Teaching and Learning Document
(Student Copy)

Sport Life and Recreation
Year 12 – HSC Year

Includes:
• Course aims and objectives
• Predicted Outcomes
• Scope and Sequence
• Assessment Structure
• Teaching Syllabus
Contents

1. Rationale
2. Course Aims and objectives
3. Course Structure and overview
4. Predicted outcomes
5. Scope and Sequence
6. Assessment Schedule
7. Syllabus
Rationale for Sport, Lifestyle and Recreation in the Stage 6 Curriculum

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

The benefits of physical activity for the individual and the community as a whole are well documented. The individual can benefit from increased fitness and reduced incidence of lifestyle diseases such as cardiovascular and respiratory disease, obesity, diabetes mellitus, and osteoporosis. These benefits are complemented by positive psychological and social outcomes that characterise quality of life.

Good health is also a major community asset in that it leads to a reduced financial burden on the community. Health experts have identified the promotion of physical activity as one of the most potentially significant public health initiatives in Australia.

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle. The strength of the community in this regard is enhanced by its members having the necessary skills and desire to adopt a range of officiating and support roles introduced in this course.

This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas.

It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students should be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. School programs should provide a balance between offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.
Aim

The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

Objectives

Through the study of Sport, Lifestyle and Recreation students will develop:

1. knowledge and understanding of the factors that influence health and participation in physical activity
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance
4. a capacity to influence the participation and performance of self and others
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential
Course Structure

The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests.

The time allocated to each module is flexible within the range of 20–40 hours. When deciding on the duration of modules, consideration should be given to:

- the time required to achieve outcomes
- the level to which outcomes will be achieved
- the extent to which each module will be explored
- the requirements of TAFE courses for which there may be potential for credit transfer.

A range of courses may be offered as follows:

<table>
<thead>
<tr>
<th>Units and Years of Study</th>
<th>Hours</th>
<th>Preliminary / HSC</th>
<th>Number of Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit / 1 year</td>
<td>60</td>
<td>60 hours Preliminary or 60 hours HSC</td>
<td>2–3</td>
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<tr>
<td>1 unit / 2 years</td>
<td>120</td>
<td>60 hours Preliminary plus 60 hours HSC</td>
<td>3–6</td>
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<tr>
<td>2 units / 1 year</td>
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<tr>
<td>2 units / 2 years</td>
<td>240</td>
<td>120 hours Preliminary plus 120 hours HSC</td>
<td>6–12</td>
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### Modules

The modules in Sport, Lifestyle and Recreation are:

1. Aquatics
2. Athletics
3. Dance
4. First Aid and Sports Injuries
5. Fitness
6. Games and Sports Applications I
7. Games and Sports Applications II
8. Gymnastics
9. Healthy Lifestyle
10. Individual Games and Sports Applications
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives of Games and Sports
14. Sports Administration
15. Sports Coaching and Training

Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure however that the modules selected do not duplicate PDHPE modules.
## Objectives and Outcomes

### Table of Objectives and Outcomes

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Students will develop:</td>
<td>A student:</td>
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</table>
| 1. knowledge and understanding of the factors that influence health and participation in physical activity | 1.1 applies the rules and conventions that relate to participation in a range of physical activities  
1.2 explains the relationship between physical activity, fitness and healthy lifestyle  
1.3 demonstrates ways to enhance safety in physical activity  
1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia  
1.5 critically analyses the factors affecting lifestyle balance and their impact on health status  
1.6 describes administrative procedures that support successful performance outcomes |
| 2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential | 2.1 explains the principles of skill development and training  
2.2 analyses the fitness requirements of specific activities  
2.3 selects and participates in physical activities that meet individual needs, interests and abilities  
2.4 describes how societal influences impact on the nature of sport in Australia  
2.5 describes the relationship between anatomy, physiology and performance |
| 3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance | 3.1 selects appropriate strategies and tactics for success in a range of movement contexts  
3.2 designs programs that respond to performance needs  
3.3 measures and evaluates physical performance capacity  
3.4 composes, performs and appraises movement  
3.5 analyses personal health practices  
3.6 assesses and responds appropriately to emergency care situations  
3.7 analyses the impact of professionalism in sport |
| 4. a capacity to influence the participation and performance of self and others. | 4.1 plans strategies to achieve performance goal  
4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context  
4.3 makes strategic plans to overcome the barriers to personal and community health  
4.4 demonstrates competence and confidence in movement contexts  
4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity |
| 5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential | Values and Attitudes  
5.1 accepts responsibility for personal and community health  
5.2 willingly participates in regular physical activity  
5.3 values the importance of an active lifestyle  
5.4 values the features of a quality performance  
5.5 strives to achieve quality in personal performance |
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Related Modules</th>
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<tbody>
<tr>
<td>1.1 applies the rules and conventions that relate to participation in a range of physical activities</td>
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# Scope and Sequence

