

MATILDA

SPORT

AND

RECREATION

QCE
UNITS
1 & 2

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Matilda Sport and Recreation

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DISCLAIMER

Any outdoor adventure activities can be dangerous. Participating in activities that are beyond your capabilities or when you do not have adequate experience, skill, regard to safety, or suitable equipment can result in serious injury or death. This workbook aims to provide you with information that can assist you to investigate, plan, perform and evaluate activities – as a student of Sport and Recreation – so you can undertake activities safely and with enhanced enjoyment.

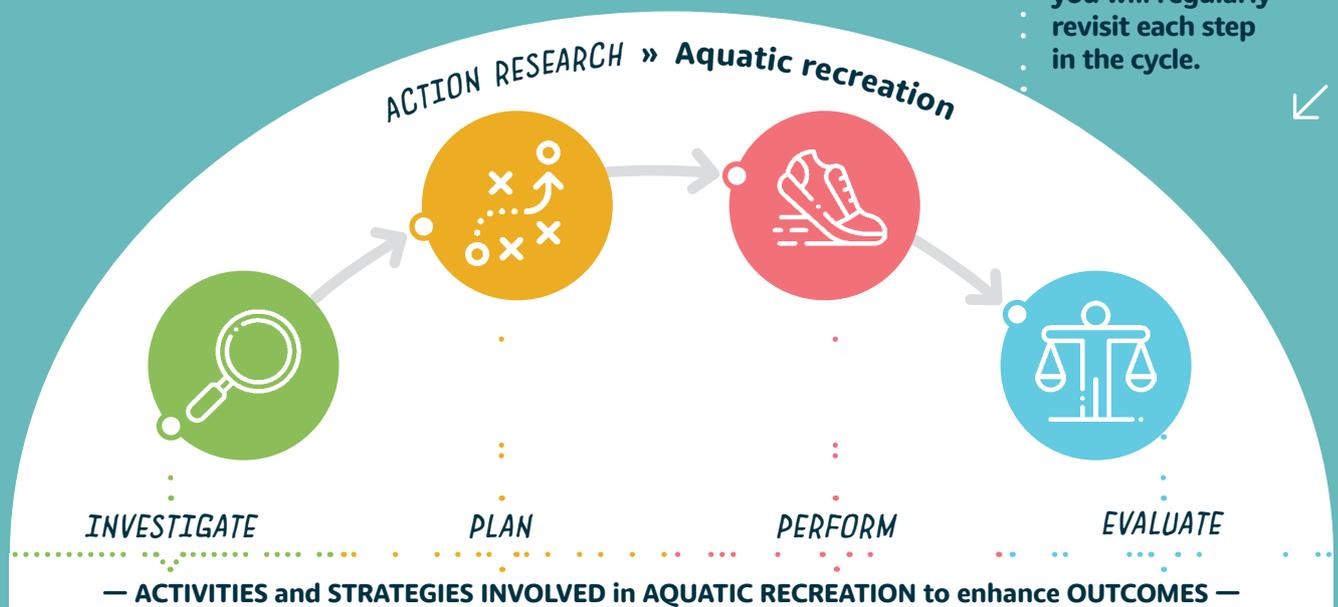
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AQUATIC RECREATION

UNIT **A**

Aquatic recreation is diverse. It encompasses a wide variety of water-based activities undertaken by a range of participants in many different settings. In this unit, you will focus on the objectives and subject matter outlined in the diagram below.

The process you are following is called 'action research'. It means you are learning by doing. Action research is a cycle, not a one-way street. Using this unit, you will regularly revisit each step in the cycle.



- ☑ **Learn by doing:** Actively participate in aquatic recreation activities.
- ☑ **Document your findings:** Ask questions, search for evidence and make observations.
- ☑ **Be curious:** Interview someone who works in aquatic recreation.

- ☑ **Outline details:** What, who, when, where and how?
- ☑ **Build a framework:** Use your investigations to inform your plan.
- ☑ **Test your plan:** Change your plan according to your findings.

- ☑ **Participate:** Bring to life the strategies you have investigated and planned.
- ☑ **Review:** Be prepared to adjust your plan and test your performance again.
- ☑ **Be flexible:** Performance is developmental and needs to be built over time.

- ☑ **Analyse:** Assess the strengths and limitations of your investigations, plans and performances.
- ☑ **Interpret:** Draw together these assessments to form a summary or an outcome.
- ☑ **Reflect:** Reflect to come to new understandings.

ASSESSMENT LOG



When you see this icon, it is a reminder to turn to the Assessment Log at the end of the relevant module to document your learning. By filling in the Assessment Log as you go, you are continually building towards the assessment. You can update your Assessment Log at any time as your understanding grows.

FOLIO OF WORK FOR MODULE 1: OUTCOMES OF PARTICIPATING IN AQUATIC RECREATION

Topics	Tasks	Activities and strategies	Completed (✓)
1 What is aquatic recreation?	1.1: Defining aquatic recreation	1.1: Define aquatic recreation	<input type="checkbox"/>
	1.2: Aquatic recreation in Australia	1.2: Investigate aquatic recreation in Australia	<input type="checkbox"/>
	1.3: Local aquatic recreation opportunities	1.3: Identify local aquatic recreation locations	<input type="checkbox"/>
2 Different types of aquatic recreation	2.1: Aquatic sports	2.1: Investigate and participate in an aquatic sport	<input type="checkbox"/>
	2.2: Aquatic fitness activities	2.2: Investigate and participate in an aquatic fitness activity	<input type="checkbox"/>
	2.3: Aquatic recreation activities	2.3: Investigate and participate in an aquatic recreation activity	<input type="checkbox"/>
3 Participating in aquatic recreation: Physical health outcomes	3.1: The physical health outcomes of participating in aquatic recreation	3.1: Investigate the physical health outcomes of participating in aquatic recreation	<input type="checkbox"/>
	3.2: Lifelong participation in physical activity	3.2: Explore lifelong participation in physical activity	<input type="checkbox"/>
4 Participating in aquatic recreation: Mental health outcomes	4.1: The mental health outcomes of participating in aquatic recreation	4.1: Investigate the mental health outcomes of participating in aquatic recreation	<input type="checkbox"/>
	4.2: The mental health outcomes of having fun	4.2: Have fun!	<input type="checkbox"/>
5 Participating in aquatic recreation: Social health outcomes	5.1: The social health outcomes of participating in aquatic recreation	5.1: Investigate the social health outcomes of participating in aquatic recreation	<input type="checkbox"/>
	5.2: Social health and inclusion	5.2: Making aquatic recreation inclusive	<input type="checkbox"/>
6 Participating in aquatic recreation: Cognitive and spiritual health outcomes	6.1: The cognitive health outcomes of participating in aquatic recreation	6.1: Investigate the cognitive health outcomes of participating in aquatic recreation	<input type="checkbox"/>
	6.2: Spiritual health and nature	6.2: Investigate nature's effect on spiritual health	<input type="checkbox"/>
 Assessment	Assessment Log 1: Performance	 Step 1: Investigation Log	<input type="checkbox"/>
		 Step 2: Planning Log	<input type="checkbox"/>
		 Step 3: Performance Log	<input type="checkbox"/>
		 Step 4: Evaluation Log	<input type="checkbox"/>

FOLIO OF WORK FOR MODULE 2: FACTORS INFLUENCING PARTICIPATION IN AQUATIC RECREATION

Topics	Tasks	Activities and strategies	Completed (✓)
7 Aquatic recreation in Australia today: A snapshot	7.1: Aquatic recreation in Australia	7.1: Investigate aquatic recreation in Australia today	<input type="checkbox"/>
	7.2: Current trends in aquatic recreation in Australia	7.2: Investigate current trends in aquatic recreation	<input type="checkbox"/>
	7.3: Explore a trend: Student participation in aquatic recreation in Australia	7.3: Explore a trend: Student participation in aquatic recreation	<input type="checkbox"/>
8 Introduction to factors influencing participation in aquatic recreation	8.1: Influences on participation in aquatic recreation	8.1: Investigate influences on participation in aquatic recreation	<input type="checkbox"/>
	8.2: Roles and responsibilities in the aquatic recreation sector	8.2: Investigate roles and responsibilities in the aquatic recreation sector	<input type="checkbox"/>
9 Influential factors: Access to resources and facilities	9.1: Geographical location	9.1: Investigate aquatic recreation in rural and metropolitan locations	<input type="checkbox"/>
	9.2: Strategies to improve access to aquatic recreation resources and facilities	9.2: Investigate strategies that improve access to aquatic recreation resources and facilities	<input type="checkbox"/>
10 Influential factors: Ability and safety	10.1: Individual ability as a factor influencing participation in aquatic recreation	10.1: Explore individual ability as a factor influencing participation in aquatic recreation	<input type="checkbox"/>
	10.2: Safety as a factor influencing participation in aquatic recreation	10.2: Practise managing risk for aquatic recreation activities	<input type="checkbox"/>
11 Influential factors: Socioeconomic status and financial barriers	11.1: Socioeconomic status as a factor influencing participation in aquatic recreation	11.1: Investigate how socioeconomic status influences participation in aquatic recreation	<input type="checkbox"/>
	11.2: Initiatives that address financial barriers to participation in aquatic recreation	11.2: Investigate initiatives that address financial barriers	<input type="checkbox"/>
12 The 2032 Olympic and Paralympic Games and aquatic recreation	12.1: Keeping Australians active: 2032 and beyond	12.1: Explore the Olympic and Paralympic Games and the aquatic recreation sector	<input type="checkbox"/>
	12.2: The Brisbane Olympic and Paralympic Games 2032	12.2: Write a job application for the Olympic and Paralympic Games	<input type="checkbox"/>
13 Where to from here?	13.1: Employment opportunities	13.1: Investigate employment opportunities	<input type="checkbox"/>
	13.2: Vocational pathways	13.2: Investigate vocational pathways	<input type="checkbox"/>
	13.3: Industry visit	13.3: Visit an aquatic recreation centre	<input type="checkbox"/>
 Assessment	Assessment Log 2: Project	 Step 1: Investigation Log	<input type="checkbox"/>
		 Step 2: Planning Log	<input type="checkbox"/>
		 Step 3: Performance Log	<input type="checkbox"/>
		 Step 4: Evaluation Log	<input type="checkbox"/>

ASSESSMENT ① PREVIEW »

PERFORMANCE

The first assessment of this unit is a performance. For this assessment, you will plan and perform (implement) an activity or a strategy to enhance outcomes in aquatic recreation. You will then evaluate the success of your activity or strategy.

Name of the activity or strategy

Conditions of the task

Context

ASSESSMENT ② PREVIEW »

PROJECT

The second assessment of this unit is a project. For this assessment, you will investigate, plan and perform (implement) an activity or a strategy to enhance outcomes in aquatic recreation. You will then evaluate the success of your activity or strategy.

Name of the activity or strategy

Conditions of the task

Context

OUTCOMES OF PARTICIPATING IN AQUATIC RECREATION

In this module, you will explore which physical activities are classified as being ‘aquatic recreation’ and you will investigate and participate in different types of aquatic recreation activities. You will also investigate the outcomes related to participating in these water-based pursuits, including how involvement in these activities can improve the main aspects of health: physical, mental, social, cognitive and spiritual.

PIRFAM FOR AQUATIC RECREATION

To evaluate aquatic recreation activities in this module, you will use the PIRFAM framework. In this module, the PIRFAM acronym stands for:

- **Purpose**
- **Reward**
- **Access**
- **Interest**
- **Feasibility**
- **Motivation.**

A good analysis of an aquatic recreation activity or strategy identifies the strengths and limitations of the activity or strategy according to each factor of the PIRFAM framework. You can also use the framework to improve the outcomes of the activities and strategies you deliver. See Table 2 for an example of a completed PIRFAM evaluation of an aquatic recreation activity.

TABLE 1 > PIRFAM factors for aquatic recreation activities and strategies

PIRFAM factor		Examples of evaluation criteria
P	Purpose	<ul style="list-style-type: none"> » What is the main purpose of the activity or strategy? » Who is the activity or strategy targeting? » Does the activity or strategy fulfil its purpose? How do you know this?
I	Interest	<ul style="list-style-type: none"> » Is this a popular activity? » Who participates in this activity? » Is the activity interesting and/or fun? » Does the strategy improve the participants’ interest in the activity?
R	Reward	<ul style="list-style-type: none"> » What are the benefits of participating in the activity? » Is there a clear reward for participating in the activity? » Which aspects of health does the activity improve?

PIRFAM factor	Examples of evaluation criteria
F Feasibility	<ul style="list-style-type: none"> » Is the activity or strategy easy to implement? Is the strategy practical? » Can the activity or strategy be implemented in the time available? » What needs to be considered to make sure the activity or strategy is successful? » What changes can be made to make the activity or strategy more successful next time?
A Access	<ul style="list-style-type: none"> » Is the activity easily accessible? » What are the barriers and enablers to people accessing the activity? » Does the strategy improve access to the activity? If not, how can it be improved?
M Motivation	<ul style="list-style-type: none"> » Why do people participate in the activity? What motivates them? » Does the strategy improve people's motivation to participate in aquatic recreation? How do you know this?

TABLE 2 > A sample PIRFAM evaluation of an aquatic recreation activity

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	» The purpose of the activity was clearly articulated at the beginning of the session.	» The structure of the activity did not allow the purpose of the session to be fulfilled.
Interest	» Aspects of the activity were fun, which helped the participants to be interested in the activity.	» The instructors often seemed uninterested in the activity, which did not help the participants to feel interested in the session.
Reward	» The anticipated reward of having fun and enjoying the activity was realised.	» The activity could have been better planned and implemented so it improved more aspects of health.
Feasibility	» This activity was a reasonable and practical choice for the instructors to implement.	» The activity was a little rushed as there was not quite enough time to complete every aspect of the session.
Access	» The cost of the activity was low.	» The venue where the activity was held is difficult to get to if you do not have a car (it is not easily accessible by public transport).
Motivation	» The participants were keen to take part in the activity because they had heard it was fun.	» The instructors did little to motivate the participants.

Outcome
(an evaluation of the overall success of the activity, drawing on the strengths and limitations listed above)

Overall, the activity was fun and the participants enjoyed themselves with many saying they were keen to participate in this aquatic recreation activity again. The greatest limitation related to the instructors. They did not seem very interested in the session and did little to motivate the participants.

TOPIC 1 > WHAT IS AQUATIC RECREATION?

‘Aquatic recreation’ includes a variety of activities – including competitive sport at all levels, physical recreation activities and fitness activities – that can take place at many different locations, including indoors, outdoors, and in natural and man-made environments. In this topic, you will define aquatic recreation, investigate aquatic recreation in Australia, and identify local opportunities to participate in these water-based activities.

1.1 » Defining aquatic recreation

Learning goal: To understand what aquatic recreation is

Before we progress into this unit, it will be useful to stop and explore our understanding of aquatic recreation. What is it? Which sports and physical recreation activities are considered ‘aquatic recreation’?

Define aquatic recreation

ACTIVITY AND STRATEGY 1.1

PART A: THINK, PAIR, SHARE

1 Come up with your own definition of ‘aquatic recreation’ (do not talk to anyone else at this point).

2 Share your definition of aquatic recreation with a partner and listen to their definition. Work together to come up with a definition that you both agree on.

- 3** Share your definition with the class and listen to your peers' definitions. While you are listening to your classmates describe aquatic recreation, write the words and phrases you hear in the table below.

Words and phrases that describe aquatic recreation

PART B: BRAINSTORM

- 4 a** Brainstorm different aquatic recreation **activities**.

- b** Brainstorm different aquatic recreation **locations**.

- 5** Share your responses to Question 4 with the class. If anyone mentions an activity or a location you have not included in your answer, add it above.

1.2 » Aquatic recreation in Australia

Learning goal: To gain a snapshot of aquatic recreation in Australia



Australians have a well-known love of being physically active, especially outdoors. In particular, Australians love water-based activities. Why is this? What do people get out of it? The answers to these questions are the *value* of participating in aquatic recreation.

Investigate aquatic recreation in Australia

1.2
ACTIVITY AND STRATEGY

1 a Which aquatic recreation activities are popular in Australia?

b Why do you think these activities are popular in this country?

2 a Which aquatic recreation activities have you participated in?

b What do you get out of participating in these activities?

3 Which water-based activities are popular in your community? Why do you think this is?



4 Select an aquatic recreation activity (look back at the list in Activity and strategy 1.1). Investigate this activity in Australia, then answer the following questions.

a When was this activity introduced to Australia?

b Why is this activity popular?

c Who participates in this activity? Is the activity popular with a particular group of people? Why do you think this is?

5 What is the most popular aquatic recreation activity for school-aged children (aged 5–18)? Why do you think this is?

6 What is the most popular aquatic recreation activity for women aged over 60? Why do you think this is?

7 Write your responses to the following questions in the table below.

a Identify three aquatic recreation activities that represent our Australian way of life.

b Explain why you think each activity represents our Australian lifestyle.

Aquatic recreation activity	Explanation
	<hr/>
	<hr/>
	<hr/>



ACTIVITY AND STRATEGY 1.2

Aquatic recreation activity	Explanation
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

1.3 » Local aquatic recreation opportunities
Learning goal: To be able to identify the aquatic recreation opportunities available locally

Depending on where you live, there may be a variety of locations where you can participate in aquatic recreation.

Identify local aquatic recreation locations

ACTIVITY AND STRATEGY 1.3

PART A: IDENTIFY LOCATIONS

- 1 a** Identify the places where you can participate in aquatic recreation in your local area (within 50 kilometres of your home).
- b** Next to each location, identify which aquatic recreation activities you can participate in at that location.

Location	Aquatic recreation activities

Location	Aquatic recreation activities

PART B: WRITE A PEEL PARAGRAPH

The PEEL acronym is a guideline that can help you write clearly and link your opinions with facts. The PEEL acronym stands for:

- **Point:** Start your paragraph with the point you want to make.
- **Explanation or evidence:** Provide evidence to support your point.
- **Example:** Give an example to back up your point.
- **Link:** Link to your next paragraph.

2 Write a PEEL paragraph about the opportunities to participate in aquatic recreation available to you and other members of your community. Explain why these opportunities are available.



Now that you have finished Topic 1 (What is aquatic recreation?), turn to Assessment Log 1 at the end of this module. Start in Step 1 (Investigation Log). Fill in Section 1 (What do they get out of it?). You can update your Assessment Log at any time as your understanding grows.

TOPIC 2 > DIFFERENT TYPES OF AQUATIC RECREATION

Aquatic recreation includes local and elite-level competitive sport, fitness sessions, and recreational pursuits. Water-based physical activities can take place in a variety of contexts and locations, including indoors, outdoors, in natural environments, and in man-made facilities. In this topic, you will explore different types of water-based activities: aquatic sports, aquatic fitness activities, and aquatic recreation activities.

2.1 » Aquatic sports

Learning goal: To be able to identify different aquatic sports



Aquatic sports are competitive activities that take place in or on the water. Aquatic sports include:

- swimming
- diving
- water polo
- synchronised swimming
- surfing
- rowing
- kayaking
- surf lifesaving.

Many of these sports are played at all levels from local community competitions to the highest levels of professional competition, such as at the Olympic and Paralympic Games.

Investigate and participate in an aquatic sport

2.1

ACTIVITY AND STRATEGY

PART A: BRAINSTORM AQUATIC SPORTS

- 1 List five aquatic sports.

- 2 Why do people participate in the activities you identified in Question 1?

PART B: PARTICIPATE IN AN AQUATIC SPORT

Now for the fun bit. Your teacher has organised a session of an aquatic sport. Participate in the session and follow your teacher's instructions.

- 3 After participating in the activity, evaluate the session using the PIR of the PIRFAM framework. Look back to Table 1 to help you complete this task. Write your responses in the table on the opposite page.



NAME OF THE AQUATIC SPORT: _____

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Interest	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Outcome
(an evaluation of the overall success of the activity,
drawing on the strengths and limitations listed above)



ACTIVITY AND STRATEGY 2.1

4 Recommend one change that your teacher could make to the aquatic sport session to make it more successful.

2.2 » Aquatic fitness activities

Learning goal: To be able to identify aquatic fitness activities



While all physical activities can improve your fitness, the water-based fitness activities we are discussing in this topic are those provided by personal trainers; for example, aqua aerobics.

Investigate and participate in an aquatic fitness activity

ACTIVITY AND STRATEGY 2.2

PART A: INVESTIGATE AQUATIC EXERCISE

1 Investigate and identify three advantages of exercising in water (rather than on land).

2 Why are water-based fitness activities recommended for people with joint injuries or arthritis?



PART B: PARTICIPATE IN AN AQUATIC FITNESS ACTIVITY

Your teacher has organised a session of an aquatic fitness activity. Participate in the session and follow your teacher's instructions.

- 3 After participating in the activity, evaluate the session using the PIR of the PIRFAM framework. Look back to Table 1 to help you complete this task. Write your responses in the table below.

NAME OF THE AQUATIC FITNESS ACTIVITY:		
	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose		
Interest		
Reward		



2.2

ACTIVITY AND STRATEGY

Outcome
(an evaluation of the overall success of the activity, drawing on the strengths and limitations listed above)

4 Recommend one change that your teacher could make to the aquatic fitness activity to make it more successful.

2.3 » Aquatic recreation activities

Learning goal: To be able to identify different aquatic recreation activities



Aquatic recreation activities are water-based physical activities that people do for fun.

Investigate and participate in an aquatic recreation activity

2.3

ACTIVITY AND STRATEGY

PART A: BRAINSTORM ACTIVITIES

1 As a class, list as many aquatic recreation activities as you can.



2 Why do people participate in the activities you identified in Question 1?

PART B: PARTICIPATE IN AN AQUATIC RECREATION ACTIVITY

Your teacher has organised a session of an aquatic recreation activity. Participate in the session and follow your teacher’s instructions.

3 After participating in the activity, evaluate the session using the PIR of the PIRFAM framework. Look back to Table 1 to help you complete this task. Write your responses in the table below.

NAME OF THE AQUATIC RECREATION ACTIVITY:			
		Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose			
Interest			
Reward			



2.3

ACTIVITY AND STRATEGY

Outcome
(an evaluation of the overall success of the activity,
drawing on the strengths and limitations listed above)

4 Recommend one change that your teacher could make to the aquatic recreation activity to make it more successful.

ASSESSMENT LOG



Now that you have finished Topic 2 (Different types of aquatic recreation), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 2 (Type of aquatic recreation) and Section 3 (Aquatic recreation activity). You can update your Assessment Log at any time as your understanding grows.

TOPIC 3 > PARTICIPATING IN AQUATIC RECREATION: PHYSICAL HEALTH OUTCOMES

Participating in aquatic recreation activities contributes to the wellbeing of many Australians as a key component of wellbeing is physical health. In this topic, you will explore the concept of physical health, investigate how participating in aquatic recreation can improve your body's condition, and identify the enablers and barriers to participating in aquatic recreation.

