



Sport and Recreation Experiences

TEACHING & LEARNING
SUPPLEMENT

Teaching and Learning Supplement

SPORT AND RECREATION EXPERIENCES (HPE110118)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes. It suggests some examples of appropriate learning activities to enable students 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 students 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.

| 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 | | | |

¹ 2011, *Australian Social Trends: Sport and Physical Recreation*, Australian Bureau of Statistics. <http://abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4102.0Main+Features301un+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

COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for *Sport and Recreation Experiences* Level I must be read in conjunction with the *Sport and Recreation Experiences* Level I 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.

Sport and Recreation Experiences is a Level I course in the Sport Group of the HPE Suite. It provides learning experiences that engage and develop learners through participation in physical activities that help the individual to refresh or recreate themselves and also to take part in organised sports competition.

Often a key intention for undertaking recreation activities is to achieve enjoyment and relaxation by taking time out for diversion from other tasks and areas of their life. "Active recreation activities are those engaged in for the purpose of relaxation, health and wellbeing or enjoyment with the primary activity requiring physical exertion, and the primary focus on human activity". Sport is generally recognised as involving "...physical exertion and skill as the primary focus of the activity, with elements of competition where rules and patterns of behaviour governing the activity exist formally through organisations."⁵

In a broader sense sport plays a unique role in our community in helping participants' personal development through increased self-awareness in areas including:

- experiencing and dealing with pressure
- celebration of commitment, effort and individual milestones or achievements
- respect, inclusion and appreciation of others
- resilience and coping with winning, losing, success and disappointment, achievement
- connectedness & teamwork - squad and individual social connections, roles and developing a culture of collective effort and support
- experiencing various approaches, facilities and activities that can help to attain those goals.

Sport and Recreation Experiences aspires to challenge and engage the learner, build positive lifelong attitudes and behaviours towards sport, recreation and physical activity. Through study of two defined units learners will explore the nature of sport and recreation activities and reflect on their own experiences.

Further aims of the Sport and Recreation Experiences course include learners:

- participating in a diverse range of selected recreation activities to experience the practical health benefits of active recreation
- demonstrating commitment to regular engagement in physical activity aligned to either sporting or recreational intentions and goals
- competing in organised sports competition
- building personal skills
- developing tactical knowledge
- showing respect and supporting others across various roles in competitive sport
- building positive attitudes and a supportive sports culture
- recognising and following accepted safety practices and managing of equipment
- identifying and selecting activities of greatest positive impact
- reflecting on life balance and incorporating sport and recreation as part of managing a healthy active lifestyle
- recognising physical, psychological, social, and cognitive capabilities developed through sport and recreation
- participating in post activity reflection and recording (*Sport and Recreation Experiences* journal)

- developing awareness of future pathway options for maintaining ongoing physical activity.

Sport and Recreation Experiences Level 1 is designed as an introductory course across the Sport, and Health and Recreation groups of the HPE suite. Through practical involvement in selected sport and recreation activities (including preparation and competition in rosters or events at a suitable level) the learner will develop a variety of skills and knowledge.

Elements which are central to this course include:

- developing general and specific sport and recreation activity skills and techniques
- describing and using basic personal organisational skills
- communication and actions that contribute to building a culture and environment that is positive, inclusive and supportive
- exploring a range of motivating factors and opportunities for lifelong involvement in sport and recreation activities
- setting and reflecting on personal goals related to sport and recreation activities.

These elements help develop physical literacy and shape the way learners can develop the confidence and capacity to maintain lifelong positive involvement in sport and recreation.

Learners studying *Sport and Recreation Experiences* must undertake **at least four (4) different activities** (two (2) sport activities and two (2) recreation activities) in the year of study. In undertaking these practical activities learners will be given basic coaching and introduced to technical activity skills and associated safety practices.

The course must be predominantly delivered through practical experiences appropriate to the learners' sport and competition level, goals, personal attributes and fitness levels.

Learners will be provided with opportunities to reflect on their own performances.

SEQUENCE OF CONTENT

Learners will undertake study in two (2) Units:

UNIT A: Sport Experiences

UNIT B: Recreation Experiences

The two units may be delivered in any order, partially or in full. Activities drawn from each unit may be delivered in any sequence.

UNIT A: SPORT EXPERIENCES

Learners will develop and apply their learning through experiences in two or more sport activities.

Within each sport activity undertaken, learners will undertake learning in the:

- basic skills and techniques associated with the activity
- appropriate use of resources, equipment and procedures
- application of appropriate safety processes.

