

### Recommendation

This course is suitable for all students.

### Rationale

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities and how the sport and recreation industry contributes to individual and community outcomes. Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

### Pathways

A course of study in Sport & Recreation 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 performance.

### Objectives

By the conclusion of the course of study, students should:

#### 1. Investigate activities and strategies to enhance outcomes.

Students explore through active participation. They ask and answer questions in a purposeful way so that their plans, activities and strategies are informed by well-founded evidence.

Students actively participate in sport and recreation to identify and interpret information about activities and strategies.

#### 2. Plan activities and strategies to enhance outcomes.

Students outline details of action — what, who, when, where, and how. They sort, analyse and review information obtained through investigation to determine appropriate and purposeful activities and strategies.

#### 3. Perform activities and strategies to enhance outcomes.

Performance is flexible and suits a specific context, which may include individual, group, team and community environments. It is developmental, which means that it can be refined and improved over time. Performance may involve a small change at first, such as testing ideas in an activity and coming up with an initial strategy. Students may have to try several different activities and strategies before they make progress. The performance is always required to be recorded for submission.

#### 4. Evaluate activities and strategies to enhance outcomes.

Students make judgments based on criteria to assess outcomes, implications and/ or limitations of authentic activities and strategies and reflect on how outcomes could be enhanced or maintained. Students examine and assess what has happened, then consider how they applied decision-making and problem-solving strategies to enhance or maintain positive outcomes in authentic tasks

## Delivery (mode, time requirements, lessons)

Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to scheduled sessions each week. Live sessions are delivered via the online learning management system.

## Student requirements

Desktop or laptop (dual screens preferred), mouse, headset with microphone and Internet connection. A method of filming as the performance component must be documented.

## Structure

Each unit is one semester and has a different topic.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Community Recreation</b>	<b>Emerging Trends</b>	<b>Optimising Performance</b>	<b>Fitness for Sport and Recreation</b>
<ul style="list-style-type: none"> <li>Investigate and identify the popular sport and recreational activities in my local community.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate popular (emerging trend) fitness and/or recreational activities.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate a range of activities to optimise performance such as; warm-up / cool downs, First Aid, sport psychology and risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate using fitness testing, the relationship between components of fitness, body weight exercises and progressive overload.</li> </ul>
<ul style="list-style-type: none"> <li>Plan an event or competition to increase participation in one of these activities.</li> <li>Plan a fun, inclusive, 30-minute activity session that involves different drills/exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and write a feature article about these fitness and recreational activities.</li> <li>Plan a 1-hour workshop with a focus topic that covers essential knowledge for optimising player performance in a trending sport.</li> </ul>	<ul style="list-style-type: none"> <li>Write an (athlete) implementation plan for one of these methods to optimise their own performance.</li> <li>Develop a nutritional plan that aims to optimise performance in a training session.</li> </ul>	<ul style="list-style-type: none"> <li>Plan a training program that includes bodyweight exercises and implements progressive overload</li> <li>Plan a bodyweight strength and conditioning training session for (each of) the six types of CrossFit.</li> </ul>
<ul style="list-style-type: none"> <li>Evaluate the event/competition's effectiveness in increasing participation.</li> <li>Evaluate the activity session and make recommendations that would improve it and the outcomes for participants.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the barriers and enablers of people participating in trending fitness or recreational activities as well as their effect on enhancing health outcomes.</li> <li>Assess the benefits of a trending sport (Esport) to the health outcomes of CSDE students.</li> </ul>	<ul style="list-style-type: none"> <li>An evaluation of the chosen methods effectiveness on optimising their performance.</li> <li>Journal evaluating the effect of different pre-training meals/snacks.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of their training program by looking at fitness test results.</li> <li>Evaluate the different types of CrossFit suitability and effects on the individual student.</li> </ul>
<ul style="list-style-type: none"> <li>Perform and film the 'pitch' presentation for this event/competition.</li> <li>Film a snap-shot of yourself leading the session and demonstrating/teaching the skills needed by the group.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and film a demonstration of one of the fitness or recreational activities.</li> <li>Demonstrate actions and strategies (game play) in a trending sport (Esport).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of the plan to optimise performance.</li> <li>Filmed preparation of the pre-training session meals/snacks.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of the bodyweight exercises from the training program.</li> <li>A snapshot demonstration of the six CrossFit sessions.</li> </ul>

## Assessment

**Units are marked in the four areas** – Investigating, Planning, Performance (filmed), Evaluating.

Teachers make A-E judgments on student responses for each assessment instrument using the relevant instrument-specific standards.

**Disclaimer** All of the above information is accurate at the time of publication.