

Sport & Recreation

OVERVIEW

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. Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

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

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. They obtain essential details and apply new learning to accomplish a specific and authentic task. They use many sources of knowledge, including their own experiences, to validate their findings and bring together a range of views, practices and related information. To support their investigation, they keep records and collect and analyse their involvement, judgments, reactions and impressions 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. They clarify and refine ideas as they learn more.

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Students make decisions to design a framework to guide them as they carry out activities and strategies to solve a problem, provide a solution, develop a course of action or prepare instructions to enhance outcomes in authentic tasks.

3. Perform activities and strategies to enhance outcomes. Students participate in authentic activities and implement strategies. Their activities and strategies are informed by investigation and planning. Students initiate a course of action in a purposeful and controlled way. Performance does not have a particular endpoint — it can be reviewed and re-planned at any time. 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.

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. Students record their observations in ways that allow these to be used later for reflection or as evidence. Through a process of interpretation, students synthesise a variety of information and perspectives to produce new understandings. Reflection informs improvements to practice and affirms or challenges particular ways of working.

STRUCTURE

The Sport & Recreation course is designed around core and elective topics.

Core topics

The course of study is to be confirmed but may include List options A-L. Any four listed below will be selected at the teacher's discretion

A: Aquatic recreation

B: Athlete development and wellbeing

C: Challenge in the outdoors

D: Coaching and officiating

E: Community recreation

F: Emerging trends in sport, fitness, and recreation

G: Event management

H: Fitness for sport and recreation

I: Marketing and communication in sport and recreation

J: Optimising performance

K: Outdoor leadership

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L: Sustainable outdoor recreation

ASSESSMENT

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.