More specifically, in each activity learners will:

- complete checklists detailing personal organisational requirements (e.g. equipment, clothing, monetary and transport requirements)

- set personal goals related to their involvement in the activity and reflect on the degree to which they achieve these goals (e.g. factors which contributed to success/lack of success, how realistic the goals were)
- record the experience, and their reflections on it, in their Sport and Recreation Experiences Journal – (see Appendix for details)
- communicate simple information in various sporting contexts (eg discussing tactics and forming plans during a team huddle)
- follow directions of leaders regarding engagement in the activity and safety procedures
- identify some personal and group risks associated with the activity
- identify patterns in results and areas of strength and weakness to work on to improve in future competitions
- demonstrate fair play and positive sporting culture, and identify actions and opportunities for support, inclusion and encouragement of others
- verbally contribute to debriefing sessions in a meaningful and constructive manner
- co-operate in a manner which facilitates the attainment of group goals.

Learners must undertake at least 50 hours of sport activity utilising at least two (2) sport activities from at least two categories.

| Activity Category | Specific Activity |
|-----------------------------------|---------------------------|
| Preparation for Sports | selection trials |
| | squad training |
| | squad fitness |
| | squad meetings |
| Team Sports | netball |
| | volleyball |
| | hockey |
| | futsal |
| | basketball |
| | rowing |
| | football |
| | soccer |
| Non-traditional & Emerging Sports | cricket |
| | ultimate frisbee |
| | AFL 9's |
| | Gaelic football |
| | European handball |
| Individual Sports | hybrid and modified games |
| | golf |
| | badminton |
| | squash |
| | triathlon |
| | MTB racing |
| | tennis |
| | aquatic/surf |
| | sports athletics |
| | weightlifting |
| | boxing |

UNIT B: RECREATION EXPERIENCES

Learners will develop and apply their learning through experiences in two or more recreation activities.

Within each recreation activity, learners will undertake learning in the:

- basic skills and techniques associated with the activity
- appropriate use of resources, equipment and procedures
- application of appropriate safety processes.

More specifically, in each activity learners will:

- complete checklists detailing personal organisational requirements (e.g. equipment, clothing, monetary and transport requirements)
- set personal goals related to their involvement in the activity and reflect on the degree to which they achieve these goals (e.g. factors which contributed to success/lack of success, how realistic the goals were)
- record the experience, and their reflections on it, in their Sport and Recreation Experiences Journal – (see Appendix for details)
- communicate simple information in field-based contexts (e.g. receiving and passing on instructions to safely apply practical activity skills)
- follow directions of leaders regarding engagement in the activity and safety procedures
- identify some personal and group risks associated with the activity
- identify ways to publicly access recreation activities
- connect the activity to healthy lifestyle benefits and outcomes
- verbally contribute to debriefing sessions in a meaningful and constructive manner
- co-operate in a manner which facilitates the attainment of group goals.

Learners must undertake at least 50 hours of recreation activity utilising at least two (2) recreation activities from at least two categories.

These may include (but are not limited to) the list below, based on learner interest and capacity, logistics and resources of the provider.

| Activity Category | Specific Activity |
|---------------------------------|--|
| Community Recreation Activities | coastal walking |
| | table tennis |
| | golf |
| | go karting |
| | yoga |
| | martial arts |
| | skateboarding |
| Aquatic Activities | snorkelling |
| | underwater hockey |
| | beach safety |
| | sailing |
| | surfing introduction (body, boogie, softboard) |
| Active Recreation | circuit training |
| | trail/cross country cycling |
| | ice hockey |
| | bubble soccer |
| | gridiron/touch |
| | snow skiing |

| | |
|--------------------|--------------------|
| Passive Recreation | darts |
| | carpet/lawn bowls |
| | juggling |
| | meditation |
| | fishing |
| | eight-ball/snooker |

TEACHING AND LEARNING

Unit I Examples of Learning activities

Sport
Experiences

Learners:

- work with a partner to design a checklist to tick off when getting organised for a particular sporting activity. This should include, clothing, equipment, transport, drinks/diet, and/or and money or paperwork required
- hold a discussion in a small group about the things that a sport squad should discuss during an early season meeting to prepare for the season ahead
- set some personal goals for a competitive sport unit or season, including a timeline, and record them in the Sport and Recreation Experiences Journal. The teacher should at regular intervals give some time and remind the group to review progress.
- have a pre-match discussion about the most effective way to communicate and manage information during competition breaks – e.g. time-outs, team huddles, breaks in play. Teams trial their suggested approaches during a match and hold a brief post match review and sharing session
- work in small groups to review video footage of their class or team in action looking for good examples of fair play and support for a positive sporting culture. They should note the time stamp and groups report back to the class showing some of their examples. This could lead to a whole class discussion on what makes for a tremendous positive sporting culture and to brainstorm ways they can a) recognise positive behaviours, b) display positive behaviours and c) reinforce positive behaviours in their team mates or opponents
- track and share their physical activity levels using a free mobile phone app (eg [Map My Fitness](#)). Hold a class discussion on the effectiveness and nature of the product, its capacity to maintain records, monitor progress, and impact motivation and the overall sense of being connected to a class, team or group
- give a 2 minute verbal report on their opinions and experiences of trying some new, non-traditional or emerging sports. This may lead into a discussion around how to approach trying new things, meeting new people, and getting involved in community based groups

Unit 2

Examples of Learning activities

Recreation
Experiences

Learners:

- discuss and develop a class or group routine to manage regular recording of entries and reflective comments in their journal after each session
- engage in a taster session for a new or emerging sport and post their feedback via a personal message or email to the teacher
- try several different aquatic recreation activities, compare their reflections, identify personal preferences and give a brief verbal report on their most and least favourite and why
- contribute to a class discussion on the topic - “what is the difference between sport and recreation?”
- develop a personal recreation activity program with a partner and following teacher review and adjustment work together on their chosen activities for 6 weeks and culminate with a brief class review report summarising their success
- contribute to a class group online forum or site where teacher and learners can share information on various local community competitions or recreation opportunities, events, articles, website links, hold discussions, share contacts and facilities in the area, support class and activity organisation (reminders, class schedule, etc.), build belonging and motivation, and general foster a positive fitness community
- discuss goals, session design and activity planning with a teacher at regular recreation unit review meetings – this may involve the teacher spending time working both one to one and with smaller groups
- create a short introductory video blog / you tube clip style presentation outlining the key safety considerations and skills that apply to a particular sport or recreation activity
- engage in a class multi activity “megarec” activities day – learners choose, plan and help organise a days sequence and schedule of different activities in the local area aimed at providing a positive experience for everyone in the group.
- create a visual exhibition “My Sport and Recreation Experiences 20XX.” of images and comments set to music that demonstrates their engagement and involvement across the wide range of activities covered in the year – these could be shared as part of an end of course celebration day.

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

Sport and Recreation Experiences is designed to assist learners from all starting points to develop their personal skillset, motivation and enjoyment of recreation activities, and a range of techniques and tactics appropriate to selected sport activities. The course provides all learners with opportunities to build their basic personal organisational skills and capacity to communicate to others involved in selected sport and recreation activities.

Sport and Recreation Experiences Level 1 builds on foundation concepts emerging from the Australian Curriculum Health and Physical Education F-10.

The course may also extend on cross-curricular connections in Outdoor Learning.

These Curriculum Connections for Outdoor Learning are designed to address four dimensions:

1. Skills and knowledge
2. Human–nature relationships
3. Conservation and sustainability
4. Health and wellbeing.

Health and Physical Education F-10 also provides opportunities to develop the General Capabilities particularly:

- Personal and Social Capability
- Critical and Creative thinking
- Ethical Understanding.

Through their involvement in this course learners will gain valuable insights into building a supportive culture and positive sport environment. Further, learners will develop awareness of the intentions and nature of recreation. Learners will be able to reflect on their sport and recreation experiences and identify actions and pathways to lifelong involvement.

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.

Learners are required to create and maintain a Sport and Recreation Experiences Journal consisting of a record of each activity session undertaken giving the date and time, and the venue and people involved in the activity. The log will also contain learner reflections on their experiences and learning. These reflections may comprise wordlists, images (e.g. collages, sketches, and diagrams), photos and/or brief paragraphs.

Sport and Recreation Experiences requires all learners to maintain and regularly submit their Sport and Recreation Experiences Journal for ongoing feedback and overall assessment purposes.

* Work and specific activities undertaken in this course may **not** be used by a learner as evidence of meeting the requirements or standards of any other course.

APPENDIX

Throughout the course of study all learners undertaking the *Sport and Recreation Experiences* Level 1 course must use and submit a Journal as a source of evidence for assessment.

