, advantages and barriers that being indigenous caused for the athlete in participating in their chosen sport

watch a TV evening news programme (state the date and the channel of the news programme analysed), and analyse the percentage of coverage for women's sport compared with men's sport in a 1(one) page written report including graphical representation and an explanation of why they think the results occurred

participate in small group/full class discussions about the topic 'What is so Australian about AFL?'

reflect, write and present a 5 minute response on the following, 'Why does sport take on such a prominent role on arguably Australia's most important day, ANZAC

Day?' and participate in further discussion about whether this should be a day of rest rather than a day of sport

devise and conduct a survey on reasons for participation in sport across a sample of the school population; represent data in frequency tables and graphically; analyse the results from the devised survey and other population samples; compare and contrast data with secondary sources (eg: [Australian Bureau of Statistics](#))

investigate and report on 5 sporting venues and 5 recreation venues within a 30km radius of where they live, researching what activities can be done, what time they are offered, who are they offered for, the cost of the activities, any equipment required for the activities etc.

conduct an inquiry into 3 of the following questions:

- How does the development of physical skills support effective participation in sport and recreation and the development of personal health?
- What are the benefits of participating in sport and recreation activities?
- How does physical participation in sport and recreation activities support psychological, emotional, social, physical and spiritual health?
- How can I support my participation and the participation of others in sport and recreation activities?
- What strategies do individuals and organisations employ to promote their own and other Australian's health?

review and report in pairs on 1 (one) team sport, recreation or adventure/outdoor activity addressing the following:

- How do policies, strategies, rules and technology promote health and safety in this sport, recreation or adventure activity?
- How can technology be used to ethically promote health and safety in this sport, recreation or adventure activity?
- What safety strategies should you and others know and implement when participating in this sport, recreation or adventure activity?

Unit 2 Individual Games and Team Sports

In this Unit learners will participate in 30 hours of study.

All learners must experience a minimum of 4 activities during this Unit, and no activity will extend beyond 15 hours of study. Wherever practical the provider will endeavour to give learners exposure to local facilities and community groups that can support a connection to further involvement beyond the course.

Activities include, but are not limited to:

Racquet sports:	Aquatic sports:	Other Sports:
<ul style="list-style-type: none">• tennis• badminton• squash• racquetball• table tennis	<ul style="list-style-type: none">• surfing• swimming• snorkelling	<ul style="list-style-type: none">• cycling• carpet bowls• croquet• snooker/pool• judo• darts

Examples of Learning activities

Learners:

undertake an appropriate mix of learning activities for each game, sport or activity experienced including:

- background investigation and understandings of the evolution, key concepts and intentions, participation rates and community access
- active participation and contribution to a supportive group culture
- review and reflection on experiences using the journal
- fundamental skill building and participation in various roles
- possible extension based on personal engagement and development using a differentiated approach that meets the range of learners in the group

research and report on the history / origin of a chosen game or sport, providing a description of the game including:

- basic rules
- equipment required
- labelled diagram of court/field dimensions
- major skills and fitness components required
- profiles of 2 (two) elite Australian or Tasmanian athletes involved in the game or sport and some of their recent achievements

participate in a class doubles king of the hill event – identify a court at one end as the 'top of the hill', the other 'the valley' play to a certain score – winning teams move to next 'uphill' court, losers go 'downhill' with a scheduled final playoff for both Hill and Valley champion of the day titles

identify through video analysis of a key strategy or skill performed to an elite level and development of a training drill to practice and refine the chosen skill e.g. alternating deep and short shots, alternating deep left and right corners, or a wide serve followed by a net approach, smashing a lob effectively etc.

demonstrate use of equipment in a safe closed environment e.g. snorkeling, duck-diving or surfboard paddling in a pool or sheltered inshore area in calm conditions

work in groups to identify and share the best/worst aspects of a new activity and discuss the most enjoyable ways to market the activity to ensure new participants get a positive introduction

work in pairs to practice coaching to build basic skill mastery e.g. catching a wave

contribute to post-activity class discussion (maybe on the bus trip back) on topics such as:

- do you have to be good at something to enjoy it?
- how important is being able to laugh at yourself?
- what are the best things about this activity?
- who in the community is missing out on this activity?

work in small groups to organise and lead a lesson long lightening tournament e.g. darts, pool, croquet

visit a series of local venues and participate in small group / class discussions comparing and reviewing the pros and cons of each

work in a class group to develop and conduct fair drafts / rosters for use in class events / competitions such as an end of term team triathlon of activities event with a focus on fun, participation, engagement and encouragement, this could have a range of bonus points, rewards and prizes attached

conduct an online survey or poll on the activities covered for the term rating factors such as enjoyment, inclusion, participation rates, likelihood for further involvement, advantages or disadvantages of facilities and community access, etc. Discuss and justify a position on how these factors may influence participation rates from the wider community.