<table>
<thead>
<tr>
<th>Term</th>
<th>Module</th>
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<tbody>
<tr>
<td>Term 4</td>
<td>Aquatics</td>
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<tr>
<td>Term 1</td>
<td>Resistance Training</td>
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<tr>
<td>Term 2</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Term 3</td>
<td>Individual Games and Sports Applications</td>
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# Dungog High School
## Year 12 SLR 2013/4 Assessment Schedule

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Aquatics</td>
<td>Demonstrate competency in practical and theory of RLSSA Bronze Medallion</td>
<td>Resistance training program</td>
<td>Compose and perform Routine incorporating skills from DMP’s on various apparatus</td>
<td>Individual Games and Sport Applications</td>
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<td>Outcomes</td>
<td>1.3, 2.2, 3.1, 3.6</td>
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<td>1.1, 3.4, 4.4</td>
<td>2.1, 3.1, 4.1</td>
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<td>Due Date</td>
<td>Term 4</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Mid Term 3</td>
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Module Description

In this module students will develop the knowledge, understanding and skills necessary for safe and rewarding participation in aquatic activities. Students will participate in a wide variety of challenging individual and group activities in the aquatic environment.

As a result of studying this module, students will improve fitness levels, develop swimming and lifesaving skills and appreciate the range of activities offered by aquatic environments.

Students may extend their study in this module in areas such as analysis of scientific principles used in swimming stroke production, recording improvements in swimming ability and fitness, completing an RLSSA award or choreographing a synchronised swimming routine.

Outcomes

1.1 applies the rules and conventions that relate to participation in a range of physical activities
1.3 demonstrates ways to enhance safety in physical activity
2.2 analyses the fitness requirements of specific activities
3.1 selects appropriate strategies and tactics for success in a range of movement contexts
3.6 assesses and responds appropriately to emergency care situations
4.4 demonstrates competence and confidence in movement contexts
4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Content

Students learn about:      Students learn to:
Swimming
- features common to all strokes
- stroke technique in backstroke, freestyle, breaststroke, butterfly
- lifesaving strokes – sidestroke, survival backstroke

Lifesaving
- water safety
- personal survival techniques
  - entries
  - survival swimming
  - floating
  - signaling for help
- rescue principles
  - awareness
  - assessment
  - action
  - after care
- categories of drowning casualties
  - non-swimmer
  - weak swimmer
  - injured
  - unconscious
- non-swimming rescues
  - reach
  - throw
- swimming rescues
  - wade
  - tow

explain the importance of streamlined body position and hand entry and exit to efficient stroke technique

develop speed, technique and personal fitness in racing strokes

demonstrate correct and efficient technique for lifesaving strokes

identify potentially unsafe water environments

use the RLSSA Aquacode to ensure safety in water environments

demonstrate competence in the full range of personal survival techniques

demonstrate efficiency in a range of rescue situations

identify the category of a casualty in an emergency care situation and respond appropriately

assess situations requiring non-swimming rescues and respond appropriately

maintain personal safety while performing swimming rescues
- defensive position

- resuscitation
  - cardiopulmonary resuscitation (CPR)
  - emergency services

- demonstrate basic resuscitation procedures and explain when and how to access emergency services

