

# Sport and Recreation 2019 v1.0

Sample module of work

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## Module 8: Sport, recreation and fitness industry

### Overview

#### Module 8: Sport, recreation and fitness industry

##### Module description

This module develops students' understanding of the resources and agencies available for sport, recreation and fitness within the community, as well as available vocational and employment pathways. Students will demonstrate physical performance in badminton contexts.

##### Time allocation

25 hours

Elective/s	Underpinning factors
<ul style="list-style-type: none"><li>• Badminton</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Applied learning</li><li><input checked="" type="checkbox"/> Community connections</li><li><input checked="" type="checkbox"/> Core skills for work</li><li><input checked="" type="checkbox"/> Literacy</li><li><input checked="" type="checkbox"/> Numeracy</li></ul>

## Assessment

Assessment number	Assessment description	Technique and mode	Assessment conditions	Dimensions and objectives
8	Demonstrate application of knowledge and skills about badminton in a wide range of contexts and evaluate individual performance in the module.	Performance	2.0–4.0 minutes  Evidence must include annotated records that clearly identify the application of standards to performance.	<p>Acquiring</p> <ul style="list-style-type: none"> <li>• demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities</li> <li>• explain procedures and strategies in, about and through sport and recreation activities for individuals and communities</li> </ul> <p>Applying</p> <ul style="list-style-type: none"> <li>• apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities</li> <li>• manage individual and group sport and recreation activities</li> <li>• apply strategies in sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities</li> <li>• evaluate strategies that seek to enhance health, wellbeing and participation in sport and recreation activities and provide recommendations</li> </ul>

## Teaching and learning sequence

Notional hours	Core topics			Learning experiences
	Core concepts and ideas	Knowledge, understanding and skills		
		Inquiry questions	Subject matter	
2 hours	Sport and recreation have an important role within Australian society.	What vocational and employment pathways are available in the sport and recreation industries?	<ul style="list-style-type: none"> <li>fitness industry, e.g. personal trainers, dieticians</li> <li>outdoor education, e.g. leadership coaches, instructors, tour guides</li> <li>sporting clubs, e.g. coaching, officiating, sports trainers</li> </ul>	<p>Introduce the module, outline learning goals and success criteria, and identify how learning in this module will link with prior learning.</p> <p><b>Brainstorm activity: Vocational pathways</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>discuss vocational employment pathways available in the sport and recreation industries, with a focus on               <ul style="list-style-type: none"> <li>the fitness industry, e.g. personal trainers</li> <li>outdoor education, e.g. leadership coaches, instructors, tour guides</li> <li>sporting clubs, e.g. coaching, officiating, sports trainers</li> <li>the role of volunteers across these industries.</li> </ul> </li> </ul> <p><b>Group activity: Expert groups</b></p> <p>In groups of six, students:</p> <ul style="list-style-type: none"> <li>are allocated one industry (sport, recreation or fitness) to research vocational pathways available at a local, state, national and international level</li> <li>present their research as a group, explaining available vocational pathways for their allocated industry.</li> </ul>

Notional hours	Core topics			Learning experiences
	Core concepts and ideas	Knowledge, understanding and skills		
		Inquiry questions	Subject matter	
3 hours	Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities.	What safety strategies should you and others know and implement when participating in sport and recreation activities?	<ul style="list-style-type: none"> <li>• equipment and facilities</li> <li>• awareness of health and safety requirements in different sporting, recreational and outdoor education contexts</li> <li>• risk assessment and management</li> </ul>	<p><b>Performance activity: Equipment and facilities</b> Demonstrate the correct procedures for setting up the court/s and organising equipment, and identify the safety requirements for a badminton game.</p> <p>In pairs, students:</p> <ul style="list-style-type: none"> <li>• organise a 25-minute tournament-style activity</li> <li>• complete a risk assessment for badminton</li> <li>• carry out actions identified on the risk assessment</li> <li>• organise the court set-up and equipment</li> <li>• officiate badminton games in the tournament.</li> </ul>
	Physical activity in sport and recreation activities supports the development and maintenance of health and performance.	How does the development of physical skills support effective participation in sport and recreation and the development of personal health?	<ul style="list-style-type: none"> <li>• learning physical skills, e.g. skill acquisition theories, transference</li> </ul>	<p><b>Performance activity: Badminton serves</b> Students:</p> <ul style="list-style-type: none"> <li>• learn the grip, stance and technique for different badminton serves (forehand, backhand, long, short)</li> <li>• demonstrate the different serves</li> <li>• practise serving accuracy using 'Box it' and 'Box it 2' drills. <ul style="list-style-type: none"> <li>– Resources: <ul style="list-style-type: none"> <li>▪ <i>Master Badminton</i>, 'Badminton gripping technique', <a href="http://www.masterbadminton.com/badminton-gripping-technique.html">www.masterbadminton.com/badminton-gripping-technique.html</a></li> <li>▪ <i>TeachPE</i>, 'Box it', <a href="http://www.teachpe.com/sports-coaching/badminton/badminton-practice-games/box-it">www.teachpe.com/sports-coaching/badminton/badminton-practice-games/box-it</a></li> <li>▪ <i>TeachPE</i>, 'Box it 2', <a href="http://www.teachpe.com/sports-coaching/badminton/badminton-practice-games/box-it-2">www.teachpe.com/sports-coaching/badminton/badminton-practice-games/box-it-2</a></li> </ul> </li> </ul> </li> </ul>