Unit 3 Team Games and Sports

In this Unit learners will participate in 30 hours of study.

All learners must experience a minimum of 4 activities during this Unit and no activity will extend beyond 15 hours of study. Wherever practical the provider will endeavour to give learners exposure to local facilities and community groups that can support a connection to further involvement beyond the course.

Activities may include, but are not limited to:

Invasion games:	Striking sports:	Emerging games and sports:
<ul style="list-style-type: none">• basketball• touch• Australian rules• hockey• netball• soccer• handball• water polo• underwater hockey• flag football• lacrosse	<ul style="list-style-type: none">• cricket• softball• volleyball• vigoro• beach volleyball	<ul style="list-style-type: none">• ultimate frisbee• bubble soccer• spikeball• laser tag

Examples of learning activities:

Learners:

undertake an appropriate mix of learning activities for each game, sport or activity experienced including:

- background investigation and understanding of the evolution, key concepts and intentions, participation rates and community access
- active participation and contribution to a supportive group culture
- review and reflection on experiences using the journal
- fundamental skill building and participation in various roles
- possible extension based on personal engagement and development using a differentiated approach that meets the range of learners in the group

research and report on the history / origin of a chosen game or sport, providing a description of the game including:

- basic rules
- equipment required
- labelled diagram of court/field dimensions
- major skills and fitness components required
- profiles of 2 (two) elite Australian or Tasmanian athletes involved in the game or sport and some of their recent achievements

find and watch a short clip of excellent players in competition and identify a key skill or strategy. They then work in groups to design and setup a drill to practice that particular skill – (e.g. bowling a yorker, a dig, set or spike, using a glove to catch or field, etc.)

engage in a class debate, 'do HPE classes in primary and high school teach team games and sport effectively?', forming justification for their stance

create a video journal of clips (video diary) recording their thoughts and development over the course of series of lessons on a particular activity

identify some of the common principles and intentions of invasion games and engage in discussion about some of the common strategies and approaches used, leading to further discussion and investigation of game sense / awareness approaches to coaching

work in groups to identify and share the best/worst aspects of a new activity and discuss the most enjoyable ways to market the activity to ensure new participants get a positive introduction

perform the different roles of coach / player and provide / receive feedback to build basic skill mastery e.g. kicking, bounce-passing etc.

contribute to post-activity class discussions (maybe on the bus trips back) on topics such as:

- is competition a good or bad thing?
- how important is learning to be a good team person?
- does team sport teach lessons for life?
- what does gracious in defeat humble in victory look like?
- what are the best things about this game/sport?
- who in the community is missing out on this activity?

- work in small groups to organise and lead a lesson long lightening tournament e.g. 3-on-3 basketball, mixed volleyball, ultimate Frisbee, bubble soccer, dodgeball

conduct a roster draw and hold a social end of term team mixed bag activities event – focus is on fun, participation, engagement and encouragement, this could have a range of bonus points, rewards and prizes attached

visit a series of local venues and participate in small group / class discussions comparing and reviewing the advantages and disadvantages of each, according to a class-determined list of factors

conduct an online survey or poll on the team activities covered for the term rating factors such as enjoyment, inclusion, participation rates, likelihood for further involvement, advantages or disadvantages of facilities and community access, etc. Discuss and justify a position on how these factors may influence participation rates of the wider community.

Unit 4 Recreation and Adventure Activities

In this Unit learners will participate in 30 hours of study.

All learners must experience a minimum of 4 activities during this unit and no activity will extend beyond 15 hours of study. Wherever practical the provider will endeavour to give learners exposure to local facilities and community groups that can support a connection to further involvement beyond the course.