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

JOURNAL USE

The learner is typically expected to update entries within 48 hours of activities and events.

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

JOURNAL CONTENT

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

- Sport and Recreation Activities
 - Activity name
 - Venue
 - Date and Time
 - People involved
 - Results
 - Short personal evaluation/reflection
 - Visual resources (e.g. collages, sketches, maps, photographs).
 - Reflection and Evaluation - (end of phase/roster/season reviews - impact on experiences and learning)
 - Learner self-evaluations
- Personal Lifestyle Plan relating to time both during and beyond the course
- Learners will identify activities they plan to do now, and in the future.

Other information that may appear in the Sport and Recreational Experiences Journal:

- Teacher feedback
- Local contacts, medical, coaching, facilities, weather and other useful numbers or links
- Resources, articles, and links

JOURNAL FORMAT

Content for the Journal may be maintained in a traditional paper-based ledger or folder, stored digitally online, or a combination of both. Tools such as [Googledocs/sheets](#), [Office 365](#) and [OneNote](#) are recommended as some examples of options to consider to help in creating and maintaining digital Journal entries. Providers and learners must ensure processes are in place to secure and back up this important assessment material.

RESOURCES

Recommended Reading

- Amezdroz, G., Dickens, S., Hosford, G., Stewart, T. & Davis, D., 2010, *Queensland Senior Physical Education*, Macmillan Education Australia, Melbourne.
- Davis, D., Kimmet, T., Ackerly, D. & McAnee, A., 1999, *VCE Physical Education, 3rd Ed*, MacMillan Education Australia, Melbourne.
- Department of Education, 2017, *Procedures for Planning Off Campus Activities*. Retrieved 25 February 2018, from <https://documentcentre.education.tas.gov.au/Documents/Procedures-for-Planning-Off-Campus-Activities.pdf>
- Georgakis, S. & Russell, K., 2011, *Youth Sport in Australia*. Sydney University Press: Sydney, Australia.
- 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.jaconline.com.au/liveitup/book2.htm> Web Supplements section, p. 75; 118)

Websites

- Brian Mac Sports Coach
<http://www.brianmac.co.uk/>
- Topend Sports
<http://www.topendsports.com/index.htm>
- VCE Physical Education
<http://www.vcaa.vic.edu.au/Pages/vce/studies/physicaledu/phyeduindex.aspx>
- Shane Pill - Play With Purpose
<http://learningthroughsport.blogspot.com.au/>
- Effective Strategies to group students in physical education classes
<http://www.humankinetics.com/excerpts/excerpts/effective-strategies-to-group-learners-in-physical-education-classes>
- Get Moving Tasmania – Community Programs
http://www.getmoving.tas.gov.au/whats_on/community_physical_activity_programs
- Health – Fitness Trends
<http://www.health.com/fitness/2017-fitness-trends>
- Australian Institute of Fitness - Influencers of Fitness and Nutrition
<https://fitness.edu.au/top-16-influencers-of-fitness-and-nutrition/>
- Greatist – 38 Best Health and Fitness Apps
<https://greatist.com/fitness/best-health-fitness-apps>
- GTT Performance Centre, Hobart
<https://gtt.com.au/>
- Active Launceston – Fitness Centres, Organisations or Personal Trainers
<http://www.activelaunceston.com.au/Groups/Fitness-Centre-Organisation-or-Personal-Training>
- Doone Kennedy Hobart Aquatic Centre – Activities and Programs
<https://www.hobartcity.com.au/Community/Doone-Kennedy-Hobart-Aquatic-Centre/Activities-and-programs>
- PTDC – 47 Random Personal Trainer Tips
<https://www.theptdc.com/2012/04/47-random-personal-trainer-tips/>
- Livestrong – Quick Tips for Starting Out as a Personal Trainer
<https://www.livestrong.com/article/326044-quick-tips-for-starting-out-as-a-personal-trainer/>
- Adzuna - Fitness based Jobs
<https://www.adzuna.com.au/details/700575766?v=B2272F5E91E78BF6FD870A0AC7E4783EB45A3E05&se=StcWzEu6T62Pf03fgWiFeA>
- Behind the News – Volunteer Week

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

- Livestrong – Goal Setting Activities for Teenagers
<https://www.livestrong.com/article/30488-goal-setting-activities-teenagers/>
- Queensland CAA – Sport and Recreation - Applied Senior Syllabus
https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_sport_recreation_19_app_syll.pdf

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State of Tasmania (Department of Education) 2016