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	Core concepts and ideas	Knowledge, understanding and skills		
		Inquiry questions	Subject matter	
1 hour	Sport and recreation have an important role within Australian society.	How can communities support sport and recreation?	<ul style="list-style-type: none"> <li>school and community relationships, e.g. community groups using school facilities; enlisting community members' assistance in school recreation activities such as coaching, officiating, guest lectures; club and school affiliations</li> </ul>	<p><b>Brainstorm activity: Local community groups</b></p> <p>In groups of five, students:</p> <ul style="list-style-type: none"> <li>research local community groups in the sport, recreation and fitness industries to identify               <ul style="list-style-type: none"> <li>the number of local community groups across the three industries</li> <li>common characteristics, e.g. council-supported, age of participants, accessibility.</li> </ul> </li> <li>investigate links between their school and local community groups that currently exist in their area</li> <li>identify possible strategies for communities to support sport and recreation in your local area, e.g. local sporting club partnering with schools to offer coaching or officiating experience.</li> </ul>
		What sport and recreation activities are available in your local community?	<ul style="list-style-type: none"> <li>links between schools and community organisations</li> </ul>	
3 hours	Physical activity in sport and recreation activities supports the development and maintenance of health and performance.	How does the development of physical skills support effective participation in sport and recreation and the development of personal health?	<ul style="list-style-type: none"> <li>learning physical skills, e.g. skill acquisition theories, transference</li> </ul>	<p><b>Performance activity: Overhead clears</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>demonstrate the forehand overhead clear</li> <li>practise the forehand clear using the 'Wall return' and 'Run clear' activities               <ul style="list-style-type: none"> <li>Resources:                   <ul style="list-style-type: none"> <li><i>Badminton Technique: Forehand Clear</i>, <a href="http://www.youtube.com/watch?v=qhe_rJR9_Y">www.youtube.com/watch?v=qhe_rJR9_Y</a></li> <li><i>TeachPE</i>, 'Wall return', <a href="http://www.teachpe.com/sports-coaching/badminton/badminton-practice-games/wall-return">www.teachpe.com/sports-coaching/badminton/badminton-practice-games/wall-return</a></li> <li><i>TeachPE</i>, 'Run clear', <a href="http://www.teachpe.com/sports-coaching/badminton/badminton-practice-games/run-clear">www.teachpe.com/sports-coaching/badminton/badminton-practice-games/run-clear</a></li> </ul> </li> </ul> </li> </ul>

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				<p><b>Activity: Enhance participation</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>discuss how the development of physical skills can enhance participation and performance in sport and active recreation activities</li> </ul> <p>– Resources:</p> <ul style="list-style-type: none"> <li>Queensland Government, 'Recreation and outdoor activities', <a href="http://www.qld.gov.au/recreation/activities">www.qld.gov.au/recreation/activities</a></li> <li>Queensland Government, 'Benefits of being active', <a href="http://www.qld.gov.au/recreation/health/get-active/benefits">www.qld.gov.au/recreation/health/get-active/benefits</a></li> <li>Victoria State Government, 'Strategies, a key listing of sport and recreation strategies', <a href="http://sport.vic.gov.au/publications-and-resources/strategies">sport.vic.gov.au/publications-and-resources/strategies</a></li> </ul> <p><b>Performance activity: Doubles</b></p> <p>In pairs, students:</p> <ul style="list-style-type: none"> <li>demonstrate and apply a range of badminton skills in doubles team contexts, e.g. serves (forehand, backhand, long, short) and overhead clears (forehand and backhand).</li> </ul>
1 hour	Agencies have a role in the promotion of sport and recreation, in the broader community.	How could agencies improve the provision of sport and recreation opportunities in your community?	<ul style="list-style-type: none"> <li>participation strategies, e.g. reducing membership fees, supplying equipment, increasing accessibility by reducing barriers</li> </ul>	<p><b>Group activity: The role of agencies</b></p> <p>In pairs, students:</p> <ul style="list-style-type: none"> <li>select one industry (e.g. the fitness industry) and investigate the resources of local and state agencies, such as websites, factsheets or publications</li> <li>evaluate the current strategies used by the selected agency to improve the provision of sport and recreation opportunities in the local community</li> <li>suggest one participation strategy that their selected agency could implement to improve the provision of sport and recreation opportunities in the local community</li> <li>present their strategy to the class.</li> </ul>