3.1 » The physical health outcomes of participating in aquatic recreation

Learning goal: To understand the concept of 'physical health' and to be able to identify how participating in aquatic recreation can improve people's physical health



Participating in aquatic recreation is a great way of increasing your physical activity, thereby improving your physical health.

Investigate the physical health outcomes of participating in aquatic recreation

PART A: WHAT IS PHYSICAL HEALTH?

1 Individual investigation task: Research physical health and then complete the sentences below.

a Physical health is ... _____

b The different aspects of physical health include ... _____

2 a Share your response to Question 1b with a partner.

b If your partner included any aspects of physical health that you did not, add these to your response.

3.1

ACTIVITY AND STRATEGY



PART B: EXPLORE THE IMPACT OF PARTICIPATING IN AQUATIC RECREATION

3 Work in pairs to answer the following question:
How does participating in aquatic recreation improve your physical health?

4 a Share your response to Question 3 with the class.
b Identify the similarities and differences in the responses to Question 3.
Write these in the table below.

ANSWERS TO THE QUESTION: HOW DOES PARTICIPATING IN AQUATIC RECREATION IMPROVE YOUR PHYSICAL HEALTH?

Similarities	Differences
<hr/> <hr/>	<hr/> <hr/>

c Discuss your classmates' responses with your partner and decide if you wish to make any changes to your answer to Question 3.

3.2 » Lifelong participation in physical activity

Learning goal: To be able to identify the enablers and barriers that influence people's ability to participate in aquatic recreation throughout their lives



Most physical health outcomes are not instant (that is, they do not happen straight away after you participate in a physical activity). To improve your physical health, and to maintain a healthy body, you need to regularly participate in appropriate physical activity.

Explore lifelong participation in physical activity

PART A: IDENTIFY ENABLERS AND BARRIERS TO PARTICIPATING IN AQUATIC RECREATION

- 1** An **enabler** is a person or thing that makes something possible. Research the enablers that contribute to people regularly participating in aquatic recreation activities over a period of time.

- 2** A **barrier** is a factor that limits a person's ability to participate in an activity. Brainstorm barriers that can limit people's ability to participate in aquatic recreation activities.

PART B: PARTICIPATE IN AN AQUATIC RECREATION ACTIVITY

Your teacher has organised a session of an aquatic recreation activity. The purpose of the session is to improve your physical health and to encourage you to regularly participate in appropriate physical activity. Participate in the activity and follow your teacher's instructions. After you have completed the session, answer the following questions. Write your answers in the table on the next page.

- 3**
- Explain or **describe** the aquatic recreation activity. Include how long the activity took to complete.
 - Describe the activity's **target group** (the participants). Include the number of participants.
 - What **equipment** was used during the activity?
 - Draw a **diagram** of how the activity was set up, including where the equipment was placed.
 - What did you get out of participating in the activity? What did you achieve? (What is the **value** of the activity?)
 - How did your teacher **motivate** you to participate in the activity?

3.2

ACTIVITY AND STRATEGY



3.2

ACTIVITY AND STRATEGY

NAME OF THE ACTIVITY:

Activity explanation

Target group (participants)

Equipment

Activity diagram

Value

Motivation strategies



4 How successful was the activity in achieving its purpose? Would you participate in this type of activity again? Has this session motivated you to seek out this aquatic recreation activity in your community? Explain your answer.

PART C: PLAN A SESSION OF AN AQUATIC RECREATION ACTIVITY

Think about your answers to Questions 3 and 4 and then use these responses to complete the following task.

5 Working in small groups, plan a basic session of an aquatic recreation activity. The aims of the session are to improve the participants’ physical health and to encourage them to regularly participate in appropriate physical activity. Write the details of your group’s activity in the table below.

NAME OF THE ACTIVITY:	
Activity explanation	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Target group (participants)	
<hr/> <hr/>	
Equipment	<hr/> <hr/> <hr/>



Activity diagram

Value	<hr/> <hr/> <hr/> <hr/>
Motivation strategies	<hr/> <hr/> <hr/> <hr/>
Success (How will you measure the success of the activity in achieving its purpose?)	<hr/> <hr/> <hr/> <hr/>

PART D: EVALUATE A SESSION OF AN AQUATIC RECREATION ACTIVITY

- 6**
- a** Each group will implement the session they planned in Part C; the other students will participate in the session.
 - b** After all the groups have run their sessions, use the PIRFAM framework to evaluate your group’s session. Look back to Table 1 to help you complete this task. Write your evaluation in the table on the opposite page.



NAME OF THE ACTIVITY:

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose		
Interest		
Reward		
Feasibility		
Access		



TOPIC 4 > PARTICIPATING IN AQUATIC RECREATION: MENTAL HEALTH OUTCOMES

There has never been a time in history where so much emphasis has been placed on individuals' mental health. A commonly used strategy to improve and/or maintain mental health is to participate in regular physical activity, such as aquatic recreation activities.

In this topic, you will explore the definition of 'mental health', investigate how participating in aquatic recreation can improve your mental health, and look at the positive mental health outcomes of having fun.

4.1 » The mental health outcomes of participating in aquatic recreation

Learning goal: To understand the concept of 'mental health' and to be able to identify how participating in aquatic recreation can improve people's mental health



Participating in physical activity – such as aquatic recreation – positively contributes to the overall psychological health of individuals of all ages from all segments of the population.

Investigate the mental health outcomes of participating in aquatic recreation

PART A: WHAT IS MENTAL HEALTH?

- 1** Individual investigation task: Research mental health and then complete the sentence below.

Mental health is ... _____

- 2** **a** Share your response to Question 1 with a partner.
b If your partner included any aspects of mental health that you did not, add these to your response.

PART B: IDENTIFY HOW PARTICIPATING IN AQUATIC RECREATION CAN IMPROVE MENTAL HEALTH

- 3** Fill in the missing letters in the words on the next page to identify how participating in aquatic recreation activities can improve mental health.

4.1

ACTIVITY AND STRATEGY



Participating in aquatic recreation:

- a reduces s_____ and an_____
- b enhances so _____ co _____
- c boosts s_____ - e _____
- d provides a s_n__ of p_rp____
- e improves overall ph_____ l h_____.

PART C: RESEARCH HOW PARTICIPATING IN AQUATIC RECREATION CAN IMPROVE MENTAL HEALTH

4 Select one of the positive impacts of participating in aquatic recreation that you identified in Question 3.

5 Research the positive impact you selected in Question 4.

- a Find at least two reputable sources (articles, websites or videos) that explore the positive impact of participating in aquatic recreation. Write the details of each source in the table below.
- b Summarise the key points from each source. Write your summary (it can be in bullet points) in the table below.

A POSITIVE IMPACT OF PARTICIPATING IN AQUATIC RECREATION IS:

Source	Key points
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

4.2 » The mental health outcomes of having fun

Learning goal: To be able to plan a fun aquatic recreation activity



Participating in activities you enjoy – such as aquatic recreation – can improve your mental health and wellbeing. Taking part in fun activities that get you out and about can make you feel happier and more relaxed, can reduce stress, and can help you to build stronger social networks and relationships.

Many aquatic sport and recreation organisations plan activities that encourage participants to have fun. Making exercising fun and enjoyable encourages more people to participate.

Have fun!

PART A: WHY IS IT ENJOYABLE?

- 1 Work with a partner to identify programs or initiatives that make participating in aquatic recreation activities more enjoyable. Share your response with the class.

FUN AQUATIC RECREATION ACTIVITIES		

- 2 Think about the programs and initiatives you identified in Question 1. What it is about each activity that makes it fun and enjoyable? Write your responses in the table below.

Fun sport or recreation activity	What makes it fun?
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

4.2

ACTIVITY AND STRATEGY



4.2

ACTIVITY AND STRATEGY

Fun sport or recreation activity	What makes it fun?
	<hr/> <hr/> <hr/>

PART B: PARTICIPATE IN AN AQUATIC RECREATION ACTIVITY

- 3** Your teacher has organised a session of an aquatic recreation activity. The aim is for the session to be fun and enjoyable. Participate in the activity and follow your teacher's instructions. After you have completed the session, answer the following questions. Write your answers in the table on the opposite page.
- Explain or **describe** the aquatic recreation activity. Include how long the activity took to complete.
 - Describe the activity's **target group** (the participants). Include the number of participants.
 - What **equipment** was used during the activity?
 - Draw a **diagram** of how the activity was set up, including where the equipment was placed.
 - What did you get out of participating in the activity? What did you achieve? (What is the **value** of the activity?)
 - How did your teacher **motivate** you to participate in the activity?

- 4 How successful was the activity in achieving its purpose? Was the activity fun and enjoyable? Explain your answer.

PART C: PLAN A SESSION OF AN AQUATIC RECREATION ACTIVITY

Think about your answers to the questions in Part A and Part B, then use these responses to complete the following task.

- 5 Working in small groups, plan a basic session of an aquatic recreation activity. The aim of the session is to be fun and enjoyable. Write the details of your group’s activity in the table below.

NAME OF THE ACTIVITY:	
Activity explanation	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Target group (participants)	
<hr/> <hr/> <hr/>	
Equipment	<hr/> <hr/> <hr/>
Activity diagram	
<hr/>	



Value	
Motivation strategies	
Success (How will you measure the success of the activity in achieving its purpose?)	

PART D: EVALUATE A SESSION OF AN AQUATIC RECREATION ACTIVITY

- 6 a** Each group will implement the session they planned in Part C; the other students will participate in the session.
- b** After all the groups have run their sessions, use the PIRFAM framework to evaluate your group’s session. Look back to Table 1 to help you complete this task. Write your evaluation in the table below.

NAME OF THE ACTIVITY:		
	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose		
Interest		

	Strengths	Limitations
Reward	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Feasibility	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Access	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Outcome
(an evaluation of the overall success of the activity,
drawing on the strengths and limitations listed above)



PART E: REFLECT ON A SESSION OF AN AQUATIC RECREATION ACTIVITY

- 7 Identify one modification you could make to your group's session to improve it. Explain how the modification could improve the session's overall outcome.



Now that you have finished Topic 4 (Participating in aquatic recreation: Mental health outcomes), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 5 (Mental health outcomes). You can update your Assessment Log at any time as your understanding grows.

TOPIC 5 > PARTICIPATING IN AQUATIC RECREATION: SOCIAL HEALTH OUTCOMES

Humans are social creatures who are meant to interact with each other every day. Sociologists have shown that there is a link between our social relationships and our mental and physical health. Aquatic recreation provides people with opportunities to build strong social networks and relationships. In this topic, you will explore the definition of ‘social health’ and investigate how participating in aquatic recreation can improve your social health.

5.1 » The social health outcomes of participating in aquatic recreation
Learning goal: To understand the concept of ‘social health’ and to be able to identify how participating in aquatic recreation can improve people’s social health

Participating in physical activity – such as aquatic recreation – can positively contribute to the overall social health of individuals of all ages from all segments of the population.

Investigate the social health outcomes of participating in aquatic recreation

5.1 ACTIVITY AND STRATEGY

PART A: WHAT IS SOCIAL HEALTH?

1 Individual investigation task: Research social health and then complete the sentence below.

Social health is ... _____

- 2 a** Share your response to Question 1 with a partner.
- b** If your partner included any aspects of social health that you did not, add these to your response.

PART B: INVESTIGATE SOCIAL HEALTH

3 Identify three social health benefits of participating in aquatic recreation activities.

4 Why do you think a person’s social health impacts their mental health?

5 Why do you think a person’s social health impacts their physical health?

6 Discuss the following question as a class and then write your individual response below.
How can aquatic recreation activities be designed so they specifically target improving the participants’ social health?

5.2 » Social health and inclusion

Learning goal: To be able to plan an inclusive aquatic recreation activity



In this context, ‘inclusion’ is the practice of creating environments that respect diversity, where individuals feel valued, heard and supported. It involves creating spaces and activities that are accessible and welcoming to all, regardless of background, identity or ability.

Inclusion and social health go hand in hand. Providing equal opportunities for people to be included in all aspects of our society – including participating in aquatic recreation activities – builds social connectedness (being connected and belonging to a community or network of people and having meaningful relationships). Social connectedness is at the heart of social health and wellbeing.

Making aquatic recreation inclusive

5.2

ACTIVITY AND STRATEGY

PART A: THINK ABOUT DIVERSITY AND ACCESS

1 Brainstorm some examples of diversity in Australia’s population.

2 Discuss the following question with a partner and then share your response with the class.

What are the barriers to people accessing aquatic recreation?

PART B: PARTICIPATE IN AN AQUATIC RECREATION ACTIVITY

3 Your teacher has organised a session of an aquatic recreation activity. The aim of the session is to create an inclusive environment (that is, an environment that does not exclude anyone from participating in the activity) and to make sure everyone can participate equally and fairly. Participate in the activity and follow your teacher’s instructions. After you have completed the session, answer the following questions. Write your responses in the table on the opposite page.

- a** Explain or **describe** the aquatic recreation activity. Include how long the activity took to complete.
- b** Describe the activity’s **target group** (the participants). Include the number of participants.
- c** What **equipment** was used during the activity?
- d** Draw a **diagram** of how the activity was set up, including where the equipment was placed.
- e** What did you get out of participating in the activity? What did you achieve? (What is the **value** of the activity?)
- f** How did your teacher **motivate** you to participate in the activity?

NAME OF THE ACTIVITY:

Activity explanation

Target group (participants)

Equipment

Activity diagram

Value

Motivation strategies



- 4 How successful was the activity in achieving its purpose? Was the activity inclusive? Could everyone participate equally and fairly? Explain your answer.

PART C: PLAN A SESSION OF AN AQUATIC RECREATION ACTIVITY

Think about your answers to the questions in Part A and Part B, then use these responses to complete the following task.

- 5 Working in small groups, plan a basic session of an aquatic recreation activity. The aim of the session is to create an inclusive environment and to make sure everyone can participate equally and fairly. Write the details of your group's activity in the table below.

NAME OF THE ACTIVITY:	
Activity explanation	
Target group (participants)	
Equipment	
Value	

Activity diagram

Motivation strategies	<hr/> <hr/> <hr/>
Success (How will you measure the success of the activity in achieving its purpose?)	<hr/> <hr/> <hr/> <hr/>

PART D: EVALUATE A SESSION OF AN AQUATIC RECREATION ACTIVITY

- 6**
- a** Each group will implement the session they planned in Part C; the other students will participate in the session.
 - b** After all the groups have run their sessions, use the PIRFAM framework to evaluate your group’s session. Look back to Table 1 to help you complete this task. Write your evaluation in the table below.

NAME OF THE ACTIVITY:

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

	Strengths	Limitations
Interest	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feasibility	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Access	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Outcome
(an evaluation of the overall success of the activity,
drawing on the strengths and limitations listed above)

PART E: REFLECT ON A SESSION OF AN AQUATIC RECREATION ACTIVITY

- 7 Identify one modification you could make to your group's session to improve it. Explain how the modification could improve the session's overall outcome.



Now that you have finished Topic 5 (Participating in aquatic recreation: Social health outcomes), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 6 (Social health outcomes). You can update your Assessment Log at any time as your understanding grows.

TOPIC 6 > PARTICIPATING IN AQUATIC RECREATION: COGNITIVE AND SPIRITUAL HEALTH OUTCOMES

In this topic, you will explore the definition of ‘cognitive health’ and investigate how participating in aquatic recreation can improve your cognitive health. You will also explore the meaning of ‘spiritual health’ and examine the link between spiritual health and connectedness to nature.

6.1 » The cognitive health outcomes of participating in aquatic recreation
Learning goal: To understand the concept of ‘cognitive health’ and to be able to identify how participating in aquatic recreation can improve people’s cognitive health

Participating in physical activity – such as aquatic recreation – can positively contribute to the overall cognitive health of individuals of all ages from all segments of the population.

Investigate the cognitive health outcomes of participating in aquatic recreation

6.1 ACTIVITY AND STRATEGY

PART A: WHAT IS COGNITIVE HEALTH?

- 1 Write your responses to the following tasks in the table below.
 - a Define each aspect of cognitive health.
 - b Come up with an example of how each aspect of cognitive health could be used in an aquatic recreation activity.

Aspect of cognitive health	Definition	Example
Memory		

Aspect of cognitive health	Definition	Example
Attention		
Ability to plan		
Perception		
Language		



6.1

ACTIVITY AND STRATEGY

Aspect of cognitive health	Definition	Example
Learning		

PART B: CONDUCT AN INTERVIEW

- 2 Interview a group of people who participate in aquatic recreation activities. Focus on asking about the cognitive benefits the people experience as a result of participating in these physical activities.
 - a Write four interview questions in the table below.
 - b Write notes about the answers the people give to your interview questions.

COGNITIVE OUTCOMES INTERVIEW

AQUATIC RECREATION ACTIVITIES THE INTERVIEWEES PARTICIPATE IN:

Interview questions	Answers
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Interview questions	Answers

3 Share the results of your interview with your class. Write the main points of your discussion below.

PART C: PLAN A SESSION OF AN AQUATIC RECREATION ACTIVITY

Aquatic recreation activities can have a positive impact on cognitive health but require careful planning to get the best outcome.

- 4** Work in small groups to complete this activity.
- a** Select one of the aspects of cognitive health from Part A.
 - b** Plan a basic session of an aquatic recreation activity that aims to improve that aspect of cognitive health. Write the details of your group’s activity in the table on the next page.
 - i** Explain or **describe** the aquatic recreation activity. Include how long the activity will take to complete.
 - ii** Describe the activity’s **target group** (the participants). Include the number of participants.
 - iii** What **equipment** will be used during the activity?
 - iv** Draw a **diagram** of how the activity will be set up, including where the equipment will be placed.
 - v** What would you like the target group to get out of participating in the activity? (What is the **value** of the activity?)
 - vi** How will you **motivate** the target group to participate in the activity?
 - vii** How will you measure the **success** of your activity in achieving its purpose?



6.1

ACTIVITY AND STRATEGY

ASPECT OF COGNITIVE HEALTH:

NAME OF THE ACTIVITY:

Activity explanation

Target group (participants)

Equipment

Activity diagram

Value



<p>Motivation strategies</p>	<hr/> <hr/> <hr/> <hr/>
<p>Success (How will you measure the success of the activity in achieving its purpose?)</p>	<hr/> <hr/> <hr/> <hr/>

6.2 » Spiritual health and nature

Learning goal: To be able to plan an aquatic recreation activity in an outdoor setting that aims to improve the participants' spiritual health



Australia's beautiful natural environment and favourable climate lend themselves to people participating in sport and recreation activities in the great outdoors. Activities such as swimming in the ocean and surfing are often described as helping people to 'clear their head' and 'fill their cup', but what exactly does this mean? The positive impact on all aspects of an individual's health from getting out and connecting with nature is well-known and well-documented.

Investigate nature's effect on spiritual health

PART A: INVESTIGATE SPIRITUAL HEALTH

1 What is 'spiritual health'?

- 2 a Share your response to Question 1 with a partner.
- b If your partner included any aspects of spiritual health that you did not, add these to your response.



- 3 In pairs, identify some of the ways that participating in outdoor aquatic recreation activities can have a positive impact on our spiritual health.

PART B: PLAN A SESSION OF AN AQUATIC RECREATION ACTIVITY IN THE OUTDOORS

Aquatic recreation activities that allow participants to connect with the natural environment do not have to be complicated or need lots of expensive equipment to be effective.

- 4 With guidance from your teacher, work in small groups to plan a simple session of an aquatic recreation activity that is to take place outdoors. The aim of the session is to improve the participants' spiritual health and wellbeing. Write the details of your group's activity in the table below.

NAME OF THE ACTIVITY:	
Location of the activity:	
Activity explanation	
Target group (participants)	
Equipment	

Activity diagram

Value	<hr/> <hr/> <hr/>
Motivation strategies	<hr/> <hr/> <hr/>

PART C: EVALUATE A SESSION OF AN AQUATIC RECREATION ACTIVITY

- 5**
- a** Each group will implement the session they planned in Part B; the other students will participate in the session.
 - b** After all the groups have run their sessions, use the PIRFAM framework to evaluate your group's session. Look back to Table 1 to help you complete this task. Write your evaluation in the table below.

NAME OF THE ACTIVITY:	
Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/> <hr/>

	Strengths	Limitations
Interest	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feasibility	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Access	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Outcome
(an evaluation of the overall success of the activity,
drawing on the strengths and limitations listed above)

PART D: REFLECT ON A SESSION OF AN AQUATIC RECREATION ACTIVITY

- 6** Identify one modification you could make to your group's session to improve it. Explain how the modification could improve the session's overall outcome.



Now that you have finished Topic 6 (Participating in aquatic recreation: Cognitive and spiritual health outcomes), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 7 (Cognitive health outcomes). You can update your Assessment Log at any time as your understanding grows.

ASSESSMENT LOG 1: PERFORMANCE



The first assessment of this unit is a performance. For this assessment, you will plan and perform (implement) an activity or a strategy to enhance outcomes in aquatic recreation. You will then evaluate the success of your activity or strategy.

Steps	Requirements
Steps 1 and 2: Investigate and plan	Investigate and plan an activity or a strategy that enhances aquatic recreation outcomes by: <ul style="list-style-type: none">» identifying an aquatic recreation activity you would like to explore» identifying and explaining the purpose of your chosen aquatic recreation activity» developing a detailed description of your aquatic recreation activity» planning a course of action to implement your chosen aquatic recreation activity.
Step 3: Perform	Perform (implement) your planned aquatic recreation activity or strategy by: <ul style="list-style-type: none">» organising the resources and equipment for the activity or strategy» implementing the course of action you have planned for the activity or strategy» delivering the activity or strategy.
Step 4: Evaluate	Evaluate your implemented activity or strategy by: <ul style="list-style-type: none">» evaluating the effectiveness of the implemented activity or strategy in relation to the outcomes of the aquatic recreation activity» evaluating the strengths and limitations of the aquatic recreation activity» proposing recommendations to enhance the outcomes of the activity or strategy.

Note that a filled-in Assessment Log does not meet the QCAA's assessment specifications for direct assessment evidence. An Assessment Log may provide indirect assessment evidence only.

For this performance task, you are not required to submit evidence of your investigation work. However, you will need to research your assessment topic to complete the planning phase of the task. The Investigation Log is included to assist you to fill in the Planning Log.



STEP 1: INVESTIGATION LOG

- Your Investigation Log is a record of all the evidence you have gathered in Module 1: Outcomes of participating in aquatic recreation.
- Look back at the activity and strategy tasks in this module to determine how you would like to plan and perform your selected aquatic recreation activity or strategy.
- All the information in this module can be used in your Investigation Log.
- The relevant activity and strategy tasks are indicated in each section of the following table.
- You should also find other relevant information to support your choices; for example, do some research and draw from your own previous experiences of aquatic recreation.

Section 1: What do they get out of it?