**Aquatic Activities**

- recreation vs competition
  - distinguish between aquatic activities that have a recreational and competitive focus

- benefits of aquatic activities
  - investigate the benefits of participation in aquatic recreation for specific population groups (e.g., toddlers, elderly, asthmatics)

- types of aquatic activities
  - skills
  - techniques
  - rules
  - selected activities
    1. identify the types of aquatic activities available in the local area
    2. participate with confidence and competence in a variety of aquatic recreation activities
    3. improve personal skill level and physical fitness in selected aquatic activities
    4. participate safely and in accordance with the rules governing various aquatic activities.

*Students may wish to further explore aquatics through areas such as:*

- demonstrating the impact of efficient technique in a variety of strokes (e.g., pitch of hands, hand entry and exit, pull and push phases and streamlined body position)
- maintaining a diary recording improvements in swimming fitness (e.g., 12 minute swim distances) and swimming speed (e.g., times for races in variety of strokes)
- completing a RLSSA award program or instructing a group in a RLSSA award
- choreographing a synchronised swimming routine demonstrating formations, direction, level and use of space
- researching patterns of participation in aquatic activities in the local area.

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1. Examples of aquatic activities include water polo, synchronized swimming, surfing, biathlon, snorkeling and aquarobics.
Module Description

In this module students will develop understanding and skills that lead to increased confidence and competence in gymnastic activities. Students will develop skills in each of the Dominant Movement Patterns (DMP) and apply these on a range of apparatus. Students should be given opportunity to specialise in selected apparatus.

As a result of studying this module, students will improve gymnastic skill level, movement awareness, personal strength and flexibility.

Students may extend the study of this module through examination of scientific principles affecting the execution of gymnastic skills, the performance of personally choreographed routines or participation in gymnastic clubs and coaching courses.

Outcomes

1.1 applies the rules and conventions that relate to participation in a range of physical activities
1.3 demonstrates ways to enhance safety in physical activity
2.1 explains the principles of skill development and training
2.2 analyses the fitness requirements of specific activities
3.1 selects appropriate strategies and tactics for success in a range of movement contexts
3.4 composes, performs and appraises movement
4.4 demonstrates competence and confidence in movement contexts

Content

Students learn about:  Students learn to:

Safety Considerations  
- rules  - apply rules related to participation in gymnastics lessons and events
- safe use of equipment
- adopt safe practices when setting up and using gymnastic equipment

- spotting
- assist others to perform skills by performing correct spotting procedures

- warm-up
- design warm-up routines related to specific gymnastics activities

- physical preparation
- develop personal strength and flexibility through physical preparation activities (eg sit ups, PNF stretching)

**Dominant Movement Patterns (DMP)**

- **statics**
  - equilibrium
  - support
  - hang
  - balance
  - demonstrate ways of holding the body in a static position
  - demonstrate competence in a range of statics activities using apparatus

- **landings**
  - controlled descent on 1 or 2 feet and 2 hands
  - controlled fall
  - demonstrate safe landings in a range of activities
  - control a fall off any apparatus to minimise injury
  - explain the biomechanical principles associated with controlled landings (eg large base of support)

- **rotations**
  - movement around an axis
  - acrobatic elements (rolls, somersaults, aerial twists)
  - demonstrate a range of long axis turns and twists to the left and right
  - demonstrate broad axis rolls (forward, backward, sideways) and somersault
  - demonstrate a range of rolls and long and broad axis rotations off the mini-tramp and floor

- **swing**
  - glides
  - casts
  - long swings
  - maintain ‘tight body posture’ in swing activities
  - demonstrate a range of swing activities on a variety of apparatus

- **spring**
  - springing from 2 feet, 1 foot, 2 hands
  - demonstrate competence in a range of spring activities on floor, beat board and
- flight
  - mounts and dismounts
  - tumbling and vaulting
  - mini-trampoline and trampoline

- beam
  - competently combine spring, flight and landings on a variety of apparatus

Gymnastic Apparatus
- women’s and men’s artistic
  - demonstrate skills on a range of apparatus (eg vault, uneven bars, beam, floor, rings, pommel, high bar and parallel bars)

- rhythmic Sportive Gymnastics (RSG)
  - develop skills using equipment such as ball, hoop, ribbon and clubs

Appreciation
- criteria for judging routines
  - established criteria
  - deductions
  - compulsory elements
  - identify and appreciate the qualities of elite performance

- personal criteria for evaluating class routines
  - rating scales
  - checklists
  - develop a personal criteria to evaluate class routines.