Activities may include, but are not limited to:

- Martial Arts
- Laser Tag
- Trampolining
- Day walks
- Geocaching
- Boot camp

Taster or short introductory experiences in recognised Outdoor Learning Activities which may include - but are not limited to:

- Aquatic activities – underwater hockey, snorkelling, aquafitness, water sliding
- Introduction to Paddle sports (Flat Water) –Wave Ski/Sit on top, Stand Up Paddleboard, Kayak/Canoe
- Fishing - freshwater fishing (bait, lure, fly) , saltwater fishing (bait, lure, fly, surf)
- Cycling - Road cycling, BMX, Cross country, Trail riding
- Orienteering - orienteering basics, local/campus/known area courses, courses in new environments
- Indoor Climbing - climbing and abseiling on artificial climbing structures, sport climbing/wall climbing. Individual or team challenge activities (e.g. ropes, crates)
- Outdoor Climbing - bouldering, top rope climbing (single pitch only)
- Abseiling - indoors – artificial structures, outdoors – made structures, natural structures
- Snow Activities - tobogganing, hiking, downhill skiing, snowboarding, cross country skiing (within confines of a managed area)
- Small Wheel Activities - skate board, long board, roller skate / blade
- Surfing (Introductory) - surf swimming, body boarding, soft board/surfboard riding, surf/wave ski.

Suggested resource:

- Department of Education's [Procedures for Planning Off Campus Activities](#) (or equivalent), which are aligned with the Australian Adventure Activity Standards.

Examples of Learning activities

Learners:

undertake an appropriate mix of learning activities for each Recreation and Adventure activity experienced including:

- background investigation and understanding of the evolution, key concepts and intentions, participation rates and community access
- active participation and contribution to a supportive group culture
- review and reflection on experiences using the journal
- fundamental skill building and participation in various roles
- possible extension based on personal engagement and development using a differentiated approach that meets the range of learners in the group

research and write a report on the history/ origin of the activity. Provide description of the recreation including:

- basic rules / recommendations of equipment required
- Tasmanian and local venues (provide a table or map)
- major skills and fitness components required
- profiles of 2 (two) elite Australian or Tasmanian athletes involved in the recreation and some of their recent achievements

identify and watch a video clip of a key strategy or skill performed to an elite level and work in groups to develop ways to practice and refine the chosen skill - e.g. taking a bearing whilst running uphill; managing a battle rope; casting a lure on target; managing a drop-off on a bike through a rocky trail; putting on climbing harness; stopping safely on snow; lacing walking boots; fitting a day pack

engage in a class debate, "adventure activities are not about competition", forming justification for their position on the topic

create a video journal of clips (video diary) recording their thoughts and development over the course of series of lessons on a particular activity

identify the common principles and intentions of adventure activities and discuss the common/contrasting philosophy and approaches used; connect these to other factors including the natural environment, risk, resilience, shifting trends in the types of activities people engage in, 21st century lifestyles and flexible exercise options

work in groups to identify and share the best/worst aspects of a new activity and discuss the most enjoyable ways to market the activity to ensure new participants get a positive introduction

contribute to post-activity class discussions (maybe on the bus trips back) on topics such as:

- What is a natural high?
- How important is controlled risk taking?
- Does adventure need to be a part of a healthy lifestyle?
- What facilities and activities do you know of that are nearby?
- Are equipment and costs limiting participation in this course?

perform the different roles of coach / player and provide / receive feedback to build basic skill mastery e.g. knee drop on trampoline, commando roll and shoot in laser tag, duck-diving on bodyboard etc.

work collaboratively in small groups and take individual responsibility for leading identified elements of the session

visit a series of local venues and participate in small group / class discussions comparing and reviewing the pros and cons of each

develop a hypothetical risk management plan for each recreation and adventure activity they have participated in to understand the complexity behind participation in such activities. Use the DoE guidelines for completion of these plans by following the link - Department of Education's [Procedures for Planning Off Campus Activities](#).

conduct an online survey or poll on the adventure activities covered for the term rating factors such as enjoyment, inclusion, participation rates, likelihood for further involvement, advantages or disadvantages of facilities and community access, etc. Discuss and justify a position on how these factors may influence participation rates of the wider community

participate in a class planning day and run a social end of term activities day – attend and engage in a mixed bag of the activities covered in class

Unit 5 Personal Development

In this Unit learners will participate in 30 hours of study.

All learners must experience Fitness Testing and a minimum of 3 activities during this Unit, no activity will extend beyond 15 hours of study. Wherever practical the provider will endeavour to give learners exposure to local facilities and community groups that can support a connection to further involvement beyond the course.

Fitness Testing: As part of Unit 5 all learners must undertake a recognised fitness test battery at least 3 times during the year of study (e.g. ACHPER Australian Schools Fitness Tests, ADF, Tasmania Police). It is recommended that this be undertaken at spaced intervals throughout the course (e.g. weeks 3, 16, 29) in order to allow learners an opportunity to reflect and set goals and action plans to develop the maintenance/improvement of personal fitness levels (See Criteria 1, 2 & 4).