Relevant tasks from this module

Activity and strategy 1.2

Value/s of participation

(What do you want people to get out of participating in your selected aquatic recreation activity?)

Evidence for this selection

I selected these values because ...

My previous experiences and research have shown that ...

Section 2: Type of aquatic recreation

Relevant tasks from this module

Activity and strategy 2.1, 2.2 and 2.3

My selected type of aquatic recreation (tick one)

- Aquatic sport
- Aquatic fitness activity
- Aquatic recreation activity

Evidence for this selection

I selected this type of aquatic recreation because ...

My previous experiences and research have shown that ...

Section 3: Aquatic recreation activity

Relevant tasks from this module

Activity and strategy 2.1, 2.2 and 2.3

My selected activity (for example, surfing)

Evidence for this selection

I selected this aquatic recreation activity because ...

My previous experiences and research have shown that ...

Section 4: Physical health outcomes

Relevant tasks from this module

Activity and strategy 3.1 and 3.2

Aspect/s of physical health

(Which aspect/s of physical health do you want to target in your selected aquatic recreation activity?)

Evidence for this selection

I selected these aspects of physical health because ...

My previous experiences and research have shown that ...

Section 4: Physical health outcomes (continued)

Enablers to participation

(Which things can contribute to people participating in your selected aquatic recreation activity?)

Barriers to participation

(What barriers can limit people participating in your selected aquatic recreation activity?)

Section 5: Mental health outcomes

Relevant tasks from this module

Activity and strategy 4.1 and 4.2

Mental health outcome/s

(How can people's mental health be improved by participating in your selected aquatic recreation activity?)

(What is it about your selected aquatic recreation activity that the participants will find fun and enjoyable?)

Evidence for this selection

I think the participants' mental health could be improved by participating in my selected aquatic recreation activity because ...

My previous experiences and research have shown that ...

Section 6: Social health outcomes

Relevant tasks from this module

Activity and strategy 5.1 and 5.2

Social health benefits

(What social health benefits are there for the participants of your selected aquatic recreation activity?)

Evidence for this selection

I selected these social health benefits because ...

My previous experiences and research have shown that ...

Section 7: Cognitive health outcomes

Relevant tasks from this module

Activity and strategy 6.1 and 6.3

Aspect/s of cognitive health

(Which aspect/s of cognitive health will be targeted by your selected aquatic recreation activity?)

Evidence for this selection

I selected these aspects of cognitive health because ...

My previous experiences and research have shown that ...



STEP 2: PLANNING LOG

Your Planning Log is a place to develop a draft of your assessment plan. Use your Investigation Log to help you complete your Planning Log.

Activity description	Target group	Purpose of the activity
<hr/> <hr/> <hr/> <hr/>	Your peers, who are ... <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Outcomes of the aquatic recreation activity

Targeted aspects of physical health	<hr/> <hr/> <hr/> <hr/>
Enablers to participation	<hr/> <hr/> <hr/> <hr/>
Barriers to participation	<hr/> <hr/> <hr/> <hr/>
Mental health outcomes	<hr/> <hr/> <hr/> <hr/>

Social health benefits

Targeted aspects of cognitive health

Planning the aquatic recreation activity

Location of the activity

Resources and equipment required for the activity

Resources and equipment required for the participants

Diagram of the activity location

Motivation

How do you plan to make sure all the participants are motivated and engaged in the activity at all times?

Success

How will you measure the success of the activity in achieving its purpose?



STEP 3: PERFORMANCE LOG

In this step, you will implement your plan and deliver your aquatic recreation activity or strategy!

Notes and reminders:

What do you need to remember to be successful in your performance?



STEP 4: EVALUATION LOG

After implementing your plan, use the PIRFAM template below to evaluate the success of your activity or strategy.

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

	Strengths	Limitations
Interest	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feasibility	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Access	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

FACTORS INFLUENCING PARTICIPATION IN AQUATIC RECREATION

In this module, you will investigate the factors that impact people’s participation and involvement in ‘aquatic recreation’, which includes sport, fitness activities and physical recreation activities that take place in or on the water. You will plan and implement strategies to enhance your own and others’ participation in a variety of aquatic recreation activities and programs. You will also evaluate the effectiveness of your strategies and justify recommendations that seek to enhance participation rates and equitable access to aquatic recreation.

PIRFAM FOR AQUATIC RECREATION

To evaluate aquatic recreation activities in this module, you will use the PIRFAM framework. In this module, the PIRFAM acronym stands for:

- **Purpose**
- **Interest**
- **Reward**
- **Feasibility**
- **Access**
- **Motivation.**

A good analysis of an aquatic recreation activity or strategy identifies the strengths and limitations of the activity or strategy according to each factor of the PIRFAM framework. You can also use the framework to improve the outcomes of the activities and strategies you deliver. See Table 4 on the next page for an example of a completed PIRFAM evaluation of an aquatic recreation activity.

TABLE 3 > PIRFAM factors for aquatic recreation activities and strategies

PIRFAM factor		Examples of evaluation criteria
P	Purpose	<ul style="list-style-type: none"> » What is the main purpose of the activity or strategy? » Who is the activity or strategy targeting? » Does the activity or strategy fulfil its purpose? How do you know this?
I	Interest	<ul style="list-style-type: none"> » Is this a popular activity? » Who participates in this activity? » Is the activity interesting and/or fun? » Does the strategy improve the participants’ interest in the activity?
R	Reward	<ul style="list-style-type: none"> » What are the benefits of participating in the activity? » Is there a clear reward to participating in the activity? » Which aspects of health does the activity improve?

PIRFAM factor		Examples of evaluation criteria
F	Feasibility	<ul style="list-style-type: none"> » Is the activity or strategy easy to implement? Is the strategy practical? » Can the activity or strategy be implemented in the time available? » What needs to be considered to make sure the activity or strategy is successful? » What changes can be made to make the activity or strategy more successful next time?
A	Access	<ul style="list-style-type: none"> » Is the activity easily accessible? » What are the barriers and enablers to people accessing the activity? » Does the strategy increase access to the activity? If not, how can it be improved?
M	Motivation	<ul style="list-style-type: none"> » Why do people participate in the activity? What motivates them? » Does the strategy improve people’s motivation to participate in aquatic recreation? How do you know this?

TABLE 4 > A sample PIRFAM evaluation of an aquatic recreation activity

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	» The purpose of the activity was clearly stated at the beginning of the session.	» The structure of the activity did not allow the purpose of the activity to be fulfilled.
Interest	» Aspects of the activity were fun, which helped the participants to be interested in the activity.	» The instructors often seemed uninterested in the activity, which did not help the participants to feel interested in the session.
Reward	» The anticipated reward of having fun and enjoying the activity was realised.	» The activity could have been better planned and implemented so it improved more aspects of health.
Feasibility	» This activity was a reasonable and practical choice for the instructors to implement.	» The activity was a little rushed as there was not quite enough time to complete every aspect of the session.
Access	» The cost of participating in the activity was low.	» The venue where the activity was held is difficult to get to if you do not have a car (it is not easily accessible by public transport).
Motivation	» The participants were keen to take part in the activity because they had heard it was fun.	» The instructors did little to motivate the participants.
Outcome (an evaluation of the overall success of the activity, drawing on the strengths and limitations listed above)		

Overall, the activity was fun and the participants enjoyed themselves with many saying they were keen to participate in this aquatic recreation activity again. The greatest limitation related to the instructors. They did not seem very interested in the session and did little to motivate the participants.

TOPIC 7 > AQUATIC RECREATION IN AUSTRALIA TODAY: A SNAPSHOT

Aquatic recreation is a popular and important part of modern Australian society. It provides opportunities for individuals to participate in physical activity, improve their mental and physical health, and build strong social networks and relationships.

In this topic, you will explore aquatic recreation in Australia, identify current trends in this area and examine local students' participation in aquatic recreation activities.

7.1 » Aquatic recreation in Australia

Learning goal: To understand aquatic recreation in the Australian context



Aquatic recreation is constantly changing and adapting as it responds to trends, shifting societal values and demand.

Investigate aquatic recreation in Australia today

PART A: RECAP: WHAT IS AQUATIC RECREATION?

Answer the following questions to recap what you learned in Module 1 of this unit. Try not to use the internet or your resources from the previous module.

1 Define 'aquatic recreation'.

2 Identify two different aquatic recreation activities and two locations where these activities can take place.

3 Why do you think aquatic recreation is so popular in Australia?

7.1

ACTIVITY AND STRATEGY



PART B: RESEARCH AUSTRALIA'S AQUATIC RECREATION SECTOR

4 Research the aquatic recreation sector in Australia and then answer the questions in the table below.

AUSTRALIA'S AQUATIC RECREATION SECTOR	
Question	Answer
What is the approximate number of people who participate in aquatic recreation in Australia?	
What is the approximate economic value of the aquatic recreation sector in Australia?	
List five different jobs in the aquatic recreation sector in Australia.	
What are the five most popular aquatic recreation activities for school-aged children (aged 5-17)?	
What are the five most popular aquatic recreation activities for men and women aged 18-35?	
What are the five most popular aquatic recreation activities for men and women aged 35 and over?	

5 After you have completed Question 4, discuss your answers with a partner. Fill in any gaps in what you found based on your partner's answers. This information will assist you with your assessment later in the module, so the more information you collect now, the more you will have to work with later on.

7.2 » Current trends in aquatic recreation in Australia

Learning goal: To understand the current trends in aquatic recreation in Australia



What is a trend?

In the context of aquatic recreation, a trend is a pattern or change of direction in the way people engage in physical recreational activities that take place in or on water. Trends may vary from one area to another. Trends are influenced by personal, social, economic, environmental and cultural factors.

Investigate current trends in aquatic recreation

PART A: INVESTIGATE CURRENT TRENDS IN AQUATIC RECREATION

- 1** Write your answers to the following questions in the table below.
 - a** Research aquatic recreation in Australia today and identify five current trends in this sector.
 - b** Explain why each of the five factors is a current trend and use evidence to support your answer.

CURRENT TRENDS IN AQUATIC RECREATION IN AUSTRALIA

Trend	Description of the trend	Why is it a trend?
Trend one		
Trend two		
Trend three		
Trend four		

7.2

ACTIVITY AND STRATEGY



Trend	Description of the trend	Why is it a trend?
Trend five		

- 2** Write your answers to the following questions in the table below.
- a** Select one of the trends you identified in Question 1. Identify an aquatic activity that is related to this trend.
 - b** What type of aquatic activity have you identified? (Is it a sport, a physical recreation activity or a fitness activity?)
 - c** Write a brief description of the activity.
 - d** Provide more information about the activity using the PIRFAM framework. Look back to Table 3 to help you complete this task.

Trend	
Name of the aquatic activity	
Type of aquatic activity	
Description of the activity	
PIRFAM framework	
Purpose	

Interest	<hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/>
Feasibility	<hr/> <hr/> <hr/> <hr/> <hr/>
Access	<hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/>

PART B: PARTICIPATE IN A POPULAR AQUATIC RECREATION ACTIVITY

Your teacher has organised a session of an aquatic recreation activity that relates to a trend. Participate in the session and follow your teacher’s instructions.

- 3** After participating in the activity, evaluate the session using the PIRFAM framework. Look back to Table 3 to help you complete this task. Write your evaluation in the table on the next page.



NAME OF THE AQUATIC RECREATION ACTIVITY:

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Interest	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feasibility	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Access	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

	Strengths	Limitations
Motivation		
<p style="text-align: center;">Outcome (an evaluation of the overall success of the activity, drawing on the strengths and limitations listed above)</p>		
<p></p> <p></p> <p></p> <p></p> <p></p>		

7.2

ACTIVITY AND STRATEGY

7.3 » Explore a trend: Student participation in aquatic recreation in Australia

Learning goal: To be able to plan and conduct a survey of student participants of aquatic recreation and evaluate the results



One trend in aquatic recreation in Australia is a growing emphasis on the importance of student participation in aquatic recreation activities. This trend has emerged alongside the increasing recognition of the benefits that participation can offer both individuals and communities.

Explore a trend: Student participation in aquatic recreation

Now it is time to explore aquatic recreation a little closer to home. In this activity, you will create and evaluate a survey to give you insight into your fellow students' participation in aquatic recreation.

PART A: PLAN A SURVEY

- 1 Write your survey questions. To get a complete picture of student participation in aquatic recreation, make sure your questions ask who, what, where, when and why, as follows.

7.3

ACTIVITY AND STRATEGY



- a** Write a **who** question. (Who is the person completing your survey?) (For example: What is the survey respondent's age, gender and year level?)
-
-
- b** Write a **what** question. (For example: Which aquatic recreation activities does the survey respondent participate in?)
-
-
- c** Write a **where** question. (For example: Does the survey respondent participate in aquatic recreation indoors or outdoors? How far do they travel to get to the activity?)
-
-
- d** Write a **when** question. (For example: How often does the survey respondent participate in aquatic recreation? What time of day is the activity? How long does the activity go for?)
-
-
- e** Write a **why** question (For example: Why does the survey respondent participate in aquatic recreation? What motivates them to participate?)
-
-
- f** As well as the questions above, consider asking the students about any barriers they face to participating in aquatic recreation.
-
-

PART B: CONDUCT THE SURVEY

- 2** Ask students to complete your survey. The more students who complete the survey, the more information you will have to analyse in Part C.
- 3** Collate the survey responses. You can put the results in a table and turn the table into graphs, or use a program such as SurveyMonkey.

PART C: EVALUATE THE SURVEY RESULTS

- 4** Evaluate the survey results by answering the following questions.
- a** Did a particular group of students respond to your survey or did you get a variety of students to answer your questions? (Did students of different genders and from different year levels complete your survey?)

b What are the three most popular aquatic recreation activities that the students participate in?

c On average, how often do the students participate in aquatic recreation?

d Can most students walk to aquatic recreation activities or do they need transport to get there?

e What is the most common reason that the students participate in aquatic recreation?

f List two barriers to participating in aquatic recreation that the survey respondents identified.

5 Reflect on the results of your survey. (Did any of the answers surprise you?)



Now that you have finished Topic 7 (Aquatic recreation in Australia today: A snapshot), turn to Assessment Log 2 at the end of this module. Start in Step 1 (Investigation Log). Fill in Section 1 (Trends in the aquatic recreation sector). You can update your Assessment Log at any time as your understanding grows.

2 Brainstorm **negative influences** that stop people from participating in aquatic recreation.

3 Select two of the negative influences you identified in Question 2. Come up with strategies to overcome these negative factors so people can participate in aquatic recreation.

	Negative influences on participating in aquatic recreation	Strategies to overcome negative influences
1	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

8.2 » Roles and responsibilities in the aquatic recreation sector

Learning goal: To be able to identify different roles and responsibilities in the aquatic recreation sector and understand how the people in these positions can impact people’s participation in aquatic recreation



The aquatic recreation sector is diverse and comprises many different positions and roles, including aquatic program coordinators, event organisers, facility managers and sport development officers. Each of these roles has a significant impact on people’s participation in aquatic recreation activities. For example, aquatic program coordinators are responsible for developing and implementing programs that cater to the needs and interests of members of a particular aquatic.

Investigate roles and responsibilities in the aquatic recreation sector

8.2

ACTIVITY AND STRATEGY

PART A: INVESTIGATE ROLES AND RESPONSIBILITIES IN THE AQUATIC RECREATION SECTOR

- 1 a Three roles in the aquatic recreation sector are listed below. Identify three more roles in the sector.
- b For each of the six jobs listed below, describe what the role involves and what the main responsibilities are for someone in that position. Also explain how someone in each role can influence people’s participation in aquatic recreation.

i Event organiser

ii Facility manager

iii Coach



iv Role one: _____

v Role two: _____

vi Role three: _____

- 2** In general, what personal traits and skills do people in the aquatic recreation sector need to successfully perform their roles and meet their responsibilities?

PART B: PERFORM AN AQUATIC RECREATION ROLE

- 3**
- a** Your teacher will take the class through a series of activities designed to showcase different roles within aquatic recreation programs or organisations and the responsibilities that people in these roles are expected to carry out. You will be assigned a role for the session.
 - b** After the session, evaluate your performance using four factors from the PIRFAM framework. Write your evaluation in the table on the next page.
 - c** In your role, how can you encourage or enable people to participate in aquatic recreation?

TOPIC 9 > INFLUENTIAL FACTORS: ACCESS TO RESOURCES AND FACILITIES

The ability to access resources and facilities is a crucial factor influencing participation in aquatic recreation. In this topic, you will build your understanding of how geographical location influences participation in aquatic recreation by investigating aquatic recreation in rural and metropolitan locations. You will then investigate current strategies that improve people’s access to aquatic recreation resources and facilities before planning your own strategy.

9.1 » Geographical location

Learning goal: To understand how an individual’s (and a community’s) geographical location influences their participation in aquatic recreation

Where a person lives influences their participation in aquatic recreation as a person’s geographical location dictates the accessibility of the resources and facilities needed to take part in aquatic recreation activities; for example, if you live near an aquatic centre, you are more likely to swim than you are if you live far away from this facility.

An important aspect of geographical location that impacts participation in aquatic recreation is whether the location is in a rural or a metropolitan area. In metropolitan areas, the infrastructure for aquatic recreation is usually well developed, with a wide range of facilities and resources available for residents. However, rural areas often have limited resources and facilities available, which can make it more difficult for aquatic members to participate in recreational activities.

This can result in lower levels of participation in recreational activities among those who live in rural communities, which then has a negative impact on overall health and wellbeing.

Investigate aquatic recreation in rural and metropolitan locations

9.1
ACTIVITY AND STRATEGY

PART A: INVESTIGATE AQUATIC RECREATION IN RURAL AND METROPOLITAN LOCATIONS

- 1 Research the main characteristics of rural locations and metropolitan locations in Australia. Write your findings below.
 - a Rural locations

b Metropolitan locations

2 In pairs or small groups, research the aquatic recreation activities that are available in two specific locations:

- a** a rural area of your choice
- b** a metropolitan area of your choice.

Write your findings in the table below.

AVAILABLE AQUATIC RECREATION ACTIVITIES	
Rural location:	Metropolitan location:

c Why do you think the aquatic recreation activities you identified in Question 2 are available in these two locations?

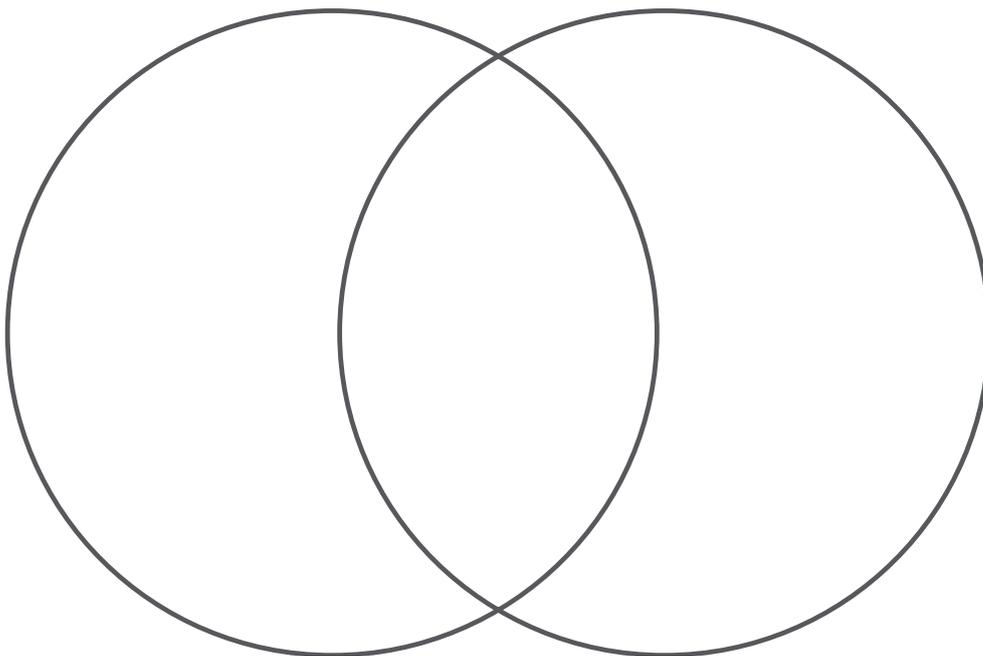
3 Write your answers to the following questions in the table on the next page.

- a** Select one activity from each location in the table in Question 2.
- b** Identify the resources and facilities that people need to participate in this activity. You may need to conduct some research to answer this question.



Location	Aquatic recreation activity	Resources and facilities
Rural location		<hr/> <hr/>
Metropolitan location		<hr/> <hr/> <hr/> <hr/>

- 4** Fill in the Venn diagram below to capture the findings of the research you completed in Question 3.
- a** In the sections on the left and right, write the unique features or aspects of each aquatic recreation activity.
 - b** In the section where the two circles overlap, record any similarities shared by the two activities.



PART B: PERFORM

- 5** Your teacher will guide you through a session where you will participate in one or more of the activities you identified as being available in a rural or metropolitan location.

9.2 » Strategies to improve access to aquatic recreation resources and facilities

Learning goal: To understand strategies that can be used to improve access to aquatic recreation resources and facilities



Investigate strategies that improve access to aquatic recreation resources and facilities

PART A: INVESTIGATE CURRENT STRATEGIES

9.2

ACTIVITY AND STRATEGY

- 1 a** Identify two strategies or initiatives to improve people’s access to aquatic recreation resources and facilities that are currently active in Queensland.

- b** Research one of the strategies or initiatives that you identified in Question 1a. Write the key points of the strategy below.

- c** Use your research from Question 1b and the PIRFAM framework to evaluate the strategy. Look back to Table 3 to help you complete this task. Write your evaluation in the table on the next page.

	Strengths (things that work)	Limitations (things that do not work or are missing)
Purpose	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



	Strengths	Limitations
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Interest	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feasibility	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Access	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Outcome
(an evaluation of the overall success of the strategy,
drawing on the strengths and limitations listed above)

PART B: PLAN A STRATEGY TO IMPROVE ACCESS TO AQUATIC RECREATION

- 2 a** Think of an aquatic activity that you would like to participate in but are unable to because you cannot access the relevant facilities.
-
- b** Identify *why* you cannot access the facilities.
-
-
-
- c** Come up with a strategy to overcome the barrier you face to accessing these facilities.
-
-
-



Now that you have finished Topic 9 (Influential factors: Access to resources and facilities), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Continue to fill in Section 2 (Influences on participation in aquatic recreation). Fill in Section 3 (Strategies to improve access to aquatic recreation resources and facilities). You can update your Assessment Log at any time as your understanding grows.

TOPIC 10 > INFLUENTIAL FACTORS: ABILITY AND SAFETY

An individual's participation in a particular aquatic recreation activity can be influenced by their ability to perform the skills associated with that activity. This applies to able-bodied people who have a range of skill levels (as some people have practised the skill more than others and some people have better access to coaching) and to players with limited mobility or a physical disability.