Students may wish to further explore gymnastics through areas such as:

- investigating the relationship between centre of gravity, base of support and stability
- explaining and demonstrating the mechanical principles that affect gymnastic activities (eg the mechanical principles that affect the flight path of a gymnast in a dive roll are angle of take-off, speed of take-off, and height of centre of gravity at take-off)
- composing an individual gymnastic routine consisting of skills from all DMPs on an apparatus of choice
- completing a level 1 gymnastics coaching or judging accreditation course
- providing assistance to a coach at a local gymnastics club.
Module Description

In this module students will develop knowledge, understanding and skills that promote confidence and success in games and sports activities that are individually orientated*. Students will investigate elements of individual performance in a chosen activity and how practice and training can improve individual performance.

While it is expected that students will explore a range of performance activities in examining module concepts, they will need opportunity to specialise in order to develop high levels of competence. For students studying a 40 hour module there may be scope to do a detailed investigation of several individual games and sports.

As a result of studying this module students will be able to skilfully and confidently participate in individual performance type activities. This may then lead to an increased prospect of a long-term involvement in this form of physical activity. Students may undertake further detailed study in areas such as an independent research project of an individual performance activity, extended performance analysis or in devising training programs to meet their own personal goals or those of others.

Outcomes

1.1 applies the rules and conventions that relate to participation in a range of physical activities
1.3 demonstrates ways to enhance safety in physical activity
2.1 explains the principles of skill development and training
3.1 selects appropriate strategies and tactics for success in a range of movement contexts
3.2 designs programs that respond to performance needs
4.1 plans strategies to achieve performance goals
4.4 demonstrates competence and confidence in movement contexts

Content

*Students learn about:*  *Students learn to:*

Elements of Individual Performance

- performance characteristics  - analyse the key performance

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* Individual performance activities are defined as those performed in isolation. In most cases this will be against a pre-determined standard or it may be against the performances of other individuals. Examples of individual performance activities include golf, archery, rowing, canoeing, cycling, triathlon, speed skating, ten pin bowling, and weightlifting.
- rules
- technique
- equipment
- space, time, rhythm, relationships
- specified performance outcomes

- participant responsibilities in the chosen activity
  - safety
  - legal requirements
  - ethical issues
  - etiquette

- participate safely in individual activities
  - observing accepted conventions

**Individual Performance and Competition**

- performance measures
  - scoring procedures and calculations
  - standards of performance
  - competition types and handicaps

- measure and compare performance in an individual activity
- compare competitive and non-competitive approaches for participation in particular activities
- modify performance standards and measures to suit the individual needs of the performer
• strategies and tactics involved in the chosen activity
• identify and apply a range of strategies and tactics that promote effective participation

• psychological aspects when competing in the chosen activity
• select and rehearse a range of psychological principles that promote improved performance (eg mental rehearsal in diving)

Practice, Training and Individual Performance

• skill acquisition
  – stages of learning
  – factors affecting skill acquisition
• develop and implement a range of methodologies for sequential skill development and enhanced performance

• technical aspects of performance in the chosen activity
• analyse performance and practise the techniques required for improvement

• types of practice in the chosen activity
• display competence in a range of movement skills

• training programs
• design and implement a training program to achieve individual performance goals.