Activities may include, but are not limited to the following health related fitness activities:

- | | |
|-----------------------------|-------------------------|
| • jogging/running/walking | • flexibility exercises |
| • circuit training | • weight training |
| • community fitness classes | • cross-fit |
| • agility/speed training | • golf |
| • swimming | • lawn bowls |
| • resistance training | • ten pin bowling |

Volunteer Official Elective* (National Accreditation (level 0 or level 1) in community sport and recreation-related fields): This extension experience may be offered as an option within the Unit aimed at completion of up to 15 hours formal accreditation in relevant non-athlete community, participation, and volunteer roles for an activity of the learners interest. This may include but is not limited to accreditation in one of:

- sports trainer
- first aid
- bronze medallion
- admin/budget/rostering
- umpiring and officiating
- sport or recreation administration
- junior, community/club level coaching

Examples of learning activities:

Learners:

follow up each visit to a particular community venue for a fitness activity in small groups to design their own session that they could hypothetically conduct with varying groups of people e.g. their class; primary school children; people with a specific disability e.g. blind; elderly; elite athletes etc.

make a personal goal board to track goals, either in print using magazines and a large sheet of poster paper, or digitally. The learner must fill their goal board with pictures that show ideas, desires, thoughts, plans and goals. The learner will then use this as a trigger to engage in one to one dialogues with the teacher and other class members

print pictures of people doing basic activities such as kicking a soccer ball, cooking a meal or talking to another person. Share the picture with the group and discuss questions about the pictures, such as, "Why is this person acting this way?" or "What do you think this person wants to happen?" to showcase the correlation between everyday healthy activities and working toward a simple goal

examine the notion of volunteering by holding a group discussion to explore the concept of volunteering in the context of benefiting members of their community. Example prompts include:

- Describe what being a volunteer means.
- Have you or any of your friends or family ever volunteered?
- How does volunteering help people in your community?
- Make a list of the words that you associate with volunteering.
- What are the qualities and values of a volunteer?
- What sort of roles do people take on as volunteers?

conduct a personal research project to create an organisational profile chosen from a class-derived list of places where people can volunteer in your community. Learners will need to consider the following when conducting their research:

- What is the purpose of the group?
- Who can be a member of the group?
- Can young people volunteer with this group?
- What people in the community benefit from this group?
- How do they achieve their purpose?

*Learners' extension experiences **must not** be concurrent learning in Nationally Recognised VET Units of Competency, TASC recognised formal learning qualifications, or other qualifications that contribute to the TCE.

- Why do people want to join in?

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

Community Sport and Recreation Level 2 enhances learners' opportunities for employment, enterprise, further study, leisure and lifelong learning. It provides an opportunity for learners to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills including: balancing priorities, managing time and experiencing the value of a healthy lifestyle.

Community Sport and Recreation Level 2 builds on concepts from the [Australian Curriculum - 9/10 Health and Physical Education v8.2:](#)

Strand: Personal Social and Community Health

Focus Areas:

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy active communities

Strand: Movement and physical activity

Focus Areas:

- Moving our body
- Understanding movement
- Learning through movement

The skills developed in *Community Sport and Recreation* may be oriented towards work, personal fitness, or general health and wellbeing.

Learners completing *Community Sport and Recreation* may use it for its foundation to personal development and life preparation and/or to prepare for a wide range of personal, vocational and further education and training options.

Study in the health and recreation areas can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.

WORK REQUIREMENTS

The work requirements outlined in the course document should form the minimum assessment tasks for each of the units. Teachers will need to acknowledge these requirements when designing their scope and sequence however, additional assessment (particularly of a formative nature) may be included to support and enhance the learning program. The learning activities, described in the preceding section, may support, facilitate and enrich learners' understandings in preparation for completion of the following work requirements.

Summary of Minimum Work Requirements		
Unit	Task	Criteria
1	Contact Register : Local Activity Options (min. 10 options)	2
	Report (250 words)	
	Benefits of Community Sport and Recreation	1, 2, 3
	Graphic Presentation (1 A4 or A3 sheet / 2 slides)	
	Australian Adventure Activity Standards	1, 2, 3
	Report (250 words)	
	Inclusion and tolerance	1, 2, 3
2	Digital Presentation (10 slides / 3 minute video)	
	Session-by-session Journal entries (See Appendix)	4, 5, 6
	(min 500 words per Unit)	
3	Activity Research & Short Report	1, 2, 3
	(300 words)	
	Session-by-session Journal entries	4, 5, 6
4	(min 500 words per Unit)	
	Activity Research & Short Report	1, 2, 3
	(300 words)	
5	Session-by-session Journal entries	4, 5, 6
	(min 500 words per Unit)	
	Activity Research & Short Report	1, 2, 3
	(300 words)	
	Activity Research & Short Report	1, 2, 3
	(300 words)	
	Fitness Testing	2, 3, 4
	3 X recognized Fitness Tests (spaced throughout year)	

RESOURCES

Recommended Reading

Amezdroz, G., Dickens, S., Hosford, G., Stewart, T. & Davis, D., 2010, *Queensland Senior Physical Education*, Macmillan Education Australia, Melbourne.