Participation in aquatic recreation is also affected by safety: the perceived safety of the activity and the measures put in place to prevent the participants being injured.

In the first half of this topic, you will explore how individual ability can positively or negatively impact participation in aquatic recreation. In the second half, you will identify, assess and manage risks for a specific aquatic recreation activity.

10.1 » Individual ability as a factor influencing participation in aquatic recreation

Learning goal: To understand how individual ability can influence participation in aquatic recreation

An individual's ability can significantly influence their participation in aquatic recreation. This impact can be positive (where individual ability acts as an enabler to participation) or negative (where individual ability acts as a barrier to participation). Having an adequate level of skill in a specific activity can act as an enabler as it makes engaging with that activity easier.

This is why it is important for aquatic recreation organisers to provide a range of activities – both different types of aquatic recreation activities and different levels of these activities – so individuals with different personal abilities and skill levels can participate in and be engaged by aquatic recreation.

Explore individual ability as a factor influencing participation in aquatic recreation

10.1

ACTIVITY AND STRATEGY

PART A: PERFORM A SPECIFIC SKILL

- 1 Your teacher will take the class through a session of an aquatic activity that is designed to test a particular skill (or set of skills). You will evaluate your performance in this session in Part B.

PART B: EVALUATE THE IMPACT OF YOUR ABILITY

- 2 Answer the questions on the following page to evaluate your performance in the session and the impact your skill level had on your participation in the activity.
 - a Which skill did the session test? Have you performed this skill before?

b Did you find the session difficult? Explain your answer.

c Was your skill level a barrier or an enabler to your participation in the session? Explain your answer.

d Identify a simple strategy or a modification to the activity that could improve your participation in the session.

PART C: MODIFY THE SESSION

3 Imagine you are teacher of a sports class. There is a student in your class who has cerebral palsy who wants to be involved as much as possible. For the session you completed in Part A, identify one modification (equipment or rules) that will allow this student to participate in the activity.

10.2 » Safety as a factor influencing participation in aquatic recreation

Learning goal: To be able to identify, assess and manage risks for a specific aquatic recreation activity



One of the main reasons people stop participating in physical activity such as aquatic recreation activities, is either because they are injured or because they fear getting injured.

So, how can injuries be prevented? What can we do to when managing aquatic recreation activities to reassure participants that everything has been done to keep them safe and to prevent injuries from occurring? The answer is risk management.

Risk management

One of the main responsibilities of many people who work in the aquatic recreation sector is to create and maintain a safe environment for aquatic recreation activities. One way of doing this is risk management: to identify possible hazards people may encounter while participating in a particular activity, assess the level of risk of each hazard and plan how to manage each hazard (what strategies or control measures can be used to reduce the likelihood of harm occurring).

To assess and determine risk levels for aquatic recreation activities, we are going to use the Queensland Department of Education’s Curriculum Activity Risk Assessment (CARA) risk matrix (see Figure 1). Consider each risk or hazard in terms of the **likelihood** of an incident occurring in conjunction with the **consequence** (or injury) if the incident did occur.

Figure 1: The CARA risk matrix

		Consequence				
		Injury requiring no treatment	Injury requiring first aid treatment	Injury requiring medical treatment	Injury requiring specialist medical treatment or hospitalisation	Injury resulting in loss of life or permanent disability
Likelihood		Insignificant	Minor	Moderate	Major	Critical
Expected to occur in most circumstances	Almost certain	Medium	Medium	High	Extreme	Extreme
Will probably occur in most circumstances	Likely	Low	Medium	High	High	Extreme
Might occur occasionally	Possible	Low	Medium	High	High	High
Could happen at some time	Unlikely	Low	Low	Medium	Medium	High
May only occur in exceptional circumstances	Rare	Low	Low	Low	Low	Medium

Source: © State of Queensland (Department of Education)

For example, when a person is surfing, there is a risk that they will be stung by a jellyfish. Using Figure 1, we can determine the likelihood of this incident occurring as ‘Possible’ (‘Might occur occasionally’) and the consequence if this did occur as ‘Minor’ (‘Injury requiring first aid treatment’). Therefore, the level of risk for the hazard of a jellyfish sting is ‘Medium’.

Practise managing risk for aquatic recreation activities

PART A: IDENTIFY AND ASSESS RISK

- 1** Select an aquatic recreation activity that interests you. Write the name of this activity in the table below.
- 2** Identify hazards that participants of the activity may encounter. Remember to consider the physical environment in which the activity takes place and the equipment that is used. Write these potential hazards in the ‘Hazard’ column in the table below.

POSSIBLE HAZARDS IN THE AQUATIC RECREATION ACTIVITY OF:

Hazard	Level of risk	Plan to manage the hazard

10.2
ACTIVITY AND STRATEGY



10.2

ACTIVITY AND STRATEGY

- 3** For each hazard you listed in the table on the previous page, assess the level of risk for that hazard (using the CARA risk matrix shown in Figure 1) in the context of the aquatic recreation activity. Write the level for each hazard in the 'Level of risk' column in the table.

PART B: DECIDE ON CONTROL MEASURES TO MANAGE THE RISKS

- 4** For each hazard you listed in the table on the previous page, determine how you plan to manage that hazard.

For example, a hazard for outdoor aquatic recreation activities is sunburn. A strategy to manage this risk is to ensure all the participants wear sunscreen and hats, and stay in the shade when possible.

ASSESSMENT LOG



Now that you have finished Topic 10 (Influential factors: Ability and safety), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 4 (How ability influences participation in aquatic recreation) and Section 5 (How safety influences participation in aquatic recreation). You can update your Assessment Log at any time as your understanding grows.

TOPIC 11 > INFLUENTIAL FACTORS: SOCIOECONOMIC STATUS AND FINANCIAL BARRIERS

'**Socioeconomic status**' is a way of describing people based on their income, education and type of job. A person or group can have a high, medium or low socioeconomic status.

In the context of aquatic recreation, a '**financial barrier**' is the cost of participating in an activity; for example, a fee to participate in an aqua aerobics class, or an entrance fee to access a swimming pool, or the cost of a surf lifesaving uniform, or the cost of a stand-up paddle board.

In this topic, you will investigate the impact an individual's socioeconomic status can have on their participation in aquatic recreation activities. You will specifically look at the socioeconomic composition of your local area and the available aquatic recreation opportunities. You will also investigate what is currently being done to address financial barriers to participation and use that information to plan a hypothetical initiative or strategy that improves access to and participation in an aquatic recreation activity.

11.1 » Socioeconomic status as a factor influencing participation in aquatic recreation

Learning goal: To understand how socioeconomic status can influence participation in aquatic recreation



An individual's socioeconomic status has a significant influence on their ability to access and participate in recreation activities. People with a high socioeconomic status generally have more resources, so they can more easily access, and afford to participate in, recreational opportunities. People with a low socioeconomic status often face financial barriers that limit their ability to participate in recreation activities.

Investigate how socioeconomic status influences participation in aquatic recreation

- 1 Identify two reasons why an individual with a low socioeconomic status may not be able to participate in aquatic recreation.

- 2 How can a person's socioeconomic status enable or allow them to participate in aquatic recreation?

11.1

ACTIVITY AND STRATEGY



3 An individual’s socioeconomic status not only influences whether or not they participate in aquatic recreation but also what types of activities they take part in. Why do you think this is?

4 a Visit the Australian Bureau of Statistics’ website (https://mea.digital/UE_M2_x1g) and locate the socioeconomic information for the people who live in the suburb or area where your school is located.

b What is the socioeconomic breakdown of this area?

i High socioeconomic status: _____%

ii Medium socioeconomic status: _____%

iii Low socioeconomic status: _____%

5 Write your answers to the following questions in the table below.

a Identify three aquatic recreation opportunities in the area where your school is located.

b Look back at your answer to Question 4b. Do you think all the residents can access and participate in the aquatic recreation opportunities you identified in Question 5a? Are any of the activities only accessible by people with a high socioeconomic status? Identify who can access each aquatic recreation opportunity in the area.

c Explain your reasoning for your response to Question 5b.

AREA:

Aquatic recreation opportunities in the area	Accessible to all residents?	Explanation
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

11.2 » Initiatives that address financial barriers to participation in aquatic recreation

Learning goal: To be able to identify current initiatives that address financial barriers to participation in aquatic recreation



In this section, you will explore initiatives that address financial barriers to participating in aquatic recreation activities. For example, groups that are partnering with local governments to provide free or low-cost recreation programs for those who cannot afford to pay. Some organisations may have developed subsidised programs to ensure that people on low incomes can participate in recreational activities without their access being constrained by financial considerations.

Investigate initiatives that address financial barriers

PART A: INVESTIGATE INITIATIVES THAT ADDRESS FINANCIAL BARRIERS

In Topic 9 – particularly in Activity and strategy 9.2 – you investigated strategies that improve access to aquatic recreation resources and facilities. In this activity, you will focus on investigating initiatives and strategies that address or overcome financial barriers so more people can participate in aquatic recreation. Most of these initiatives are implemented by government bodies such as local councils.

1 Research an initiative that is currently active in Queensland that addresses the financial barriers to participating in aquatic recreation activities.

a What is the name of the initiative?

b Which organisation or government body offers this initiative?

c Explain the initiative in detail. (How does it address a financial barrier?)

11.2

ACTIVITY AND STRATEGY



d Who benefits from the initiative? Are there any conditions or criteria to access the initiative?

2 a Share your findings from Question 1 with the class.

b Make notes about the initiatives your classmates investigated so you can build a list of financial assistance currently available to the public.

PART B: PLAN AN INITIATIVE OR STRATEGY

3 Using what you learnt in Part A, create a strategy or initiative to address a financial barrier to people accessing a particular aquatic recreation activity. The following questions will guide you through this process. Write your responses in the table below.

- a** Select an aquatic recreation activity that you are familiar with.
- b** Identify one financial barrier related to your chosen activity (for example, the cost of equipment).
- c** What can you do to remove or reduce the financial barrier so people can participate in your chosen activity? Describe your initiative or strategy.

Name of the aquatic recreation activity	<hr/> <hr/>
Financial barrier	<hr/> <hr/> <hr/> <hr/>



TOPIC 12 > THE 2032 OLYMPIC AND PARALYMPIC GAMES AND AQUATIC RECREATION

The 2023 Olympic and Paralympic Games will be held in Brisbane. The games will drive growth in all types of physical recreation activities, including aquatic recreation: the event will encourage and motivate people to participate in physical recreation activities, it will bring about an increase in the number of people employed in the sector, and it will result in significant investment in world-class aquatic facilities and innovative sporting programs. Additionally, the aquatic recreation sector will play a crucial role in the preparation and delivery of the 2032 Olympic and Paralympic Games in Brisbane, including by developing our next wave of sporting superstars.

In this topic, you will put on your forward-thinking hat and consider how the 2032 Olympic and Paralympic Games can be used to drive and improve the aquatic recreation sector. In particular, you will explore how the sector can use the opportunities presented by the Olympic and Paralympic Games to increase participation in aquatic recreation activities in the long term, which will improve the health outcomes of future generations.

12.1 » Keeping Australians active: 2032 and beyond

Learning goal: To understand how we should plan for the future of aquatic recreation after the 2032 Olympic and Paralympic Games

At the Olympic and Paralympic Games, we witness amazing sporting spectacles. However, after the Olympic torch has been extinguished and the athletes have gone home, what becomes of what is left behind? How can we use the venues and infrastructure built for the games after the event has finished? How can we use these world-class facilities to help people participate in aquatic recreation in the long term?

Explore the Olympic and Paralympic Games and the aquatic recreation sector

ACTIVITY AND STRATEGY

- 1 Brainstorm the positives and negatives of hosting the Olympic and Paralympic Games. Write your responses in the table below.

HOSTING THE OLYMPIC AND PARALYMPIC GAMES	
Positives	Negatives

- 2 a** Research past Olympic and Paralympic Games and identify the aquatic venues and facilities that were built for the event. Write these in the table below.
- b** Next to each venue, write which aquatic recreation activities could take place at the venue.

OLYMPIC AND PARALYMPIC GAMES VENUES AND FACILITIES	
Venues and facilities	Aquatic activities

- 3** As a class, discuss how the Brisbane Olympic and Paralympic Games could influence the aquatic recreation sector in Queensland. Write the key points from your discussion below.

- 4** Using everything you have learnt in this module, write a 250–300-word plan for how we can use the 2032 Olympic and Paralympic Games to improve the aquatic recreation sector.



12.2 » The Brisbane Olympic and Paralympic Games 2032

Learning goal: To be able to identify jobs related to the 2032 Olympic and Paralympic Games, which will be held in Brisbane



The 2032 Olympic and Paralympic Games will create thousands of paid and volunteer jobs. Some of these roles will operate in the lead-up to the event, some will solely be active during the actual running and management of the games, and other roles will take place after the event has finished.

Write a job application for the Olympic and Paralympic Games

PART A: IDENTIFY JOBS AT THE OLYMPIC GAMES

- 1 Identify jobs at the Olympic and Paralympic Games that relate to aquatic activities.

JOBS RELATED TO THE OLYMPIC AND PARALYMPIC GAMES

PART B: PRACTISE APPLYING FOR A JOB AT THE OLYMPIC AND PARALYMPIC GAMES

- 2 From the jobs you identified in Question 1, select one that interests you.

- 3 Write a job application letter for the role you selected in Question 2. In this letter:
 - outline your desirable character traits that are relevant to you being able to fulfill the responsibilities of the role
 - identify the relevant previous experience you have that will make you successful in the position

12.2

ACTIVITY AND STRATEGY



TOPIC 13 > WHERE TO FROM HERE?

In this topic, you will explore the employment opportunities in aquatic recreation and consider how the skills you have learnt in this unit can be applied in the real world. You will also identify employment opportunities that interest you and map pathways to careers related to aquatic recreation.

13.1 » Employment opportunities

Learning goal: To identify employment opportunities related to aquatic recreation ↙

The experiences, knowledge and skills you have learnt in this unit can be applied to many different jobs in a broad range of settings, including in the school, sport, fitness and physical recreation sectors.

Investigate employment opportunities

13.1
ACTIVITY AND STRATEGY

1 As a class, brainstorm jobs related to aquatic recreation.

2 Write your responses to the following questions in the table below.

- a** From the list you compiled in Question 1, select four jobs that interest you.
- b** Research each job and describe what is involved in each role.
- c** Research the qualifications or work experience that is required for each job.
- d** Why does each job interest you?

Description of the job	Qualifications and/or work experience required	Why this job interests me
Job one:		

↙

Description of the job	Qualifications and/or work experience required	Why this job interests me
Job two:		
Job three:		
Job four:		

13.2 » Vocational pathways

Learning goal: To identify pathways to jobs related to aquatic recreation



One of the key pathways to getting a job related to outdoor recreation in Australia is to complete an Australian Vocational Education and Training (VET) qualification. VET courses provide the practical skills and knowledge to help you in the workplace. You can complete a VET course while you are at school, which can provide credit towards your Queensland Certificate of Education and support your transition from school to employment and/or higher education.

Investigate vocational pathways

- 1** Compare two VET qualifications that are related to aquatic recreation. The first qualification is a Certificate III in Sport, Aquatics and Recreation (see: https://mea.digital/UA_M2_vqg) and the second is a Certificate IV in Sport, Aquatics and Recreation (see: https://mea.digital/UA_M2_w3l). Write your comparison in the table below.

	Certificate III in Sport, Aquatics and Recreation	Certificate IV in Sport, Aquatics and Recreation
Course code		
Qualification description (What roles and duties are carried out by someone with this qualification?)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Course entry requirements	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Number of core units		
Number of elective units		

13.2

ACTIVITY AND STRATEGY



13.2

ACTIVITY AND STRATEGY

2 What are three differences between the two courses?

a Key difference one: _____

b Key difference two: _____

c Key difference three: _____

3 How many QCE points are earned by completing each course?

a Certificate III in Sport, Aquatics and Recreation: _____

b Certificate IV in Sport, Aquatics and Recreation: _____

13.3 » Industry visit

Learning goal: To gain insight into the aquatic recreation sector by visiting an aquatic centre



In this topic, you will deepen your understanding of aquatic recreation by visiting an aquatic recreation centre and interviewing someone who works there.

Visit an aquatic recreation centre

13.3

ACTIVITY AND STRATEGY

PART A: INVESTIGATE THE AQUATIC RECREATION CENTRE

1 What facilities are available at the centre?



2 What aquatic recreation classes and programs are provided at the centre?

3 How much does it cost to access the centre? Do you think this cost would put off people from visiting the centre?

4 What measures has the centre taken to make the facilities accessible for people with disability; for example, a person in a wheel-chair.

5 List five jobs that are based at the centre. You may need to ask someone or look up the centre's website to answer this question.

PART B: INTERVIEW AN EMPLOYEE OF THE AQUATIC RECREATION CENTRE

6 Write a list of questions that you can ask one of the employees of the aquatic recreation centre.

a Question one: _____

b Question two: _____

c Question three: _____

d Question four: _____

ASSESSMENT LOG 2: PROJECT



The second assessment of this unit is a project. For this assessment, you will investigate, plan, perform (implement) and evaluate an activity or a strategy to enhance outcomes in aquatic recreation activities. For example, you could investigate people's access to different aquatic recreation activities; plan and (implement) a strategy to improve access; and then evaluate the success of the strategy.

Steps	Requirements
Steps 1 and 2: Investigate and plan	Investigate and plan an activity or a strategy that enhances aquatic recreation outcomes by: <ul style="list-style-type: none">» identifying an aquatic recreation activity or strategy that interests you» identifying and explaining the purpose of your selected aquatic recreation or strategy» developing a detailed description of your selected aquatic recreation activity or strategy» planning a course of action to implement your selected aquatic recreation activity or strategy.
Step 3: Perform	Perform (implement) your planned aquatic recreation activity or strategy by: <ul style="list-style-type: none">» organising the resources and equipment for the activity or strategy» implementing the course of action you have planned for the activity or strategy» delivering the activity or strategy.
Step 4: Evaluate	Evaluate your implemented activity or strategy by: <ul style="list-style-type: none">» evaluating the effectiveness of the implemented activity or strategy in relation to the outcomes of the aquatic recreation activity» evaluating the strengths and limitations of the activity or strategy» proposing recommendations to enhance the outcomes of the activity or strategy.

Note that a filled-in Assessment Log does not meet the QCAA's assessment specifications for direct assessment evidence. An Assessment Log may provide indirect assessment evidence only.



STEP 1: INVESTIGATION LOG

- Your Investigation Log is a record of all the evidence you have gathered in Module 2: Factors influencing participation in aquatic recreation.
- Look back at the activity and strategy tasks in this module to determine how you would like to plan and perform your selected aquatic recreation activity or strategy.
- All the information in this module can be used in your Investigation Log.
- The relevant activity and strategy tasks are indicated in each section of the following table.
- You should also find other relevant information to support your choices; for example, do some research and draw from your own previous experiences of aquatic recreation activities.

Section 1:
Trends in the aquatic recreation sector

Relevant tasks from this module

Activity and strategy 7.1, 7.2 and 7.3

Will you be exploring any aquatic recreation trends in your project? (Tick one)

- Yes – answer the questions below
 No – continue to the next section

Describe the trend you have selected.

Why is it a trend?

Identify an aquatic activity that is related to this trend.

Evidence for this selection

I selected this trend because ...

My previous experiences and research have shown that ...

Section 2:
Influences on participation in aquatic recreation

Relevant tasks from this module

Activity and strategy 8.1 and 9.1

In your project, will you be exploring any influences on participation in aquatic recreation? (Tick one)

- Yes – answer the questions below
 No – continue to the next section

Describe the positive influence/s you have selected.

Describe the negative influence/s you have selected.

Evidence for this selection

I selected these influences because ...

My previous experiences and research have shown that ...

Section 3:
Strategies to improve access to aquatic recreation resources and facilities

Relevant task from this module

Activity and strategy 9.2

In your project, will you be exploring a strategy to improve access to aquatic recreation resources and facilities? (Tick one)

- Yes – answer the questions below
 No – continue to the next section

Describe the strategy.

Evidence for this selection

I selected this strategy because ...

My previous experiences and research have shown that ...

Section 4:
How ability influences participation in aquatic recreation

Relevant task from this module

Activity and strategy 10.1

In your project, will you be exploring how ability influences participation in aquatic recreation? (Tick one)

- Yes – answer the questions below
 No – continue to the next section

Explain how ability can be an **enabler** to participating in aquatic recreation.

Section 4:
How ability influences participation in aquatic recreation (continued)

Explain how ability can be a **barrier** to participating in aquatic recreation.

Evidence for this selection

I selected ability to explore because ...

My previous experiences and research have shown that ...

Section 5:
How safety influences participation in aquatic recreation

Relevant task from this module

Activity and strategy 10.2

In your project, will you be exploring how safety influences participation in aquatic recreation? (Tick one)

- Yes – answer the questions below
 No – continue to the next section

Identify possible hazards people may encounter when participating in aquatic recreation.

Section 5:
How safety influences participation in aquatic recreation (continued)

Evidence for this selection

I selected safety to explore because ... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	My previous experiences and research have shown that ... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

Section 6:
How socioeconomic status and financial barriers influence participation in aquatic recreation

Relevant tasks from this module

Activity and strategy 11.1 and 11.2

In your project, will you be exploring how socioeconomic status and financial barriers influence participation in aquatic recreation?
(Tick one)

- Yes – answer the questions below
 No – continue to the next section

What is 'socioeconomic status'? What is a 'financial barrier'?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How can a person's socioeconomic status influence their participation in aquatic recreation?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Section 6:
How socioeconomic status and financial barriers influence participation in aquatic recreation (continued)

Evidence for this selection

I selected socioeconomic status and financial barriers to explore because ...

My previous experiences and research have shown that ...

Section 7:
Aquatic recreation in Australia and the 2032 Games

Relevant tasks from this module

Activity and strategy 12.1

In your project, will you be exploring the influence the 2032 Games could have on the aquatic recreation sector in Australia?
 (Tick one)

- Yes – answer the questions below
 No – continue to the next section

How could the 2032 Games improve the aquatic recreation sector in Australia?

Evidence for this selection

I selected to explore the 2032 Games and the aquatic recreation sector because ...

My previous experiences and research have shown that ...



STEP 2: PLANNING LOG

Your Planning Log is a place to develop a draft of your assessment plan. Use your Investigation Log to help you complete your Planning Log.

What resources do you need?

What equipment do you need?

Who are your participants?

Instructions for the participants

Location



STEP 3: PERFORMANCE LOG

In this step, you will implement your plan and deliver your aquatic recreation activity or strategy!

Notes and reminders:

What do you need to remember to be successful in your performance?



STEP 4: EVALUATION LOG

After implementing your aquatic recreation activity or strategy, use the PIRFAM template below to evaluate the success of the activity or strategy.