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3 hours	Physical activity in sport and recreation activities supports the development and maintenance of health and performance.	How does the development of physical skills support effective participation in sport and recreation and the development of personal health?	<ul style="list-style-type: none"> <li>learning physical skills, e.g. skill acquisition theories, transference</li> </ul>	<p><b>Performance activity: Net lift and net kill</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>demonstrate and practise the net lift and net kill using the 'Lift up' and 'Multiple shuttles — Net play' activities</li> <li>demonstrate and practise drop shots in open and closed performance environments</li> <li>demonstrate and practise smashes in open and closed performance environments</li> </ul> <p>– Resources:</p> <ul style="list-style-type: none"> <li><i>TeachPE</i>, 'Lift up', <a href="http://www.teachpe.com/sports-coaching/badminton/badminton-practice-games/lift-up">www.teachpe.com/sports-coaching/badminton/badminton-practice-games/lift-up</a></li> <li><i>Badminton Information</i>, 'Badminton drills: Multiple shuttles — Net play', <a href="http://www.badminton-information.com/badminton-drills.html">www.badminton-information.com/badminton-drills.html</a></li> <li><i>Master Badminton</i>, 'Types of badminton drop', <a href="http://www.masterbadminton.com/badminton-drop.html">www.masterbadminton.com/badminton-drop.html</a></li> <li><i>Master Badminton</i>, 'How to play the forehand badminton smash', <a href="http://www.masterbadminton.com/badminton-smash.html">www.masterbadminton.com/badminton-smash.html</a></li> </ul> <p><b>Performance activity: Game context</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>demonstrate the net lift, net kill and drop shot in singles and doubles game contexts.</li> </ul>
3 hours	Physical activity in sport and recreation activities supports the development and maintenance of health and performance.	How does the development of physical skills support effective participation in sport and recreation and the development	<ul style="list-style-type: none"> <li>learning physical skills, e.g. skill acquisition theories, transference</li> </ul>	<p><b>Performance activity: Transitional movements and attack and defence strategies</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>demonstrate and apply badminton skills when <ul style="list-style-type: none"> <li>setting up an attack to <ul style="list-style-type: none"> <li>force the opponent to the baseline or net at the start of a</li> </ul> </li> </ul> </li> </ul>

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		of personal health?		<ul style="list-style-type: none"> <li>rally, e.g. a forehand high or long serve, or forehand or backhand short serve               <ul style="list-style-type: none"> <li>▪ control a rally and draw the opponent to a specific area on court, e.g. drop shot</li> </ul> </li> <li>- defending against an attack and creating, defending and exploiting space to               <ul style="list-style-type: none"> <li>▪ move the opponent to the back court and create space in the front court, e.g. a forehand clear</li> <li>▪ hit the shuttle from the attacker's front court into the rear court of the opponent, e.g. net lift</li> </ul> </li> <li>- attacking the opposition court and winning a rally following an opponent's high shot to the net, e.g. backhand or forehand net kill</li> <li>- driving the shuttle into the opponent's court to win the rally, or win with a follow-up shot at the net, e.g. smash.</li> </ul>
2 hours	Sport and recreation have an important role within Australian society.	What are the benefits of sport and recreation to you and the community?	<ul style="list-style-type: none"> <li>• the health benefits of the sport or recreation activity under study</li> </ul>	<p><b>Activity: Steps in badminton</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• wear a pedometer and record the number of steps they take, the score and the duration of each game of badminton</li> <li>• participate in another physical activity (e.g. basketball, futsal) while wearing a pedometer and record the number of steps taken, the score and duration of the game</li> <li>• research the recommended number of steps per day along</li> </ul>