Davis, D., Kimmitt, T., Ackerly, D. & McAnee, A., 1999, *VCE Physical Education*, 3rd Ed, MacMillan Education Australia, Melbourne.

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McPartland, D., Pree, A., Malpeli, R. & Telford, A., 2010, *Nelson Physical Education Studies For WA*, Cengage Learning Australia, South Melbourne.

Smyth, D., Judge, W., O'Keefe, M. & Shepherd, F., 2006, *Live It Up 2: VCE Physical Education Units 3 & 4*, 2nd Ed. QLD, John Wiley & Sons Australia, Milton. (<http://www.jaonline.com.au/liveitup/book2.htm> Web Supplements section, p. 75; 118)

Websites

All URLs (website addresses) cited were accessed and checked for accuracy and appropriateness of content on February 19, 2018. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be guaranteed.

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<http://www.vcaa.vic.edu.au/Pages/vce/studies/physicaledu/phyeduindex.aspx>

<http://learningthroughsport.blogspot.com.au/>

<http://www.humankinetics.com/excerpts/excerpts/effective-strategies-to-group-learners-in-physical-education-classes>

http://www.getmoving.tas.gov.au/whats_on/community_physical_activity_programs

<http://www.health.com/fitness/2017-fitness-trends>

<https://fitness.edu.au/top-16-influencers-of-fitness-and-nutrition/>

<https://greatist.com/fitness/best-health-fitness-apps>

<https://gtt.com.au/>

<http://www.activelaunceston.com.au/Groups/Fitness-Centre-Organisation-or-Personal-Training>

<https://www.hobartcity.com.au/Community/Doone-Kennedy-Hobart-Aquatic-Centre/Activities-and-programs>

<https://www.theptdc.com/2012/04/47-random-personal-trainer-tips/>

<https://www.livestrong.com/article/326044-quick-tips-for-starting-out-as-a-personal-trainer/>

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<http://www.abc.net.au/btn/resources/teacher/episode/20130514-mealsonwheels.pdf>

<https://www.livestrong.com/article/30488-goal-setting-activities-teenagers/>

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_sport_recreation_19_app_syll.pdf

http://sydney.edu.au/education_social_work/future_learners/undergraduate/resources/EDUH4058.pdf



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APPENDIX

The Community Sport and Recreation Journal requirements

Throughout the year of study all learners undertaking the Community Sport and Recreation Level 2 course must use and submit a Journal as a major source of evidence for assessment.

Content **must** be regularly updated and the learner is responsible for ensuring content is current and appropriately organized.

Journal Use

The learner is typically expected to update entries within one week of the activity session concluding.

The *Community Sport and Recreation Journal* is a primary tool to record and support personal reflection, information sharing and collation of relevant resources and materials. Details of specific activities, events, contacts and resources should be recorded in the relevant sections.

Journal Content

The *Community Sport and Recreation Journal* must contain (but is not limited to) sections that address the following content:

- *Community Sport and Recreation Activities* – Session records
- Activity name
- Venue
- Date and Time
- People involved
- Short personal evaluation/reflection
- Costs and community contacts for future use...
- Opportunities to volunteer or participate in future
- Fitness Testing
- Written texts and resources
- Visual resources (e.g. flyers, sketches, maps, posters).
- Handouts and class notes
- Assignments and Reports
- Local community contacts, and other useful numbers or links

Other information that could appear in the Community Sport and Recreation Journal:

- Recreation retailers or provider details
- Medical and Health Insurance details
- Resources, articles, and links
- Equipment management

Journal Format

Content for the Journal may be maintained in multimodal format, a traditional paper-based ledger or folder, stored digitally online, or a combination of both. Providers are strongly encouraged to explore use of digital options including apps for ease of entry. Tools such as Googledocs/ sheets and OneNote are recommended as some examples of options to consider to help in creating and maintaining digital Journal entries. Providers and learners must be mindful of the need to secure and back up this important assessment material.