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

	Strengths	Limitations
Interest	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feasibility	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Access	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

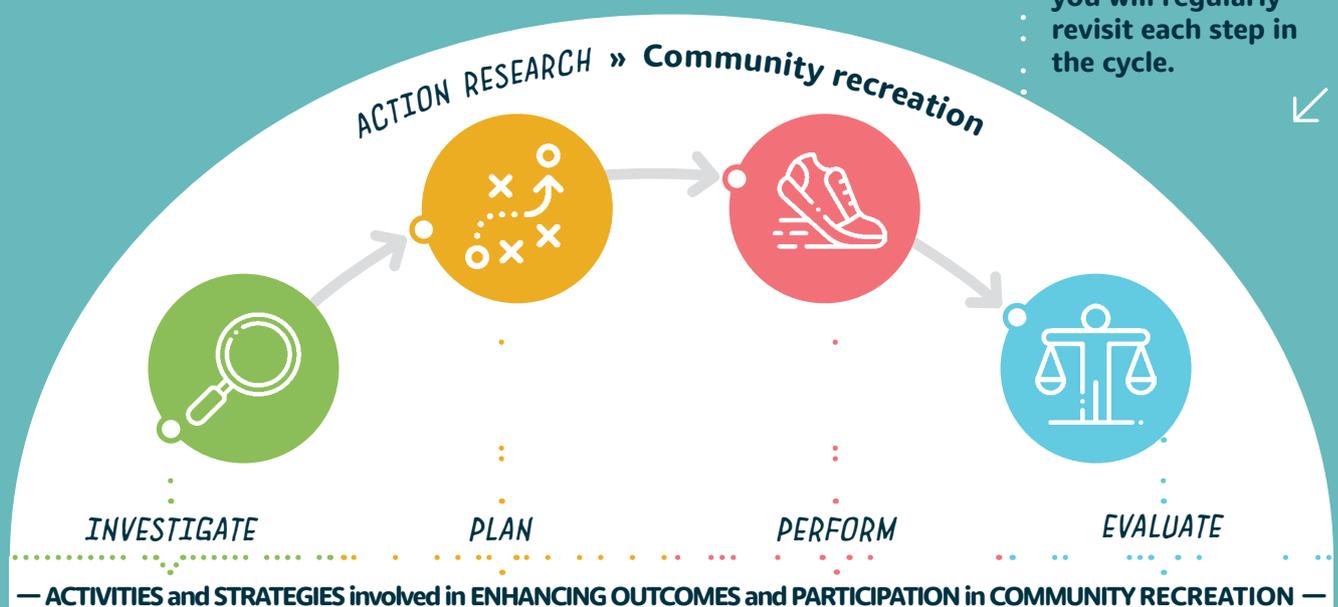
COMMUNITY RECREATION

UNIT **E**

Participating in community-based sport and recreation activities plays an important role in an individual's development of social, organisational and communication skills. Participating in physical activity is also necessary to develop and maintain all five dimensions of health and wellbeing.

In this unit, you will focus on the objectives and subject matter outlined in the diagram below.

The process you are following is called 'action research'. It means you are learning by doing. Action research is a cycle, not a one-way street. Using this unit, you will regularly revisit each step in the cycle.



- ☑ **Learn by doing:** Actively participate in community recreation activities.
- ☑ **Document your findings:** Ask questions, search for evidence and make observations.
- ☑ **Be curious:** Interview a volunteer or an employee from the community recreation industry.

- ☑ **Outline details:** What, who, when, where and how?
- ☑ **Build a framework:** Use your investigations to inform your plan.
- ☑ **Test your plan:** Change your plan according to your findings.

- ☑ **Participate:** Bring to life the strategies you have investigated and planned.
- ☑ **Review:** Be prepared to adjust your plan and test your performance again.
- ☑ **Be flexible:** Performance is developmental and needs to be built over time.

- ☑ **Analyse:** Assess the strengths and limitations of your investigations, plans and performances.
- ☑ **Interpret:** Draw together these assessments to form a summary or an outcome.
- ☑ **Reflect:** To come to new understandings.

ASSESSMENT LOG



When you see this icon, it is a reminder to turn to the Assessment Log at the end of the relevant module to document your learning. By filling in the Assessment Log as you go, you are continually building towards the assessment. You can update your Assessment Log at any time as your understanding grows.

FOLIO OF WORK FOR MODULE 1:

OUTCOMES OF PARTICIPATING IN COMMUNITY RECREATION

Topics	Tasks	Activities and strategies	Completed (✓)
1 What is community recreation?	1.1: Defining community recreation	1.1: Defining community recreation	<input type="checkbox"/>
	1.2: The history of community recreation in Australia	1.2: Researching the history of community recreation in Australia	<input type="checkbox"/>
	1.3: The value of participating in community recreation	1.3: Identifying the value of participating in community recreation	<input type="checkbox"/>
2 Different types of community recreation	2.1: Community-based and outdoor physical recreation activities	2.1: Investigating and participating in community-based and outdoor physical recreation activities	<input type="checkbox"/>
	2.2: Community sport	2.2: Investigating and participating in community sport	<input type="checkbox"/>
	2.3: Fitness activities	2.3: Investigating and participating in fitness activities	<input type="checkbox"/>
3 Participating in community recreation: Physical health outcomes	3.1: The physical health outcomes of participating in community recreation	3.1: Investigating the physical health outcomes of participating in community recreation	<input type="checkbox"/>
	3.2: Lifelong participation in physical activity	3.2: Exploring lifelong participation in physical activity	<input type="checkbox"/>
4 Participating in community recreation: Mental health outcomes	4.1: The mental health outcomes of participating in community recreation	4.1: Investigating the mental health outcomes of participating in community recreation	<input type="checkbox"/>
	4.2: The mental health outcomes of having fun	4.2: Making community recreation fun	<input type="checkbox"/>
5 Participating in community recreation: Social health outcomes	5.1: The social health outcomes of participating in community recreation	5.1: Investigating the social health outcomes of participating in community recreation	<input type="checkbox"/>
	5.2: Social health and inclusion	5.2: Making community recreation inclusive	<input type="checkbox"/>
6 Participating in community recreation: Cognitive and spiritual health outcomes	6.1: The cognitive health outcomes of participating in community recreation	6.1A: Investigating the cognitive health outcomes of participating in community recreation	<input type="checkbox"/>
		6.1B: Exploring a health strategy: 'Activate! Queensland'	<input type="checkbox"/>
	6.2: Spiritual health and nature	6.2: Investigating nature's effect on spiritual health	<input type="checkbox"/>
 Assessment	Assessment Log 1: Performance	 Step 1: Investigation Log	<input type="checkbox"/>
		 Step 2: Planning Log	<input type="checkbox"/>
		 Step 3: Performance Log	<input type="checkbox"/>
		 Step 4: Evaluation Log	<input type="checkbox"/>

FOLIO OF WORK FOR MODULE 2:

FACTORS INFLUENCING PARTICIPATION IN COMMUNITY RECREATION

Topics	Tasks	Activities and strategies	Completed (✓)
7 Community recreation in Australia today: A snapshot	7.1: Community recreation in Australia	7.1: Investigating community recreation in Australia today	<input type="checkbox"/>
	7.2: Current trends in community recreation in Australia	7.2: Exploring current trends in community recreation	<input type="checkbox"/>
	7.3: Exploring a trend: Student participation in community recreation in Australia	7.3: Exploring a trend: Student participation in community recreation	<input type="checkbox"/>
8 Influential factors: The community recreation industry	8.1: Influences on participation in community recreation	8.1: Investigating influences on participation in community recreation	<input type="checkbox"/>
	8.2: Roles and responsibilities in the community recreation industry	8.2: Exploring roles and responsibilities in the community recreation industry	<input type="checkbox"/>
	8.3: The Brisbane Olympic and Paralympic Games 2032	8.3: Writing a job application for the Olympic and Paralympic Games	<input type="checkbox"/>
9 Influential factors: Access to resources and facilities	9.1: Geographical location	9.1: Investigating community recreation in rural and metropolitan locations	<input type="checkbox"/>
	9.2: Strategies to improve access to community recreation resources and facilities	9.2: Investigating strategies that improve access to community recreation resources and facilities	<input type="checkbox"/>
10 Influential factors: Ability and safety	10.1: Individual ability as a factor influencing participation in community recreation	10.1: Exploring individual ability as a factor influencing participation in community recreation	<input type="checkbox"/>
	10.2: Safety as a factor influencing participation in community recreation	10.2: Identifying, assessing and managing risk for community recreation activities	<input type="checkbox"/>
11 Influential factors: Socioeconomic status and financial barriers	11.1: Socioeconomic status as a factor influencing participation in community recreation	11.1: Investigating how socioeconomic status influences participation in community recreation	<input type="checkbox"/>
	11.2: Initiatives that address financial barriers to participation in community recreation	11.2: Exploring initiatives that address financial barriers	<input type="checkbox"/>
12 The 2032 Olympic and Paralympic Games and community recreation	12.1: Keeping Australians active: 2032 and beyond	12.1: Exploring the Olympic and Paralympic Games and the community recreation industry	<input type="checkbox"/>
13 Where to from here?	13.1: Employment opportunities in the community recreation industry	13.1: Exploring employment opportunities in the community recreation industry	<input type="checkbox"/>
Assessment	Assessment Log 2: Project	 Step 1: Investigation Log	<input type="checkbox"/>
		 Step 2: Planning Log	<input type="checkbox"/>
		 Step 3: Performance Log	<input type="checkbox"/>
		 Step 4: Evaluation Log	<input type="checkbox"/>

ASSESSMENT ② PREVIEW »

PROJECT

The second assessment of this unit is a project. For this assessment, you will investigate, plan, perform and evaluate activities and strategies related to participation in community-based sport or physical recreation activities. For example, you could investigate people's access to different community recreation activities; plan and perform (implement) a strategy to improve access; and then evaluate the success of the strategy.

Name of the activity

Conditions of the task

Context

OUTCOMES OF PARTICIPATING IN COMMUNITY RECREATION

In this module, you will explore what physical activities are classified as ‘community recreation’ and you will investigate and participate in different types of community recreation activities. You will also investigate the outcomes related to participating in community-based sport and physical recreation activities, including how involvement in these activities can improve the five main aspects of health: physical, emotional, social, spiritual and intellectual.

PIRFAM FOR COMMUNITY RECREATION

To evaluate different community recreation activities in this module, you will use the PIRFAM framework. In this module, the PIRFAM acronym stands for:

- **Purpose**
- **Reward**
- **Access**
- **Interest**
- **Feasibility**
- **Motivation.**

A good evaluation of a community recreation activity identifies the strengths and limitations of the activity according to each factor of the PIRFAM framework. You can also use the framework to improve your performance by applying each PIRFAM factor to your own strategies. See Table 2 for an example of a completed PIRFAM evaluation for a community recreation activity.

TABLE 1 > PIRFAM factors for community recreation

PIRFAM factor		Examples of evaluation criteria
P	Purpose	<ul style="list-style-type: none"> » What is the main purpose of the activity or strategy? » Who is the activity targeting? » Did the activity or strategy fulfil its purpose? How do you know this?
I	Interest	<ul style="list-style-type: none"> » What are the participation levels in this activity? » Was the activity interesting? » Did the strategy improve the participants’ interest in the activity?
R	Reward	<ul style="list-style-type: none"> » What are the benefits of participating in the activity? » Is there a clear reward? » What aspects of health does the activity improve?
F	Feasibility	<ul style="list-style-type: none"> » Is the strategy feasible to implement? » What do you need to consider to make sure the activity is successful? » What can you modify to make your strategy more effective next time?

PIRFAM factor	Examples of evaluation criteria
A Access	<ul style="list-style-type: none"> » Is the activity easily accessible? » What are the barriers and enablers associated with the activity? » Does your strategy increase access to the activity? If not, how can you improve it?
M Motivation	<ul style="list-style-type: none"> » What are the motivators for participating in this activity? » Is the activity motivating enough to improve participation? » Does the strategy improve motivation to participate? How do you know this?

TABLE 2 > A sample PIRFAM evaluation of a community recreation activity

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<ul style="list-style-type: none"> » The purpose of the activity was clearly articulated at the beginning of the session. 	<ul style="list-style-type: none"> » The structure of the activity did not allow the purpose of the session to be fulfilled.
Interest	<ul style="list-style-type: none"> » Aspects of the activity were engaging and kept the participants interested. 	<ul style="list-style-type: none"> » The coaches often did not seem interested in the activity.
Reward	<ul style="list-style-type: none"> » The anticipated reward of having fun and enjoying the activity was realised. 	<ul style="list-style-type: none"> » The links to the investigation work completed in class were not clear nor did the coaches refer to any technical terminology, such as specific health outcomes.
Feasibility	<ul style="list-style-type: none"> » The activity and outcomes were realistically achievable during the time available. 	<ul style="list-style-type: none"> » The activity would have run more smoothly if the teacher had suggested how to manage the participants.
Access	<ul style="list-style-type: none"> » Most students were able to get involved in the activity from the beginning. 	<ul style="list-style-type: none"> » The initial activities, although engaging, were quite difficult. The students who were not as physically able struggled to keep up.
Motivation	<ul style="list-style-type: none"> » The students seemed to be motivated to participate in the activity. 	<ul style="list-style-type: none"> » The coaches did not do much to motivate the students. » The coaches displayed a lack of energy.

Outcome
(an evaluation of the overall success of the activity, drawing on the strengths and limitations listed above)

Overall, the session was fun and enjoyable, but missed the mark considering the purpose of the session was to engage the participants in physical activities they could participate in long term. Although the activities during the session were fun, they would not be sustainable over a longer period. The greatest limitations related to the coaches. They did not seem to be involved in the development of the session and they were unsure of what they were doing at times. The coaches did little to motivate the participants to engage in the session.

TOPIC 1 > WHAT IS COMMUNITY RECREATION?

‘Community recreation’ includes a wide range of activities, including physical recreation activities and sport at the local or ‘grass roots’ level. Community recreation usually takes place at neighbourhood facilities and involves engaging in community activity programs. Community recreation (specifically, engaging in physical activity) is woven into the fabric of our Australian culture.

In this topic, you will define community recreation, research the history of community-based sport and recreation activities in Australia, and identify the value of participating in community recreation.

1.1 » Defining community recreation

Learning goal: To understand what community recreation is

Before we progress further into this unit, it is useful to stop and explore our understanding of community recreation. What is it? What does it mean in Australia specifically? What role does community recreation play in your life?

Defining community recreation

ACTIVITY AND STRATEGY 1.1

PART A: THINK, PAIR, SHARE

- 1 Come up with your own definition of ‘community recreation’ (do not talk to anyone else at this point).

- 2 Share your definition of ‘community recreation’ with a partner and listen to their definition. Work together to come up with a definition that you both agree on.

1.2 » The history of community recreation in Australia

Learning goal: To understand the history of community recreation in Australia and the significance of community-based sport and recreation activities to our Australian way of life



Australians have a well-known and long-withstanding love of being physically active (especially outdoors). Our beautiful natural environment and mild climate lend themselves to getting outdoors and participating in sport and physical recreation activities. For generations – since our ancient ancestors' time, when we played games that replicated aspects of our hunting and gathering lifestyle – community recreation has been an important part of Australian culture.

Researching the history of community recreation in Australia

ACTIVITY AND STRATEGY

1.2

PART A: DEVELOP A TIMELINE OF COMMUNITY RECREATION IN AUSTRALIA

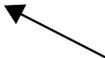
- 1 Research the history of community recreation in Australia and identify key moments in this history. Write these key events on the timeline below.

Past



Present

1856: The first adoption of the eight-hour working day in Australia, which was rolled out over the next 100 years to involve all workers in Australia. These reduced work hours led to an increase in structured community recreation.



PART B: EVALUATE HOW COMMUNITY RECREATION REPRESENTS AUSTRALIANS' WAY OF LIFE

- 2** Write your responses to the following questions in the table below.
 - a** Identify five different community recreation activities that represent our Australian way of life.
 - b** Explain why you think each activity represents our Australian lifestyle.

Community recreation activity	Explanation

- 3** Share one of your five activities from Question 2 with the class.
- 4**
 - a** After everyone in the class has provided a response, pick one of the activities discussed that was not one of your original five. Write your selected activity in the table below.
 - b** Evaluate the activity using three PIRFAM factors: purpose, interest and reward. Look back to Table 1 to help you complete this task. Write your responses in the table below.

ACTIVITY:

PIRFAM factor	Strengths	Limitations
Purpose		



ACTIVITY AND STRATEGY 1.2

PIRFAM factor	Strengths	Limitations
Interest	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

1.3 » The value of participating in community recreation

Learning goal: To be able identify the value of participating in community recreation



Why do people participate in community-based sport and physical recreation activities? What do they get out of it? The answers to these questions are the *value* of participating in community recreation.

Identifying the value of participating in community recreation

ACTIVITY AND STRATEGY 1.3

- 1 Why do people participate in community-based sport and physical recreation activities? What do they get out of it? In other words, what is the value of participating in community recreation?



2 Fill in the missing letters in the words below to identify five health and wellbeing outcomes related to participating in community recreation.

- a** P _ _ _ _ _
- b** E _ _ _ _ _ / M _ _ _ _ _
- c** S _ _ _ _ _
- d** C _ _ _ _ _
- e** S _ _ _ _ _



Now that you have finished Topic 1 (What is community recreation?), turn to Assessment Log 1 at the end of this module. Start in Step 1 (Investigation Log). Fill in Section 1 (What do they get out of it?). You can update your Assessment Log at any time as your understanding grows.

TOPIC 2 > DIFFERENT TYPES OF COMMUNITY RECREATION

Community recreation includes local sport, adventure tourism, water sports, fitness sessions and physical rehabilitation programs. Each of these types of community recreation provides opportunities for individuals and groups to engage in physical activities that improve many aspects of their health and wellbeing. Community recreation also provides employment opportunities and support services for local people.

In this topic, you will explore different types of community recreation: recreation activities that take place in the community and outdoors, community sport and fitness activities.

2.1 » Community-based and outdoor physical recreation activities

Learning goal: To be able to identify community-based and outdoor physical recreation activities

Community-based physical recreation activities are mainly organised and run by commercial leisure centres, local and state governments, community-focused organisations (for example, the YMCA) and clubs run by volunteers (for example, surf lifesaving clubs).

Outdoor physical recreation relates specifically to activities that take place in the natural environment, such as cycling, fishing, bushwalking, canoeing, swimming, surfing and rock climbing. Outdoor physical recreation also includes activities related to nature-based tourism, camps and outdoor education.

Water-based activities (for example, swimming, surfing, fishing and canoeing) are both community-based and outdoor recreation activities. Many Australians participate in water-based recreation activities because of our country's favourable climate and expansive coastline.

Investigating and participating in community-based and outdoor physical recreation activities

2.1

ACTIVITY AND STRATEGY

PART A: BRAINSTORM ACTIVITIES

- 1 List five community-based physical recreation activities.

- 2 List five outdoor physical recreation activities.

3 Why do people participate in the activities you identified in Questions 1 and 2?

PART B: PARTICIPATE IN A COMMUNITY-BASED OR OUTDOOR PHYSICAL RECREATION ACTIVITY

Now for the fun bit. Your teacher has organised a session of a community-based or outdoor physical recreation activity. Participate in the session and follow your teacher’s instructions.

4 After participating in the activity, evaluate the session using the PIR of the PIRFAM framework. Look back to Table 1 to help you complete this task. Write your responses in the table below.

NAME OF THE ACTIVITY:		
	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Interest	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>



Outcome
(an evaluation of the overall success of the activity, drawing on the strengths and limitations listed above)

2.2 » Community sport
Learning goal: To be able to identify different forms of community sport

Community sport is the lifeblood of Australia’s society. Millions of Australians are involved in some form of community sport; on weekends, local parks and sports grounds are packed with active bodies, enthusiastic spectators and armies of volunteers. Sport is an integral part of our Australian culture; there is no ‘Aussie spirit’ without sport.

Investigating and participating in community sport

PART A: INVESTIGATE COMMUNITY SPORT IN YOUR LOCAL AREA

- 1 a Identify the local community sports clubs and organisations that are within 10 kilometres of your school. Write the names of the clubs in the table on the next page and the sport that the members of each club plays.
- b Identify which sports are team-based and which are played individually (write T or I in the table).
- c i For each sports club, identify the cost of participating in the club’s activities and write this in the table.
- ii Do you think this cost is a barrier to people participating in the club’s activities? Explain your answer.

- d For each sports club, identify the different levels of participation. (For example, are the players professional, semi-professional or amateur?)

Name of the club or organisation	Name of the sport	Team-based (T) or individual (I)	Cost	Levels of participation

2 Why do you think someone would choose to play a team sport rather than an individual sport (and vice versa)?

PART B: PARTICIPATE IN A COMMUNITY SPORT SESSION

Your teacher has organised a community sport session. Participate in the session and follow your teacher’s instructions.

3 After participating in the activity, evaluate the session using the PIR of the PIRFAM framework. Look back to Table 1 to help you complete this task. Write your responses in the table on the next page.



2.2

ACTIVITY AND STRATEGY

NAME OF THE COMMUNITY SPORT: _____

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Interest	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Outcome
(an evaluation of the overall success of the activity,
drawing on the strengths and limitations listed above)

2.3 » Fitness activities

Learning goal: To be able to identify different fitness activities



While all physical activities can improve your fitness, the fitness activities we are discussing in this topic are those provided at gyms and by personal trainers for a fee; for example, bootcamps, group fitness classes, personal training and CrossFit sessions.

Investigating and participating in fitness activities

PART A: INVESTIGATE FITNESS ACTIVITIES IN YOUR LOCAL AREA

- 1 Identify the businesses and organisations related to the fitness industry that operate within 10 kilometres of your school.

- 2 Why do you think people pay to participate in fitness activities?

PART B: PARTICIPATE IN A FITNESS SESSION

Your teacher has organised a fitness session. Participate in the session and follow your teacher's instructions.

- 3 After participating in the activity, evaluate the session using the PIR of the PIRFAM framework. Look back to Table 1 to help you complete this task. Write your responses in the table below.

NAME OF THE FITNESS SESSION: _____

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/>	<hr/>
	<hr/>	<hr/>

2.3

ACTIVITY AND STRATEGY



2.3

ACTIVITY AND STRATEGY

Interest

Reward

Strengths

Limitations

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Outcome

(an evaluation of the overall success of the activity, drawing on the strengths and limitations listed above)

ASSESSMENT LOG



Now that you have finished Topic 2 (Different types of community recreation), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 2 (Type of community recreation) and Section 3 (Activity). You can update your Assessment Log at any time as your understanding grows.

TOPIC 3 > PARTICIPATING IN COMMUNITY RECREATION: PHYSICAL HEALTH OUTCOMES

When people are asked why they participate in community recreation activities, the most common response is that they want to improve their physical health. In this topic, you will explore the different aspects of physical health and how participating in community-based sport and physical recreation activities can improve your body's condition.