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	Physical activity in sport and recreation activities supports the development and maintenance of health and performance.	What are the benefits of participating in sport and recreation activities?	<ul style="list-style-type: none"> <li>• physical health</li> <li>• social health</li> </ul>	<p>with physical activity recommendations using credible sources</p> <ul style="list-style-type: none"> <li>– Resource: <i>Australian Government</i>, 'Sport 2030 — National Sport Plan', <a href="http://www.sportaus.gov.au/nationalsportplan">www.sportaus.gov.au/nationalsportplan</a></li> <li>• analyse their game data from each physical activity to <ul style="list-style-type: none"> <li>– make comparisons with federal government initiatives to be healthy and active</li> <li>– identify reasons for differences and similarities in the data</li> <li>– make recommendations about how people could use this data to be healthy and active.</li> </ul> </li> </ul>
1 hour	Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities.	What personal and interpersonal skills are required for effective participation in sport and recreation activities?	<ul style="list-style-type: none"> <li>• communication skills</li> <li>• cooperative strategies and skills</li> <li>• conflict resolution</li> <li>• group dynamics</li> <li>• team cohesion</li> <li>• types of feedback</li> <li>• coaching strategies</li> </ul>	<p><b>Performance activity: Communication strategies</b></p> <p>In pairs, students:</p> <ul style="list-style-type: none"> <li>• participate in a doubles game of badminton without using verbal communication <ul style="list-style-type: none"> <li>– third pair of students will record observations of the non-verbal communication strategies used in the game</li> </ul> </li> <li>• reflect on the difficulties this communication barrier presents and evaluate the potential impact(s) on team performance</li> <li>• participate in a second game of badminton with no limitations to communication</li> <li>• compare their performance in the two games to identify differences and similarities, and evaluate the impact on team performance</li> <li>• discuss the importance of communication during doubles games</li> <li>• recommend personal and interpersonal skills and strategies required for effective communication in doubles games</li> <li>• make inferences about the importance of personal and interpersonal skills within the sport, recreation and fitness industries when working with different clients and situations.</li> </ul>

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		Inquiry questions	Subject matter	
2 hours	Physical activity in sport and recreation activities supports the development and maintenance of health and performance.	How does the development of physical skills support effective participation in sport and recreation and the development of personal health?	<ul style="list-style-type: none"> <li>learning physical skills, e.g. skill acquisition theories, transference</li> </ul>	<p><b>Performance activity: Doubles</b></p> <p>In pairs, students:</p> <ul style="list-style-type: none"> <li>demonstrate and apply a range of badminton skills in a doubles team, e.g. serves (forehand, backhand, long and short), overhead clears (forehand and backhand), net lift, net kill, drop shot, smash, transitional movements and attacking and defending strategies.</li> </ul>
3 hours	Physical activity in sport and recreation activities supports the development and maintenance of health and performance.	How can I support my participation and the participation of others in sport and recreation activities?	<ul style="list-style-type: none"> <li>community spirit</li> <li>competition vs. participation</li> </ul>	<p><b>Activity: School tournament</b></p> <p>Lead students in the preparation of a lunchtime badminton tournament for Year 9 students and assign roles of responsibility including:</p> <ul style="list-style-type: none"> <li>court and equipment preparation</li> <li>umpires and scorers</li> <li>tournament organisers.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>apply and adapt badminton strategies and procedures suitable for Year 9 students</li> <li>demonstrate management skills when coaching and officiating badminton games</li> <li>demonstrate and apply the Core Skills for Work skill cluster 2 (interacting with others) in the preparation and implementation of the lunchtime tournament: <ul style="list-style-type: none"> <li>connect and work with others</li> <li>recognise and utilise diverse perspectives.</li> </ul> </li> </ul>
	Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities.	What safety strategies should you and others know and implement when participating in sport and recreation activities?	<ul style="list-style-type: none"> <li>equipment and facilities</li> <li>awareness of health and safety requirements in different sporting, recreational and outdoor education contexts</li> <li>risk assessment and management</li> </ul>	

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	Core concepts and ideas	Knowledge, understanding and skills		
		Inquiry questions	Subject matter	
1 hour	Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities.	What personal and interpersonal skills are required for effective participation in sport and recreation activities?	<ul style="list-style-type: none"> <li>• communication skills</li> <li>• cooperative strategies and skills</li> <li>• conflict resolution</li> <li>• group dynamics</li> <li>• team cohesion</li> <li>• types of feedback</li> <li>• coaching strategies</li> </ul>	<p><b>Activity: Reflection</b></p> <p>Lead a reflective discussion of the module of work, revisit learning goals and success criteria and identify how learning in this module will link to future opportunities in the sport, recreation and fitness industries.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• discuss and reflect on the learning goals for the module and their initial perception of their own and the group's ability to achieve the intended goals</li> <li>• identify and reflect on the personal and interpersonal skills required when playing in doubles situations, when organising and running a tournament and when overseeing the logistics of badminton lessons.</li> </ul>
		How can the identification of personal attributes and the diverse range of attributes in others benefit participation in sport and recreation activities?	<ul style="list-style-type: none"> <li>• self-analysis</li> <li>• goal setting</li> <li>• assertive behaviours</li> <li>• acknowledging success</li> </ul>	