Students may wish to further explore individual performance activities through areas such as:

• conducting independent research of a chosen activity including, for example: performance characteristics, rules, technique, strategies, equipment, space, time/rhythm, performance outcomes for the range of participants

• designing, implementing and evaluating a training program for a specific group of athletes
• maintaining a training/performance journal to monitor and evaluate performance over an extended period of time
• analysing the training methodologies of elite performers in a selected field.
Module Description

In this module students will develop the knowledge and skills necessary to plan and implement safe and effective resistance training programs. Students will investigate the various forms and uses of muscle training and will design resistance programs incorporating overload techniques.

It is expected that students will engage in significant practical application experiences as they study the theory and principles of strength training. As a result of studying this module students will be able to plan personal strength training sessions using safe and effective methods.

Students may extend the study of this module by investigating the lifestyle and training regimes of body builders, by developing and analysing resistance programs for particular athletes with specific needs and by monitoring personal progress on a strength training program.

Outcomes

1.2 explains the relationship between physical activity, fitness and healthy lifestyle
1.3 demonstrates ways to enhance safety in physical activity
2.1 explains the principles of skill development and training
2.2 analyses the fitness requirements of specific activities
2.3 selects and participates in physical activities that meet individual needs, interests and abilities
2.5 describes the relationship between anatomy, physiology and performance
3.2 designs programs that respond to performance needs
3.3 measures and evaluates physical performance capacity
4.4 demonstrates competence and confidence in movement contexts

Content

Students learn about:  Students learn to:

Uses of Resistance Training
- power
- strength
- muscular gain and body shaping
- muscular endurance

- distinguish between strength, power and muscular endurance
- identify athletes who would use each type of resistance training program
• competitive weightlifting and body building
• investigate the impact of strength training on the performance of athletes (eg gymnasts, sprinters, rowers)
• research the time spent training to compete in strength sports
• identify the benefits of resistance training for the general population

Muscles of the Body
• major skeletal muscles
• exercises for major muscles
• identify the major skeletal muscles involved in the production of human movement
• demonstrate exercises to develop the strength of the major skeletal muscles
• distinguish between the agonist and antagonist muscles in a variety of strength training exercises
• explain the physiology of muscular contraction

• muscle contraction

Training Methods
• forms of training
  – isometric
  – isotonic
  – isokinetic
• demonstrate examples of each form of training
• develop training programs that incorporate several forms of training
• resistance activities
  – calisthenics
  – free weights
  – machine systems
  – aquatic activities
  – plyometrics
• explain the benefits of calisthenics for certain sports (eg rowing)
• assess the advantages and disadvantages of free weights and machine systems
• investigate the contribution of aquatic activities to strength development
• devise and implement flexibility routines that complement resistance programs
• training terms
  – repetitions
  – sets
  – resistance
  – rest
  – repetition maximum (RM)
  – speed of lift
• identify how these concepts apply to programs for strength, power, lean body mass and muscular endurance
• explain how each training variable can be manipulated to overload muscles
• calculate 1RM for a partner performing a specific resistance movement
Resistance Programming

- goals
- exercises
- method
- split programs
- overload techniques
  - blitzing
  - forced repetitions
  - pyramiding
  - pre-exhaustion
  - super-sets
- monitoring progress
- explain the application of each overload technique
- apply overload techniques to specific exercises and training programs
- plan a warm-up suitable for particular strength training sessions
- plan, implement and monitor a resistance program based on personal goals
- devise methods of recording progress and achievement in training programs
- adjust weights and resistance machines in a safe manner
- explain how to assist a person with lifting free weights
- demonstrate correct lifting technique on a variety of basic exercises (eg squat, biceps curls, upright row, bench press)

Facts and Fallacies

- protein and other nutritional supplements
- ergogenic aids
- explain the reasons why weightlifters and body builders use protein and other nutritional supplements
- assess the performance benefits and health risks associated with ergogenic aids used in strength training.

Students may wish to further explore resistance training through areas such as:

- critically reviewing books concerning the lifestyle and training regimes of body builders
- developing a resistance program for a particular athlete
- observing and analysing strength training sessions for particular athletes
- designing a strength training program based on lifting body weight only
- investigating how athletes use periodisation in their weight training programs.