3.1 » The physical health outcomes of participating in community recreation

Learning goal: To understand the concept of 'physical health' and to be able to identify how participating in community recreation can improve people's physical health



Participating in community-based sport and physical recreation activities is a great way of increasing your physical activity, thereby improving your physical health.

Investigating the physical health outcomes of participating in community recreation

PART A: WHAT IS PHYSICAL HEALTH?

1 Individual investigation task: Research physical health and then complete the sentences below.

a Physical health is ... _____

b The different aspects of physical health include ... _____

2 a Share your response to Question 1b with a partner.

b If your partner included any aspects of physical health that you did not, add these to your response.

3.1

ACTIVITY AND STRATEGY



3.2 » Lifelong participation in physical activity

Learning goal: To be able to identify the enablers and barriers that impact people's ability to participate in community-based sport and physical recreation activities throughout their lives



Most physical health outcomes are not instant. To improve your physical health and to maintain a healthy body, you need to participate in appropriate physical activity regularly.

Exploring lifelong participation in physical activity

PART A: IDENTIFY ENABLERS AND BARRIERS TO PARTICIPATING IN PHYSICAL ACTIVITY

- 1 An **enabler** is a person or thing that makes something possible. Research the enablers that contribute to people regularly participating in community-based sport and physical recreation activities over a period of time.

- 2 A **barrier** is a factor that limits a person's ability to participate in an activity. Brainstorm barriers to people's ability to participate in community-based sport and physical recreation activities.

PART B: PARTICIPATE IN A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

Your teacher has organised a session of a community-based sport or physical recreation activity. The aim of the session is to improve your physical health. Participate in the activity and follow your teacher's instructions. After you have completed the session, answer the following questions. Write your answers in the table on the next page.

- 3
 - a What **type of community recreation** is the activity? (Is it a community-based recreation activity, an outdoor recreation activity, a community sport or a fitness activity?)
 - b What is the **purpose** of the activity? (Why did you do it?)
 - c Explain or **describe** the activity. Include the number of participants needed for the activity and how long the activity took to complete.

3.2

ACTIVITY AND STRATEGY



- d Draw a **diagram** of how the activity was set up.
- e What **equipment** was used during the activity?
- f What did you get out of participating in the activity? What did you achieve? (What is the **value** of the activity?)
- g How did your teacher **motivate** you to participate in the activity?

NAME OF THE ACTIVITY:

Type of community recreation	Purpose of the activity
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Activity explanation	Activity diagram
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Equipment	<hr/> <hr/> <hr/>
Value	<hr/> <hr/> <hr/>
Motivation strategies	<hr/> <hr/> <hr/>

4 Would you participate in this type of activity again? Has this session motivated you to seek out this activity in your community? Explain your answer.

PART C: PLAN A SESSION OF A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

Think about your answers to Questions 3 and 4 and then use these responses to complete the following task.

- 5** Working in small groups, plan a basic session of a community-based sport or physical recreation activity. The aims of the session are to improve the participants' physical health and to encourage them to regularly participate in appropriate physical activity. Write the details of your group's activity in the table below.

NAME OF THE ACTIVITY: _____

Type of community recreation	Purpose of the activity
_____	_____
_____	_____
_____	_____
Activity explanation	Activity diagram

Equipment	_____
_____	_____
Value	_____
_____	_____
Motivation strategies	_____
_____	_____

PART D: EVALUATE A SESSION OF A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

- 6 a** Each group will implement the session they planned in Part C; the other students will participate in the session.



3.2

ACTIVITY AND STRATEGY

b After all the groups have run their sessions, use the PIRFAM framework to evaluate your group’s session. Look back to Table 1 to help you complete this task. Write your evaluation in the table below.

NAME OF THE ACTIVITY:

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose		
Interest		
Reward		
Feasibility		



	Strengths	Limitations
Access		
Motivation		

Outcome
 (an evaluation of the overall success of the activity,
 drawing on the strengths and limitations listed above)

PART E: REFLECT ON A SESSION OF A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

7 Identify one modification you could make to your group’s session to improve it. Explain how the modification could improve the session’s overall outcome.



Now that you have finished Topic 3 (Participating in community recreation: Physical health outcomes), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 4 (Physical health outcomes). You can update your Assessment Log at any time as your understanding grows.

TOPIC 4 > PARTICIPATING IN COMMUNITY RECREATION: MENTAL HEALTH OUTCOMES

There has never been a time in history where so much emphasis has been placed on individuals' mental health. A commonly used strategy to improve and/or maintain mental health is to participate in regular physical activity, such as community-based sport and recreation activities.

In this topic, you will explore the definition of 'mental health', investigate how participating in community recreation can improve your mental health and look at the positive mental health outcomes of having fun.

4.1 » The mental health outcomes of participating in community recreation
Learning goal: To understand the concept of 'mental health' and to be able to identify how participating in community recreation can improve people's mental health

Participating in physical activity – such as community-based sport and physical recreation activities – positively contributes to the overall psychological health of individuals of all ages from all segments of the population.

Investigating the mental health outcomes of participating in community recreation

4.1 ACTIVITY AND STRATEGY

PART A: WHAT IS MENTAL HEALTH?

1 Individual investigation task: Research mental health and then complete the sentence below.

Mental health is ... _____

- 2 a** Share your response to Question 1 with a partner.
- b** If your partner included any aspects of mental health that you didn't, add these to your response.

PART B: IDENTIFY HOW PARTICIPATING IN COMMUNITY RECREATION CAN IMPROVE MENTAL HEALTH

3 Fill in the missing letters in the words on the opposite page to identify how participating in community-based sport and physical recreation activities can improve mental health.

4.2 » The mental health outcomes of having fun

Learning goal: To be able to plan a fun community recreation activity



Participating in activities you enjoy – such as community-based sport and physical recreation activities – can improve your mental health and wellbeing. Taking part in fun activities that get you out and about can make you feel happier and more relaxed, can reduce stress and can help you to build stronger social networks and relationships.

Many sport and recreation organisations plan activities that encourage participants to have fun. Making participating in sport and physical recreation enjoyable encourages more people to participate in these activities.

Making community recreation fun

4.2

ACTIVITY AND STRATEGY

PART A: WHY IS IT ENJOYABLE?

- 1 Discuss the following question with a partner and then share your response with the class.

Identify sport and recreation programs or initiatives that make participating in sport or physical recreation activities fun.

FUN SPORT OR RECREATION ACTIVITIES		
Colour Fun Run		

- 2 Think about the programs and initiatives you identified in Question 1. What it is about each activity that makes it fun and enjoyable? Write your responses in the table below.

Fun sport or recreation activity	What makes it fun?
Colour Fun Run	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

Fun sport or recreation activity	What makes it fun?
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

PART B: PARTICIPATE IN A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

3 Your teacher has organised a session of a community-based sport or physical recreation activity. The aim of the session is to be fun and enjoyable. Participate in the activity and follow your teacher’s instructions. After you have completed the session, answer the following questions. Write your responses in the following table.

- a** What **type of community recreation** is the activity? (Is it a community-based recreation activity, an outdoor recreation activity, a community sport or a fitness activity?)
- b** What is the **purpose** of the activity? (Why did you do it?)
- c** Explain or **describe** the activity. Include the number of participants needed for the activity and how long the activity took to complete.
- d** Draw a **diagram** of how the activity was set-up.
- e** What **equipment** was used during the activity?
- f** What did you get out of participating in the activity? What did you achieve? (What is the **value** of the activity?)
- g** How did your teacher **motivate** you to participate in the activity?

NAME OF THE ACTIVITY:

Type of community recreation	Purpose of the activity
<hr/> <hr/>	<hr/> <hr/>

4.2

ACTIVITY AND STRATEGY

NAME OF THE ACTIVITY:

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose		
Interest		
Reward		
Feasibility		
Access		



Motivation

Strengths	Limitations

Outcome
(an evaluation of the overall success of the activity, drawing on the strengths and limitations listed above)

PART E: REFLECT ON A SESSION OF A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

6 Identify one modification you could make to your group’s session to improve it. Explain how the modification could improve the session’s overall outcome.



Now that you have finished Topic 4 (Participating in community recreation: Mental health outcomes), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 5 (Mental health outcomes). You can update your Assessment Log at any time as your understanding grows.

TOPIC 5 > PARTICIPATING IN COMMUNITY RECREATION: SOCIAL HEALTH OUTCOMES

Humans are social creatures who are meant to interact with each other every day. Sociologists have shown that there is a link between our social relationships and our mental and physical health. Community recreation activities provide people with opportunities to build strong social networks and relationships. In this topic, you will explore the definition of ‘social health’ and investigate how participating in community recreation can improve your social health.

5.1 » The social health outcomes of participating in community recreation
Learning goal: To understand the concept of ‘social health’ and to be able to identify how participating in community recreation can improve people’s social health

Participating in physical activity – such as community-based sport and physical recreation activities – can positively contribute to the overall social health of individuals of all ages from all segments of the population.

Investigating the social health outcomes of participating in community recreation

5.1 ACTIVITY AND STRATEGY

PART A: WHAT IS SOCIAL HEALTH?

1 Individual investigation task: Research social health and then complete the sentence below.

Social health is ... _____

- 2 a** Share your response to Question 1 with a partner.
- b** If your partner included any aspects of social health that you didn’t, add these to your response.

PART B: INVESTIGATE SOCIAL HEALTH

3 Identify three social benefits of participating in community recreation activities.

4 Why do you think a person’s social health impacts their mental health?

5 Why do you think a person’s social health impacts their physical health?

6 Discuss the following question as a class and then write your individual response below.
How can people design community recreation activities to specifically improve participants’ social health?

5.2 » Social health and inclusion

Learning goal: To be able to plan an inclusive community recreation activity



In this context, ‘inclusion’ is the practice of creating environments that respect diversity, where everyone feels valued, heard and supported. It involves creating spaces and activities that are accessible and welcoming to all, regardless of participants’ background, identity or ability.

Inclusion and social health go hand in hand. Providing equal opportunities for people to be included in all aspects of our society – including participating in community-based sport and physical recreation activities – builds social connectedness (being connected to and belonging to a community and having meaningful relationships). Social connectedness is at the heart of social health and wellbeing.

Making community recreation inclusive

5.2

ACTIVITY AND STRATEGY

PART A: THINK ABOUT DIVERSITY AND ACCESS

- 1 Brainstorm some examples of diversity in Australia's population.

- 2 Discuss the following question with a partner, then share your response with the class: What are the barriers to people accessing community recreation?

PART B: PARTICIPATE IN A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

- 3 Your teacher has organised a session of a community-based sport or physical recreation activity. The aim of the session is to create an inclusive environment (that is, an environment that does not exclude anyone from participating in the activity) and to make sure everyone can participate equally and fairly. Participate in the activity and follow your teacher's instructions. After you have completed the session, answer the following questions. Write your responses in the table on the opposite page.

- a What **type of community recreation** is the activity? (Is it a community-based recreation activity, an outdoor recreation activity, a community sport or a fitness activity?)
- b What is the **purpose** of the activity? (Why did you do it?)
- c Explain or **describe** the activity. Include the number of participants needed for the activity and how long the activity took to complete.
- d Draw a **diagram** of how the activity was set-up.
- e What **equipment** was used during the activity?

- f** What did you get out of it participating in the activity? What did you achieve? (What is the **value** of the activity?)
- g** How did your teacher **motivate** you to participate in the activity?

NAME OF THE ACTIVITY:

Type of community recreation	Purpose of the activity
<hr/> <hr/>	<hr/> <hr/>

Activity explanation	Activity diagram
<hr/>	

Equipment	<hr/> <hr/>
-----------	-------------

Value	<hr/> <hr/>
-------	-------------

Motivation strategies	<hr/> <hr/>
-----------------------	-------------

- h** Was the activity inclusive? Could everyone participate equally and fairly? Explain your answer.



PART D: EVALUATE A SESSION OF A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

- 5 a** Each group will implement the session they planned in Part C; the other students will participate in the session.
- b** After all the groups have run their sessions, use the PIRFAM framework to evaluate your group’s session. Look back to Table 1 to help you complete this task. Write your evaluation in the table below.

NAME OF THE ACTIVITY: _____

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Interest	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feasibility	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



5.2

ACTIVITY AND STRATEGY

	Strengths	Limitations
Access	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Outcome (an evaluation of the overall success of the activity, drawing on the strengths and limitations listed above)</p>		
<hr/> <hr/> <hr/> <hr/>		

PART E: REFLECT ON A SESSION OF A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

6 Identify one modification you could make to your group’s session to improve it. Explain how the modification could improve the session’s overall outcome.

ASSESSMENT LOG



Now that you have finished Topic 5 (Participating in community recreation: Social health outcomes), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 6 (Social health outcomes). You can update your Assessment Log at any time as your understanding grows.

TOPIC 6 > PARTICIPATING IN COMMUNITY RECREATION: COGNITIVE AND SPIRITUAL HEALTH OUTCOMES

In addition to the benefits to physical, mental and social health, community recreation also contributes to maintaining people’s cognitive and spiritual health. Through participation in various community-based sport and physical recreation activities, individuals have the opportunity to improve their cognitive health.

In this topic, you will explore the definition of ‘cognitive health’ and investigate how participating in community recreation can improve your cognitive health. You will also explore the meaning of ‘spiritual health’ and examine the link between spiritual health and connectedness to nature.

6.1 » The cognitive health outcomes of participating in community recreation
Learning goal: To understand the concept of ‘cognitive health’ and to be able to identify how participating in community recreation can improve people’s cognitive health

Participating in physical activity – such as community-based sport and physical recreation activities – can positively contribute to the overall cognitive health of individuals of all ages from all segments of the population.

Exercise increases blood flow to the brain and improves concentration, attention and the ability to reason. Physical activity also leads to improvement in cognitive control and better mental health. Combine that with the benefits of participating in community recreation – such as developing a greater sense of belonging in the community and expanding your social network – and being involved in community-based sport or physical recreation activities is a win-win situation.

Investigating the cognitive health outcomes of participating in community recreation

PART A: WHAT IS COGNITIVE HEALTH?

- 1 Write your responses to the following tasks in the table below.
 - a Define each aspect of cognitive health.
 - b Come up with an example of how each aspect of cognitive health could be used in a community-based sport or a physical recreation activity.

Aspect of cognitive health	Definition	Example
Memory	_____	_____
	_____	_____
	_____	_____
	_____	_____

6.1A
ACTIVITY AND STRATEGY

Aspect of cognitive health	Definition	Example
Attention	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Ability to plan	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Perception	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Language	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Learning	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

PART B: CONDUCT AN INTERVIEW

- 2 Interview a group of people who use a local community recreation facility. Focus on asking about the cognitive benefits the people experience as a result of participating in community recreation.
 - a Write four interview questions in the table on the next page.
 - b Write notes about the answers the people give to your interview questions.

PART C: PLAN A SESSION OF A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

Community recreation activities can have a positive impact on cognitive health but require careful planning to get the best outcome

- 4 Work in small groups to complete this activity.
 - a Select one of the aspects of cognitive health from Part A.
 - b Plan a basic session of a community-based sport or physical recreation activity that aims to improve that aspect of cognitive health. Write the details of your group’s activity in the table below.
 - i What **type of community recreation** is the activity? (Is it a community-based recreation activity, an outdoor recreation activity, a community sport or a fitness activity?)
 - ii What is the **purpose** of the activity? (Why did you do it?)
 - iii Explain or **describe** the activity. Include the number of participants needed for the activity and how long the activity took to complete.
 - iv Draw a **diagram** of how the activity was set-up.
 - v What **equipment** was used during the activity?
 - vi What should the participants get out of taking part in the activity? What did they achieve? (What is the **value** of the activity?)
 - vii How will you measure the **success** of your activity in achieving its purpose?

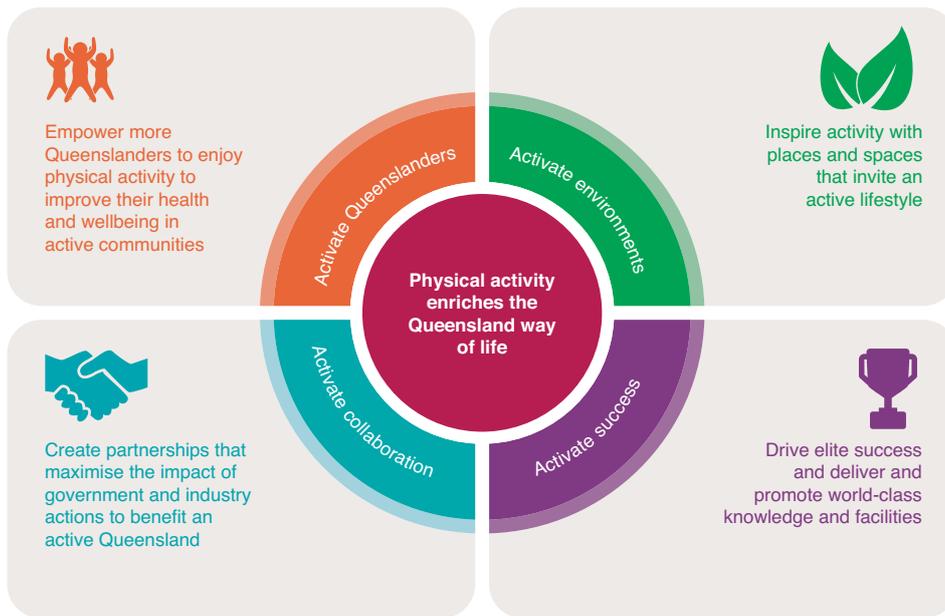
ASPECT OF COGNITIVE HEALTH:	
Type of community recreation:	
Purpose of the activity	
Activity explanation	Activity diagram

Equipment	
Value	
Success	

Exploring a health strategy: 'Activate! Queensland'

- 1 Examine the diagram below, which is from the Queensland Government's strategy, 'Activate! Queensland 2019–2029'. Identify the four key components of the 10-year plan.

Figure 1: A section from the Queensland Government's strategy, 'Activate! Queensland 2019–2029'



Source: Queensland Government, 'Activate! Queensland 2019–2029', p. 12.



- 2 One of the priority areas in the ‘Activate! Queensland’ strategy is to ‘activate Queenslanders’. The aim of this area is to ‘empower more Queenslanders to enjoy physical activity to improve their health and wellbeing in active communities’.

As a class, brainstorm how this area of the strategy might bring cognitive benefits to the community.

6.2 » Spiritual health and nature

Learning goal: To be able to plan a community recreation activity in an outdoor setting that aims to improve the participants’ spiritual health



Activities such as long walks on the beach, camping by babbling creeks and hiking through the hillsides are often described as helping people to ‘clear their head’ and ‘fill their cup’, but what exactly does this mean? The positive impact on an individual’s health from connecting with nature is well-documented.

Investigating nature’s effect on spiritual health

PART A: INVESTIGATE SPIRITUAL HEALTH

- 1 What is ‘spiritual health’?

- 2
 - a Share your response to Question 1 with a partner.
 - b If your partner included any aspects of spiritual health that you did not, add these to your response.

- 3 In pairs, identify some of the ways that participating in outdoor physical activity can have a positive impact on our spiritual health.



PART B: PLAN A SESSION OF A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY IN THE OUTDOORS

Community-based sport and physical recreation activities that allow participants to connect with the natural environment do not have to be complicated or need lots of expensive equipment to be effective.

- 4 With guidance from your teacher, work in small groups to plan a simple session of a community-based sport or physical recreation activity to take place in a natural outdoor setting. The aim of the session is to improve the participants' spiritual health and wellbeing. Write the details of your group's activity in the table below.

NAME OF THE ACTIVITY:	
Location of the activity:	
Type of community recreation	Purpose of the activity
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Activity explanation	Activity diagram
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Equipment	<hr/> <hr/> <hr/>
Value	<hr/> <hr/> <hr/>



PART D: EVALUATE A SESSION OF A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

- 5 a Each group will implement the session they planned in Part C; the other students will participate in the session.
- b After all the groups have run their sessions, use the PIRFAM framework to evaluate your group’s session. Look back to Table 1 to help you complete this task. Write your evaluation in the table below.

NAME OF THE ACTIVITY:

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose		
Interest		
Reward		
Feasibility		

	Strengths	Limitations
Access		
Motivation		

Outcome
 (an evaluation of the overall success of the activity,
 drawing on the strengths and limitations listed above)

PART E: REFLECT ON A SESSION OF A COMMUNITY-BASED SPORT OR PHYSICAL RECREATION ACTIVITY

6 Identify one modification you could make to your group’s session to improve it. Explain how the modification could improve the session’s overall outcome.



Now that you have finished Topic 6 (Participating in community recreation: Cognitive and spiritual health outcomes), turn to Assessment Log 1 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 7 (Cognitive health outcomes). You can update your Assessment Log at any time as your understanding grows.

ASSESSMENT LOG 1: PERFORMANCE



The first assessment of this unit is a performance. For this assessment, you will plan and perform (implement) a community-based sport or physical recreation activity. You will then evaluate the success of the activity.

Steps	Requirements
Steps 1 and 2: Investigate and plan	Investigate and plan a community recreation activity by: <ul style="list-style-type: none">» identifying a community recreation activity you would like to manage» identifying and explaining the purpose of your community recreation activity» developing a detailed description of your community recreation activity» planning a course of action to implement your community recreation activity.
Step 3: Perform	Perform (implement) your planned community recreation activity by: <ul style="list-style-type: none">» organising the resources and equipment for your community recreation activity» implementing the course of action you have planned for your community recreation activity» delivering the community recreation activity.
Step 4: Evaluate	Evaluate your implemented community recreation activity by: <ul style="list-style-type: none">» evaluating the effectiveness of the implemented activity in relation to the participation in, and outcomes of, the community recreation activity» evaluating the strengths and limitations of your community recreation activity» proposing recommendations to enhance the outcomes of your community recreation activity.

Note that a filled-in Assessment Log does not meet the QCAA's assessment specifications for direct assessment evidence. An Assessment Log may provide indirect assessment evidence only.

For this performance task, you are not required to submit evidence of your investigation work. However, you will need to research your assessment topic to complete the planning phase of the task. The Investigation Log is included to assist you to fill in the Planning Log.



STEP 1: INVESTIGATION LOG

- Your Investigation Log is a record of all the evidence you have gathered in Module 1: Outcomes of participating in community recreation.
- Look back at the activity and strategy tasks in this module to determine how you would like to plan and perform your selected community recreation activity.
- All the information in this module can be used in your Investigation Log.
- The relevant activity and strategy tasks are indicated in each section of the table on the next page.
- You should also find other relevant information to support your choices; for example, do some research and draw from your own previous experiences of community recreation activities.

Section 1: What do they get out of it?

Relevant tasks from this module

Activity and strategy 1.3

Value/s of participation
(What do you want people to get out of participating in your selected community recreation activity?)

Evidence for this selection

I selected these values because ...

My previous experiences and research have shown that ...

Section 2: Type of community recreation

Relevant tasks from this module

Activity and strategy 2.1, 2.2 and 2.3

My selected type of community recreation (tick one)

- Community-based physical recreation activity
- Outdoor physical recreation activity
- Community sport activity
- Fitness activity

Evidence for this selection

I selected this type of community recreation because ...

My previous experiences and research have shown that ...

Section 3: Activity

Relevant tasks from this module

Activity and strategy 2.1, 2.2 and 2.3

My selected activity (for example, surfing)

Evidence for this selection

I selected these values because ...

My previous experiences and research have shown that ...

Section 4: Physical health outcomes

Relevant tasks from this module

Activity and strategy 3.1 and 3.2

Aspect/s of physical health

(Which aspect/s of physical health do you want to target in your selected community recreation activity?)

Evidence for this selection

I selected these aspects of physical health because ...

My previous experiences and research have shown that ...

Section 4: Physical health outcomes (continued)

Enablers to participation (Which things can contribute to people participating in your selected community recreation activity?)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Barriers to participation (What barriers can limit people participating in your selected community recreation activity?)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Section 5: Mental health outcomes

Relevant tasks from this module	Activity and strategy 4.1 and 4.2
--	-----------------------------------

Mental health outcome/s (How can people's mental health be improved by participating in your selected community recreation activity?) (What is it about your selected community recreation activity that the participants will find fun and enjoyable?)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Evidence for this selection

I think the participants' mental health could be improved by participating in my selected community recreation activity because ... <hr/> <hr/> <hr/> <hr/> <hr/>	My previous experiences and research have shown that ... <hr/> <hr/> <hr/> <hr/> <hr/>
--	---

Section 6: Social health outcomes

Relevant tasks from this module

Activity and strategy 5.1 and 5.2

Social health benefits
(What social health benefits are there for the participants of your selected community recreation activity?)

Evidence for this selection

I selected these social health benefits because ...

My previous experiences and research have shown that ...

Section 7: Cognitive health outcomes

Relevant tasks from this module

Activity and strategy 6.1 and 6.2

Aspect/s of cognitive health
(Which aspect/s of cognitive health will be targeted by your selected community recreation activity?)

Evidence for this selection

I selected these aspect/s of cognitive health because ...

My previous experiences and research have shown that ...

Section 7: Cognitive health outcomes (continued)

Skill/s development
(Which skill/s could the participants develop in your selected community recreation activity?)

Evidence for this selection

I selected these skills because ...

My previous experiences and research have shown that ...



STEP 2: PLANNING LOG

Your Planning Log is a place to develop a draft of your assessment plan. Use your Investigation Log to help you complete your Planning Log

Type of community recreation	Activity	Target group
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	Your peers, who are ... <hr/> <hr/> <hr/>

Outcomes of the community recreation activity

Value/s of participating in the activity

Targeted aspects of physical health

Enablers to participation

Barriers to participation

Mental health outcomes

Social health benefits

Diagram of the activity location

How do you plan to ensure the participants are motivated and engaged in the activity throughout?



STEP 3: PERFORMANCE LOG

In this step, you will implement your plan and deliver your community recreation activity!

Notes and reminders:

What do you need to remember to be successful in your performance?



STEP 4: EVALUATION LOG

After running your event, use the PIRFAM template below to evaluate the success of your performance. Make sure the outcome includes fun, safety, inclusion and improvement in skill.

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Interest	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feasibility	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

FACTORS INFLUENCING PARTICIPATION IN COMMUNITY RECREATION

In this module, you will investigate the factors that impact people’s participation and involvement in ‘community recreation’, which includes community-based sport and physical recreation activities, including how access to these activities can be affected by personal circumstances and geographical location. You will plan and implement strategies to enhance your own and others’ access to and level of participation in a variety of community recreation activities and programs. You will also evaluate the effectiveness of your strategies and justify recommendations that seek to enhance participation rates and equitable access to community recreation.

PIRFAM FOR COMMUNITY RECREATION

To evaluate different community recreation activities in this module, you will use the PIRFAM framework. In this module, the PIRFAM acronym stands for:

- Purpose
- Interest
- Reward
- Feasibility
- Access
- Motivation.

A good analysis of a community recreation activity identifies the strengths and limitations of the activity according to each factor of the PIRFAM framework. You can use the framework to improve your performance by applying each PIRFAM factor to your own strategies. See Table 4 on the next page for an example of a completed PIRFAM evaluation for a community recreation activity.

TABLE 3 > PIRFAM factors for community recreation activities and strategies

PIRFAM factor	Examples of evaluation criteria
P Purpose	<ul style="list-style-type: none"> » What is the main purpose of the activity or strategy? » Who is the activity targeting? » Did the activity or strategy fulfil its purpose? How do you know this?
I Interest	<ul style="list-style-type: none"> » What are the participation levels in this activity? » Was the activity interesting? » Did the strategy improve the participants’ interest in the activity?

PIRFAM factor		Examples of evaluation criteria
R	Reward	<ul style="list-style-type: none"> » What are the benefits of participating in the activity? » Is there a clear reward to participating in the activity? » What aspects of health does the activity improve?
F	Feasibility	<ul style="list-style-type: none"> » Is the strategy feasible to implement? (Is it practical and realistic to apply the strategy?) » What do you need to consider to make sure the activity is successful? » What can you modify to make your strategy more effective next time?
A	Access	<ul style="list-style-type: none"> » Is the activity easily accessible? » What are the barriers and enablers associated with the activity? » Does your strategy increase access to the community recreation activity? If not, how can it be improved?
M	Motivation	<ul style="list-style-type: none"> » What are the motivators for participating in the activity? » Is the activity motivating enough to improve participation? » Does the strategy improve motivation to participate? How do you know?

TABLE 4 > A sample PIRFAM evaluation of a community recreation activity

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	» The purpose of the activity was clearly marketed.	» The structure of the activity did not allow the purpose of the activity to be fulfilled.
Interest	» Aspects of the activity were engaging and kept the participants interested.	» The staff did not seem interested in the activity.
Reward	» Participating in the activity was rewarding in many ways as it satisfied a number of aspects of wellbeing.	» Participants have to work at the activity to see the benefits; they do not happen overnight.
Feasibility	» The activity was manageable and well structured.	» A long time and repeat visits are needed to see genuine growth.
Access	» The cost of participating in the activity was appropriate.	<ul style="list-style-type: none"> » The cost of participating in the activity is quite high. » The distance needed to travel to reach the activity might not be manageable long term.
Motivation	» The program is very motivating and, once results are seen, it becomes self-motivating.	<ul style="list-style-type: none"> » The staff need a little motivating themselves. » If the participants do not see results, then their motivation may drop.

Outcome
(an evaluation of the overall success of the activity, drawing on the strengths and limitations listed above)

Overall, the activity was fun and enjoyable, but missed the mark when considering the purpose was to engage participants in lifelong physical activity. The structure of the session did not allow this, although the activities during the session were fun, they would not be sustainable long term. The greatest limitations were regarding the coaches/presenters themselves. They did not seem to be invested in the development of the session as they were unsure of what they were doing at times. They did little to motivate the participants and did not clearly articulate the purpose and goals of the session.

TOPIC 7 > COMMUNITY RECREATION IN AUSTRALIA TODAY: A SNAPSHOT

Community recreation – that is, community-based sport and physical recreation activities – is a popular and important part of modern Australian society. It provides opportunities for individuals to participate in physical activity, improve their mental and physical health, and build strong social networks and relationships.

In this topic, you will explore community recreation in Australia, identify current trends in this area and examine local students' participation in community recreation activities.

7.1 » Community recreation in Australia

Learning goal: To understand the current state of community recreation in Australia



As with any aspect of society, community recreation is constantly changing and adapting as it responds to trends, shifting societal values and demand.

Investigating community recreation in Australia today

PART A: RECAP: WHAT IS COMMUNITY RECREATION?

Answer the following questions to recap what you learned in Module 1 of this unit. Try not to use the internet or your resources from the previous module.

- 1 Define 'community recreation'.

- 2 Identify three different types of community recreation.

- 3 Why do you think community recreation is so popular in Australia?

7.1

ACTIVITY AND STRATEGY



PART B: RESEARCH AUSTRALIA'S COMMUNITY RECREATION INDUSTRY

4 Research the community recreation industry in Australia and then answer the questions in the table below.

AUSTRALIA'S COMMUNITY RECREATION INDUSTRY	
Questions	Answers
What is the approximate number of people who participate in community recreation in Australia?	
What is the approximate economic value of the community recreation industry in Australia?	
List five different jobs in the community recreation industry in Australia.	
What are the five most popular community recreation activities for school-aged children (aged 5-18)?	
What are the five most popular community recreation activities for men and women aged 18-35?	
What are the five most popular community recreation activities for men and women aged 35 and over?	

5 After you have completed Question 4, discuss your answers with a partner. Fill in any gaps in what you found based on your partner's answers. This information will assist you with your assessment later in the module, so the more information you collect now, the more you will have to work with later on.

7.2 » Current trends in community recreation in Australia

Learning goal: To understand the current trends in community recreation in Australia



What is a trend?

In the context of community recreation, a trend is a pattern or change of direction in the way people engage in physical recreational activities within a specific community. Trends may vary from one community to another. Trends are influenced by personal, social, economic, environmental and cultural factors.

Exploring current trends in community recreation

PART A: INVESTIGATE CURRENT TRENDS IN COMMUNITY RECREATION

- 1** Write your answers to the following questions in the table below.
 - a** Research the community recreation industry in Australia today and identify five current trends in this sector.
 - b** Explain why each of the five factors is a current trend and use evidence to support your answer.

CURRENT TRENDS IN THE COMMUNITY RECREATION SECTOR IN AUSTRALIA

Trends	Description of the trend	Why is it a trend?
Trend 1		
Trend 2		
Trend 3		
Trend 4		

7.2

ACTIVITY AND STRATEGY



Trends	Description of the trend	Why is it a trend?
Trend 5		

- 2** Write your answers to the following questions in the table below.
- a** Select one of the trends you identified in Question 1. Identify a community-based sport or physical recreation activity that is related to this trend.
 - b** What type of community recreation activity is the trend you have selected? (Is it a community-based sport, an outdoor recreation activity or a fitness activity?)
 - c** Write a brief description of the activity.
 - d** Provide more information about the activity using the PIRFAM framework. Look back to Table 3 to help you complete this task.

Trend	
Name of community-based sport or physical recreation activity	
Type of community recreation activity	
Description of the activity	
PIRFAM framework	
Purpose	

PIRFAM framework	
Interest	
Reward	
Feasibility	
Access	
Motivation	

PART B: PARTICIPATE IN A POPULAR COMMUNITY RECREATION ACTIVITY

Your teacher has organised a session of a community recreation activity that relates to a trend. Participate in the session and follow your teacher’s instructions.

- 3 After participating in the activity, evaluate the session using the PIRFAM framework. Look back to Table 3 to help you complete this task. Write your evaluation in the table on the next page.



7.2

ACTIVITY AND STRATEGY

NAME OF THE COMMUNITY RECREATION ACTIVITY:

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose		
Interest		
Reward		
Feasibility		
Access		



	Strengths	Limitations
Motivation		
<p style="text-align: center;">Outcome (an evaluation of the overall success of the activity, drawing on the strengths and limitations listed above)</p>		
<p></p> <p></p> <p></p> <p></p> <p></p>		

7.2

ACTIVITY AND STRATEGY

7.3 » Exploring a trend: Student participation in community recreation in Australia
Learning goal: To be able to plan and conduct a survey of student participants of community recreation and evaluate the results

One recent trend in the community recreation sector is a growing emphasis on the importance of student participation in community-based sport and physical recreation activities. This trend has emerged alongside the increasing recognition of the benefits that such engagement can offer both individuals and communities.

Exploring a trend: Student participation in community recreation

Now it is time to explore community recreation a little closer to home. In this activity, you will create and evaluate a survey to give you insight into your fellow students' participation in community recreation.

PART A: PLAN A SURVEY

1 Write your survey questions. To get a complete picture of student participation in community recreation, make sure your questions ask who, what, where, when and why, as follows.

7.3

ACTIVITY AND STRATEGY

- a** Write a **who** question. (Who is the person completing your survey?) (For example: What is the survey respondent's age, gender and year level?)
-
-
- b** Write a **what** question. (For example: What type of community recreation does the survey respondent participate in? What specific activities do they take part in?)
-
-
- c** Write a **where** question. (For example: Does the survey respondent participate in community recreation indoors or outdoors? How far do they travel to get to the activity?)
-
-
- d** Write a **when** question. (For example: How often does the survey respondent participate in community recreation? What time of day is the activity? How long does the activity go for?)
-
-
- e** Write a **why** question (For example: Why does the survey respondent participate in community recreation? What motivates them to participate? Do they face any barriers to participating?)
-
-
- f** As well as the questions above, consider asking the students about any barriers to participation they face.
-
-

PART B: CONDUCT THE SURVEY

- 2** Ask students to complete your survey. The more students who complete the survey, the more information you will have to analyse in Part C.
- 3** Collate the survey responses. You can put the results in a table and turn the table into graphs, or use a program such as SurveyMonkey.

PART C: EVALUATE THE SURVEY RESULTS

- 4** Evaluate the survey results by answering the following questions.
 - a** Did a particular group of students respond to your survey or did you get a variety of students to answer your questions? (Did students of different genders and from different year levels complete your survey?)

b What were the three most popular community recreation activities that the students participated in?

c On average, how often did the students participate in community recreation?

d Could most students walk to community recreation activities or did they need transport to get there?

e What was the most common reason that the students participated in community recreation?

f List two barriers to participating in community recreation that the survey respondents identified.

5 Reflect on the results of your survey. (Did any of the answers surprise you?)



Now that you have finished Topic 7 (Community recreation in Australia today: A snapshot), turn to Assessment Log 2 at the end of this module. Start in Step 1 (Investigation Log). Fill in Section 1 (Trends in the community recreation sector). You can update your Assessment Log at any time as your understanding grows.

2 Brainstorm **negative influences** that stop people from participating in community recreation.

3 Select two of the negative influences you identified in Question 2. Come up with strategies to overcome these negative factors so people can participate in community recreation.

	Negative influences on participating in community recreation	Strategies to overcome negative influences
1	<hr/>	<hr/>
2	<hr/>	<hr/>

8.2 » Roles and responsibilities in the community recreation industry

Learning goal: To be able to identify different roles and responsibilities in the community recreation industry and how the people in these positions can impact people’s participation in community recreation



The community recreation industry is diverse and comprises many different positions and roles, including community program coordinators, event organisers, facility managers and sport development officers. Each of these roles has a significant impact on people’s participation in community recreation activities. For example, community program coordinators are responsible for developing and implementing programs that cater to the needs and interests of members of a particular community.

Exploring roles and responsibilities in the community recreation industry

8.2

ACTIVITY AND STRATEGY

PART A: INVESTIGATE ROLES AND RESPONSIBILITIES IN THE COMMUNITY RECREATION INDUSTRY

- 1 a Three roles in the community recreation industry are listed below. Identify three more roles in the industry.
- b For each of the six jobs listed below, describe what the role involves and what the main responsibilities are for someone in that position. Also explain how someone in this role can influence people’s participation in the related community recreation activity.

i Event organiser

ii Facility manager

iii Sport development officer



iv Role 1: _____

v Role 2: _____

vi Role 3: _____

2 In general, what personal traits and skills do people in the community recreation industry need to successfully perform their roles and meet their responsibilities?

PART B: PERFORM A COMMUNITY RECREATION ROLE

- 3 a** Your teacher will take the class through a series of activities designed to showcase different roles within community recreation programs or organisations and the responsibilities that people in these roles are expected to carry out. You will be assigned a role for the session.
- b** After the session, evaluate your performance using four factors from the PIRFAM framework. Write your evaluation in the table on the next page.



8.2

ACTIVITY AND STRATEGY

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Interest	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Outcome
(an evaluation of the overall success of your performance,
drawing on the strengths and limitations listed above)

8.3 » The Brisbane Olympic and Paralympic Games 2032

Learning goal: To be able to identify jobs related to the 2032 Olympic and Paralympic Games, which will be held in Brisbane



The 2032 Olympic and Paralympic Games will also create thousands of paid and volunteer jobs. Some of these roles will operate in the lead-up to the event, some will solely be active during the actual running and management of the games, and other roles will take place after the event has finished.

Writing a job application for the Olympic and Paralympic Games

PART A: IDENTIFY JOBS AT THE OLYMPIC GAMES

- 1 Identify different jobs that are related to the Olympic and Paralympic Games.

JOBS RELATED TO THE OLYMPIC AND PARALYMPIC GAMES		

PART B: PRACTISE APPLYING FOR A JOB AT THE OLYMPIC AND PARALYMPIC GAMES

- 2 From the jobs you identified in Question 1, select one that interests you.

- 3 Write a job application letter for the role you selected in Question 2. In this letter:
 - outline your desirable character traits that are relevant to you being able to fulfill the responsibilities of the role
 - identify the relevant previous experience you have that will make you successful in the position

8.3

ACTIVITY AND STRATEGY



TOPIC 9 > INFLUENTIAL FACTORS: ACCESS TO RESOURCES AND FACILITIES

The ability to access resources and facilities is a crucial factor influencing participation in community-based sport and physical recreation.

In this topic, you will build your understanding of how geographical location influences participation in community recreation by investigating community recreation in rural and metropolitan locations. You will then investigate current strategies that improve people's access to community recreation resources and facilities before planning your own strategy.

9.1 » Geographical location

Learning goal: To understand how an individual's (and a community's) geographical location influences their participation in community recreation

Where a person lives influences their participation in community recreation as a person's geographical location dictates the accessibility of the resources and facilities needed to take part in community recreation activities; for example, if you live near a surf beach, you are more likely to surf than you are if you live in an inland location.

An important aspect of geographical location that impacts participation in community recreation is whether the location is in a rural or a metropolitan area. In metropolitan areas, the infrastructure for community recreation is usually well developed, with a wide range of facilities and resources available for residents. However, rural areas often have limited resources and facilities available, which can make it more difficult for community members to participate in recreational activities.

Despite these challenges, there have been efforts to improve community recreation resources and facilities in rural areas. Initiatives such as government grants, community partnerships and volunteer programs have helped to improve the infrastructure in some rural areas. However, there is still a significant disparity in the resources and facilities available when compared to those in metropolitan locations.

This can result in lower levels of participation in recreational activities among those who live in rural communities, which then has a negative impact on overall health and wellbeing.

Figure 2: People who live in rural areas have limited access to sports facilities, although many rural areas have a football field.



Source: Getty/pixedeluxe

Figure 3: People who live in metropolitan areas usually have access to a variety of sophisticated sports facilities.



Source: Getty/Matthew Ashton – AMA

Investigating community recreation in rural and metropolitan locations

9.1 ACTIVITY AND STRATEGY

PART A: INVESTIGATE COMMUNITY RECREATION IN RURAL AND METROPOLITAN LOCATIONS

1 Research the main characteristics of rural locations and metropolitan locations in Australia. Write your findings below.

a Rural locations

b Metropolitan locations

2 In pairs or small groups, research the community recreation activities that are available in two specific locations:

- a** a rural area of your choice
- b** a metropolitan area of your choice.

Write your findings in the table below.

AVAILABLE COMMUNITY RECREATION ACTIVITIES	
Rural location:	Metropolitan location:

c Why do you think the community recreation activities you identified in Question 2 are available in these two locations?

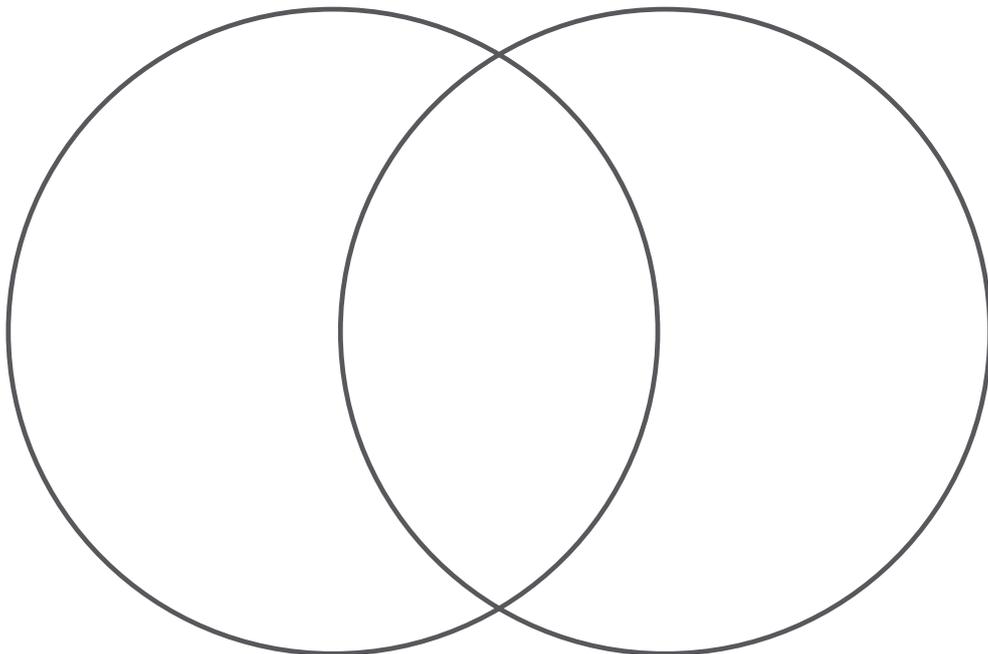
3 Write your answers to the following questions in the table below.

- a** Select one activity from each location in the table in Question 2.
- b** Identify the resources and facilities that people need to participate in this activity. You may need to conduct some research to answer this question.

Location	Community recreation activity	Resources and facilities
Rural location	<hr/> <hr/>	<hr/> <hr/>
Metropolitan location	<hr/> <hr/>	<hr/> <hr/>

4 Fill in the Venn diagram below to capture the findings of the research you completed in Question 3.

- a** In the sections on the left and right, write the unique features or aspects of each community recreation activity.
- b** In the section where the two circles overlap, record any similarities shared by the two activities.



9.1

PART B: PERFORM

- 5 Your teacher will guide you through a session where you will participate in one or more of the activities you identified as being available in a rural or metropolitan location.

9.2 » Strategies to improve access to community recreation resources and facilities

Learning goal: To understand strategies that can be used to improve access to community recreation resources and facilities



As being able to access community recreation resources and facilities is so important, government and non-government organisations are working to develop strategies and initiatives to help people from all sectors of the community to participate in community recreation.

Investigating strategies that improve access to community recreation resources and facilities

9.2

PART A: INVESTIGATE CURRENT STRATEGIES

ACTIVITY AND STRATEGY

- 1 a Identify two strategies or initiatives to improve people’s access to community recreation resources and facilities that are currently active in Queensland.

- b Research one of the strategies or initiatives that you identified in Question 1a. Write the key points of the strategy below.

- c Use your research from Question 1b and the PIRFAM framework to evaluate the strategy. Look back to Table 3 to help you complete this task. Write your evaluation in the table on the next page.



	Strengths (things that work)	Limitations (things that do not work or are missing)
Purpose		
Interest		
Reward		
Feasibility		
Access		



	Strengths	Limitations
Motivation		

Outcome
(an evaluation of the overall success of the strategy, drawing on the strengths and limitations listed above)

PART B: PLAN A STRATEGY TO IMPROVE ACCESS TO COMMUNITY RECREATION

- 2 a** Think of a community-based sport or physical recreation activity that you would like to participate in but are unable to because you cannot access the relevant facilities.
- _____
- b** Identify *why* you cannot access the facilities.
- _____
- _____
- _____
- c** Come up with a strategy to overcome the barrier you face to accessing these facilities.
- _____
- _____
- _____



Now that you have finished Topic 9 (Influential factors: Access to resources and facilities), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Continue to fill in Section 2 (Influences on participation in community recreation). Fill in Section 3 (Strategies to improve access to community recreation resources and facilities). You can update your Assessment Log at any time as your understanding grows.

TOPIC 10 > INFLUENTIAL FACTORS: ABILITY AND SAFETY

An individual's participation in a particular community-based sport or physical recreation activity can be influenced by their ability to perform the skills associated with that activity. This applies to able-bodied players who have a range of skill levels (as some players have practised the skill more than others and some players have better access to coaching) and to players with limited mobility or a physical disability.

Participation in community recreation is also affected by safety: the perceived safety of the activity and the measures put in place to prevent the participants being injured.

In the first half of this topic, you will explore how individual ability can positively or negatively impact participation in community recreation. In the second half, you will identify, assess and manage risks for a specific community recreation activity.

10.1 » Individual ability as a factor influencing participation in community recreation

Learning goal: To understand how individual ability can influence participation in community recreation

An individual's ability can significantly influence their participation in community recreation. This impact can be positive (where individual ability acts as an enabler to participation) or negative (where individual ability acts as a barrier to participation).

Having an adequate level of skill in a specific activity can act as an enabler as it makes engaging with that activity easier.

Both high and low skill levels can act as a barrier to participation; for example, someone who is not highly skilled in basketball may feel too intimidated to join the local basketball team, while someone who is highly skilled may not join a basketball team because the level of the game is for beginners, and they think they will be bored and need more of a challenge.

This is why it is important for community recreation organisers to provide a range of activities – both different types of community-based sport and physical recreation activities and different levels of these activities – so individuals with different personal abilities and skill levels can participate in and be engaged by community recreation.

Exploring individual ability as a factor influencing participation in community recreation

PART A: PERFORM A SPECIFIC SKILL

- 1 Your teacher will take the class through a session that is designed to test a particular skill (or set of skills). You will evaluate your performance in this session in Part B.

PART B: EVALUATE THE IMPACT OF YOUR ABILITY

- 2 Answer the questions on the following page to evaluate your performance in the session and the impact your skill level had on your participation in the activity.

10.1

ACTIVITY AND STRATEGY

a Which skill did the session test? Have you performed this skill before?

b Did you find the session difficult? Explain your answer.

c Was your skill level a barrier or an enabler to your participation in the session? Explain your answer.

d Identify a simple strategy or a modification to the activity that could improve your participation in the session.

PART C: MODIFY THE SESSION

3 Imagine you are teacher of a sports class. There is a student in your class who has cerebral palsy who wants to be involved as much as possible. For the session you completed in Part A, identify one modification (equipment or rules) that will allow this student to participate in the activity.

10.2 » Safety as a factor influencing participation in community recreation

Learning goal: To be able to identify, assess and manage risks for a specific community recreation activity

One of the main reasons people stop participating in physical activity such as community-based sport and physical recreation activities, is either because they are injured or because they fear getting injured.

So, how can injuries be prevented? What can we do to when managing community recreation activities to reassure participants that everything has been done to keep them safe and to prevent injuries from occurring? The answer is risk management.

Risk management

One of the main responsibilities of many people who work in the community recreation industry is to create and maintain a safe environment for community recreation activities. One way of doing this is risk management: to identify possible hazards people may encounter while participating in a particular activity, assess the level of risk of each hazard and plan how to manage each hazard (what strategies or control measures can be used to reduce the likelihood of harm occurring).

To assess and determine risk levels for community recreation activities, we are going to use the Queensland Department of Education’s Curriculum Activity Risk Assessment (CARA) risk matrix (see Figure 4). Consider each risk or hazard in terms of the **likelihood** of an incident occurring in conjunction with the **consequence** (or injury) if the incident did occur.

Figure 4: The CARA risk matrix

		Consequence				
		Injury requiring no treatment	Injury requiring first aid treatment	Injury requiring medical treatment	Injury requiring specialist medical treatment or hospitalisation	Injury resulting in loss of life or permanent disability
		Insignificant	Minor	Moderate	Major	Critical
Likelihood		Insignificant	Minor	Moderate	Major	Critical
Expected to occur in most circumstances	Almost certain	Medium	Medium	High	Extreme	Extreme
Will probably occur in most circumstances	Likely	Low	Medium	High	High	Extreme
Might occur occasionally	Possible	Low	Medium	High	High	High
Could happen at some time	Unlikely	Low	Low	Medium	Medium	High
May only occur in exceptional circumstances	Rare	Low	Low	Low	Low	Medium

Source: © State of Queensland (Department of Education)

For example, during a tennis match at a local community club, there is a risk that a player will suffer from heat stroke. Using Figure 4, we can determine the likelihood of this incident occurring as ‘Possible’ (‘Might occur occasionally’) and the consequence if this did occur as ‘Minor’ (‘Injury requiring first aid treatment’). Therefore, the level of risk for the hazard of heat stroke is ‘Medium’.

Identifying, assessing and managing risk for community recreation activities

10.2
ACTIVITY AND STRATEGY

PART A: IDENTIFY AND ASSESS RISK

- 1 Select a community-based sport or physical recreation activity that interests you. Write the name of this activity in the table below.
- 2 Identify hazards that participants of that activity may encounter. Remember to consider the physical environment in which the activity takes place and the equipment that is used. Write these potential hazards in the ‘Hazard’ column in the table below.

POSSIBLE HAZARDS IN THE COMMUNITY RECREATION ACTIVITY OF:

Hazard	Level of risk	Plan to manage the hazard

- 3** For each hazard you listed in the table on the previous page, assess the level of risk for that hazard (using the CARA risk matrix shown in Figure 4) in the context of the community recreation activity. Write the level for each hazard in the 'Level of risk' column in the table.

PART B: DECIDE ON CONTROL MEASURES TO MANAGE THE RISKS

- 4** For each hazard you listed in the table on the previous page, determine how you plan to manage that hazard.

A couple of examples are listed below to help you:

- A hazard is that one of the participants may have an asthma attack. A strategy to manage this risk is to ensure that asthma medicine is included in the first aid kit.
- A hazard for outdoor activities is sunburn. A strategy to manage this risk is to ensure all the participants wear sunscreen and hats, and stay in the shade when possible.



Now that you have finished Topic 10 (Influential factors: Ability and safety), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 4 (How ability influences participation in community recreation) and Section 5 (How safety influences participation in community recreation). You can update your Assessment Log at any time as your understanding grows.

TOPIC 11 > INFLUENTIAL FACTORS: SOCIOECONOMIC STATUS AND FINANCIAL BARRIERS

‘Socioeconomic status’ is a way of describing people based on their income, education and type of job. A person or group can have a high, medium or low socioeconomic status.

In the context of community recreation, a **‘financial barrier’** is the cost of participating in an activity (for example, a fee to participate in a fitness class, or an entrance fee to access a community facility such as a swimming pool, or the cost of the uniform or equipment needed to play a particular sport).

In this topic, you will investigate the impact an individual’s socioeconomic status can have on their participation in community recreation activities. You will specifically look at the socioeconomic composition of your local area and the available community recreation opportunities. You will also investigate what is currently being done to address financial barriers to participation and use that information to plan a hypothetical initiative or strategy that improves access to and participation in a community recreation activity.

11.1 » Socioeconomic status as a factor influencing participation in community recreation

Learning goal: To understand how socioeconomic status can influence participation in community recreation

An individual’s socioeconomic status has a significant influence on their ability to access and participate in community recreation activities. People with a high socioeconomic status generally have more resources, so they can more easily access, and afford to participate in, recreational opportunities. People with a low socioeconomic status often face financial barriers that limit their ability to participate in community recreation activities.

Investigating how socioeconomic status influences participation in community recreation

11.1
ACTIVITY AND STRATEGY

- 1 Identify two reasons why an individual with a low socioeconomic status may not be able to participate in community recreation activities.

- 2 How can a person’s socioeconomic status enable or allow them to participate in community recreation?

3 An individual’s socioeconomic status not only influences whether or not they participate in community recreation but also what types of activities they take part in. Why do you think this is?

4 a Visit the Australian Bureau of Statistics’ website (https://mea.digital/UE_M2_x1g) and locate the socioeconomic information for the people who live in the suburb or area where your school is located.

b What is the socioeconomic breakdown of this area?

- i** High socioeconomic status: _____%
- ii** Medium socioeconomic status: _____%
- iii** Low socioeconomic status: _____%

5 Write your answers to the following questions in the table below.

- a** Identify three community recreation opportunities in the area where your school is located.
- b** Look back at your answer to Question 4b. Do you think all the residents can access and participate in the community recreation opportunities you identified in Question 5a? Are any of the activities only accessible by people with a high socioeconomic status? Identify who can access each community recreation opportunity in the area.
- c** Explain your reasoning for your response to Question 5b.

NAME OF THE AREA WHERE MY SCHOOL IS LOCATED: _____

Community recreation opportunities in the area	Accessible to residents?	Explanation
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

11.2 » Initiatives that address financial barriers to participation in community recreation

Learning goal: To be able to identify current initiatives that address financial barriers to participation in community recreation



In this section, you will explore initiatives that address financial barriers to participating in community recreation activities. For example, some community groups are partnering with local governments to provide free or low-cost recreation programs for those who cannot afford to pay. Some organisations have also developed subsidised programs to ensure that people on low incomes can participate in recreational activities without their access being constrained by financial considerations.

Exploring initiatives that address financial barriers

11.2

ACTIVITY AND STRATEGY

PART A: INVESTIGATE INITIATIVES THAT ADDRESS FINANCIAL BARRIERS

In Topic 9 – particularly in Activity and strategy 9.2 – you investigated strategies that improve access to community recreation resources and facilities. In this activity, you will focus on investigating initiatives and strategies that address or overcome financial barriers so more people can participate in community recreation. Most of these initiatives are implemented by government bodies such as local councils.

1 Research an initiative that is currently active in Queensland that addresses the financial barriers to participating in community recreation activities.

a What is the name of the initiative?

b Which organisation or government body offers this initiative?

c Explain the initiative in detail. (How does it address a financial barrier?)



d Who benefits from the initiative? Are there any conditions or criteria to access the initiative?

2 a Share your findings with the class.

b Make notes about the initiatives your classmates investigated so you can build a list of financial assistance currently available to the public.

PART B: PLAN AN INITIATIVE OR STRATEGY

3 Using what you have learned in Part A, create a strategy or initiative to address a financial barrier to people accessing a particular community recreation activity. The following questions will guide you through this process. Write your responses in the table below.

- a** Select a community-based sport or a physical recreation activity that you are familiar with.
- b** Identify one financial barrier related to your chosen activity (for example, the cost of equipment).
- c** What can you do to remove or reduce the financial barrier so people can participate in your chosen activity? Describe your initiative or strategy.

Name of community-based sport or physical recreation activity	<hr/> <hr/> <hr/>
Financial barrier	<hr/> <hr/> <hr/> <hr/>



11.2

ACTIVITY AND STRATEGY

Description of your initiative or strategy

ASSESSMENT LOG



Now that you have finished Topic 11 (Influential factors: Socioeconomic status and financial barriers), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 6 (How socioeconomic status and financial barriers influence participation in community recreation). You can update your Assessment Log at any time as your understanding grows.

TOPIC 12 > THE 2032 OLYMPIC AND PARALYMPIC GAMES AND COMMUNITY RECREATION

The 2032 Olympic and Paralympic Games will be held in Brisbane. The games will drive growth in community recreation: the event will encourage and motivate people to participate in community-based sport and physical recreation activities, it will bring about an increase in the number of people employed in the community recreation industry, and it will result in significant investment in world-class sporting facilities and innovative sporting programs. Additionally, the community recreation industry will play a crucial role in the preparation and delivery of the 2032 Olympic and Paralympic Games in Brisbane, including by developing our next wave of athletic superstars.

In this topic, you will put on your forward-thinking hat and consider how the 2032 Olympic and Paralympic Games can be used to drive and improve the community recreation industry. In particular, you will explore how the industry can use the opportunities presented by the Olympic and Paralympic Games to increase participation in community-based sport and physical recreation activities in the long term, which will improve the health outcomes of future generations.

12.1 » Keeping Australians active: 2032 and beyond
Learning goal: To understand how we should plan for the future of community recreation after the 2032 Olympic and Paralympic Games

At the Olympic and Paralympic Games, we witness amazing sporting spectacles. However, after the Olympic torch has been extinguished and the athletes have gone home, what becomes of what is left behind? How can we use the venues and infrastructure built for the games after the event has finished? How can we use these world-class facilities to help people participate in community recreation in the long term?

Exploring the Olympic and Paralympic Games and the community recreation industry

- 1 Brainstorm the positives and negatives of hosting the Olympic and Paralympic Games. Write your responses in the table below.

HOSTING THE OLYMPIC AND PARALYMPIC GAMES	
Positives	Negatives

12.1

ACTIVITY AND STRATEGY

- 2 a Research past Olympic and Paralympic Games and identify the venues and facilities that were built for the event. Write these in the table below.
- b Next to each venue, write which community-based sport or physical recreation activities could take place at the venue.

OLYMPIC AND PARALYMPIC GAMES VENUES AND FACILITIES

Venues and facilities	Community recreation activities

- 3 As a class, discuss how the Brisbane Olympic and Paralympic Games could influence the community recreation industry in Queensland. Write the key points from your discussion below.

- 4 Using everything you have learned in this module, write a 250–300-word plan for how we can use the 2032 Olympic and Paralympic Games to improve the community recreation industry.

A large rectangular area with a dashed green border, containing 25 horizontal blue lines for writing.



Now that you have finished Topic 12 (The 2032 Olympic and Paralympic Games and community recreation), turn to Assessment Log 2 at the end of this module. Continue to fill in Step 1 (Investigation Log). Fill in Section 7 (Community recreation in Australia and the 2032 Games). You can update your Assessment Log at any time as your understanding grows.

TOPIC 13 > WHERE TO FROM HERE?

In this topic, you will explore employment opportunities in the community recreation industry and consider how the skills you have learned in this unit can be applied in the real world.

13.1 » Employment opportunities in the community recreation industry

Learning goal: To be able to identify employment opportunities in the community recreation industry

There are many employment opportunities in the community recreation industry. The industry has a wide range of roles and responsibilities, and a variety of position types: full-time, part-time, paid, volunteer and trainee or apprenticeship roles. These positions have a range of entry requirements or pre-requisites (knowledge, experience and qualifications). Some positions need no formal training, other jobs require a VET certificate, while some roles require a university qualification.

Exploring employment opportunities in the community recreation industry

13.1 ACTIVITY AND STRATEGY

PART A: IDENTIFY JOBS IN THE COMMUNITY RECREATION INDUSTRY

- Working with a partner, brainstorm the different jobs that are available in the community recreation industry. Identify three roles that exist in each of the five sectors of the industry listed in the table below.

Sector of the community recreation industry	Roles
Community-based sport	
Outdoor adventure recreation	
Local, community physical recreation	

Sector of the community recreation industry	Roles
Aquatic recreation	<hr/> <hr/> <hr/>
Fitness	<hr/> <hr/> <hr/>

PART B: PLAN A PATHWAY TO SUCCESS

- 2 a** Select two of the jobs you identified in Part A (select roles from two different industry sectors). Write the names of these jobs and the industry sectors in the table below.
- b** Research the two jobs you have selected and then answer the questions below. Write your responses in the table.
- i Responsibilities:** What tasks does a person in this role complete?
 - ii Qualifications:** What qualifications or prior experience are needed to work in this position?
 - iii Personal traits and skills:** Are there any particular traits or skills that could help a person be successful in this role?
 - iv** What is the approximate **salary** for this position?
 - v Career pathway:** Is this job a steppingstone to another position? Where could this job lead?

	Job 1:	Job 2:
Industry sector	<hr/> <hr/>	<hr/> <hr/>
Responsibilities	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



13.1

ACTIVITY AND STRATEGY

	Job 1:	Job 2:
Qualifications and experience	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Personal attributes and skills	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Approximate salary (\$)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Career pathway	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

ASSESSMENT LOG 2: PROJECT



The second assessment of this unit is a project. For this assessment, you will investigate, plan, perform and evaluate activities and strategies related to participation in community-based sport or physical recreation activities. For example, you could investigate people's access to different community recreation activities; plan and perform (implement) a strategy to improve access; and then evaluate the success of the strategy.

Steps	Requirements
Steps 1 and 2: Investigate and plan	Investigate and plan activities and strategies that enhance community recreation outcomes by: <ul style="list-style-type: none">» identifying community recreation activities and/or strategies that interest you» identifying and explaining the purpose of your selected community recreation activities and/or strategies» developing a detailed description of your selected community recreation activities and/or strategies» planning a course of action to implement your selected community recreation activities and/or strategies.
Step 3: Perform	Perform (implement) your planned community recreation activities and/or strategies by: <ul style="list-style-type: none">» organising the resources and equipment for your selected community recreation activities and/or strategies» implementing the course of action you have planned for your selected community recreation activities and/or strategies» delivering your selected community recreation activities and/or strategies.
Step 4: Evaluate	Evaluate your implemented community recreation activities and/or strategies by: <ul style="list-style-type: none">» evaluating the effectiveness of the implemented activities and/or strategies» evaluating the strengths and limitations of your selected community recreation activities and/or strategies» proposing recommendations to enhance the outcomes of your selected community recreation activities and/or strategies.

Note that a filled-in Assessment Log does not meet the QCAA's assessment specifications for direct assessment evidence. An Assessment Log may provide indirect assessment evidence only.



STEP 1: INVESTIGATION LOG

- Your Investigation Log is a record of all the evidence you have gathered in Module 2: Factors influencing participation in community recreation.
- Look back at the activity and strategy tasks in this module to determine how you would like to plan and perform your selected community recreation activity or strategy.
- All the information in this module can be used in your Investigation Log.
- The relevant activity and strategy tasks are indicated in each section of the following table.
- You should also find other relevant information to support your choices; for example, do some research and draw from your own previous experiences of community recreation activities.

Section 1:
Trends in the community recreation sector

Relevant tasks from this module

Activity and strategy 7.1, 7.2 and 7.3

Will you be exploring any community recreation trends in your project? (Tick one)

- Yes – answer the questions below
 No – continue to the next section

Describe the trend you have selected.

Why is it a trend?

Identify a community-based sport or physical recreation activity that is related to this trend

Evidence for this selection

I selected this trend because ...

My previous experiences and research have shown that ...

Section 2:
Influences on participation in community recreation

Relevant tasks from this module

Activity and strategy 8.1 and 9.1

In your project, will you be exploring any influences on participation in community recreation? (Tick one)

- Yes – answer the questions below
- No – continue to the next section

Describe the positive influence/s you have selected.

Describe the negative influence/s you have selected.

Evidence for this selection

I selected these influences because ...

My previous experiences and research have shown that ...

Section 3:
Strategies to improve access to community recreation resources and facilities

Relevant task from this module

Activity and strategy 9.2

In your project, will you be exploring a strategy to improve access to community recreation resources and facilities? (Tick one)

- Yes – answer the questions below
 No – continue to the next section

Describe the strategy you have selected.

Evidence for this selection

I selected this strategy because ...

My previous experiences and research have shown that ...

Section 4:
How ability influences participation in community recreation

Relevant task from this module

Activity and strategy 10.1

In your project, will you be exploring how ability influences participation in community recreation? (Tick one)

- Yes – answer the questions below
 No – continue to the next section

Describe how ability can be an **enabler** to participating in community recreation.

Section 4:
How ability influences participation in community recreation (continued)

Describe how ability can be a **barrier** to participating in community recreation.

Evidence for this selection

I selected ability to explore because ...

My previous experiences and research have shown that ...

Section 5:
How safety influences participation in community recreation

Relevant task from this module

Activity and strategy 10.2

In your project, will you be exploring how safety influences participation in community recreation? (Tick one)

- Yes – answer the questions below
 No – continue to the next section

Identify possible hazards people may encounter when participating in community recreation.

Section 5:
How safety influences participation in community recreation (continued)

Evidence for this selection

I selected safety to explore because ...

My previous experiences and research have shown that ...

Section 6:
How socioeconomic status and financial barriers influence participation in community recreation

Relevant tasks from this module

Activity and strategy 11.1 and 11.2

In your project, will you be exploring how socioeconomic status and financial barriers influence participation in community recreation? (Tick one)

- Yes – answer the questions below
 No – continue to the next section

What is 'socioeconomic status'? What is a 'financial barrier'?

How can a person's socioeconomic status influence their participation in community recreation?

Section 6:
How socioeconomic status and financial barriers influence participation in community recreation (continued)

Evidence for this selection

I selected socioeconomic status and financial barriers to explore because ... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	My previous experiences and research have shown that ... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Section 7:
Community recreation in Australia and the 2032 Games

Relevant tasks from this module

Activity and strategy 12.1

In your project, will you be exploring the influence the 2032 Games could have on the community recreation sector in Australia?
 (Tick one)

- Yes – answer the questions below
 No – continue to the next section

How could the 2032 Games improve the community recreation sector in Australia?

Evidence for this selection

I selected to explore the 2032 Games and the community recreation sector because ... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	My previous experiences and research have shown that ... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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STEP 2: PLANNING LOG

Your Planning Log is a place to develop a draft of your assessment plan. Use your Investigation Log to help you complete your Planning Log.

What resources do you need?

What equipment do you need?

Who are your participants?

Instructions for the participants

Location



STEP 3: PERFORMANCE LOG

In this step, you will implement your plan and deliver your community recreation activity or strategy!

Notes and reminders:

What do you need to remember to be successful in your performance?



STEP 4: EVALUATION LOG

After implementing your community recreation activity or strategy, use the PIRFAM template below to evaluate the success of the activity or strategy.

	Strengths (things that worked)	Limitations (things that did not work or were missing)
Purpose	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

	Strengths	Limitations
Interest	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reward	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Feasibility	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Access	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Motivation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Outcome

(an evaluation of the overall success of your activity or strategy, drawing on the strengths and limitations listed above)
