

Community Sport and Recreation

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	HPE215118
COURSE SPAN	2018 — 2024
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2021. Use [A-Z Courses](#) to find the current version (if available).

Community Sport and Recreation Level 2 provides learners with practical involvement in a range of socially based physical activities, roles and experiences

A major element of the course is building awareness of the many lifestyle and lifelong health benefits gained through regular involvement in recreational and sporting activities. The course also aims to engage learners in physical activity in a way that promotes immediate as well as long-term benefits for: personal growth; movement skills and fitness; interpersonal skills; and the ability to interact with others in a safe, non-threatening and enjoyable environment.

Course Description

Community Sport and Recreation Level 2 provides learners with practical involvement in a range of socially based physical activities, roles and experiences. A major element of the course is building awareness of the many lifestyle and lifelong health benefits gained through regular involvement in recreational and sporting activities.

The course also aims to engage learners in physical activity in a way that promotes immediate as well as long-term benefits for: personal growth; movement skills and fitness; interpersonal skills; and the ability to interact with others in a safe, non-threatening and enjoyable environment.

Community Sport and Recreation also provides opportunities for learners to gain understanding of physical literacy, fitness development and health and social issues from both personal and broader community perspectives.

Regular participation in recreation activities is the medium through which learners:

- experience and examine the effects of recreation on individuals and communities
- investigate the role of physical activity in maintaining good health
- assess and review strategies to promote health and safety
- assess personal and interpersonal skills impact on meeting goals.

Rationale

The HPE suite of courses play an important part in supporting learners destined for lifelong participation in physical activity. There have been significant state and national efforts to address concerns relating to gender, equity, inclusion and opportunities to engage in community-based physical activities. Both physical and health literacy have been identified as focus areas for physical educators in many countries due to their impact in supporting positive lifelong health outcomes for communities.* The extensive research-based support material behind the Draft Australian Physical Literacy Standard** highlights the importance of physical activity in developing people and communities in Australia.

The sporting industry recognises that there are two distinct paths for participants; the minority are those on a 'talent pathway' which is focussed on high performance, talent development, coaching, training and competition outcomes. The majority of our community are on a participation pathway, and are motivated by social involvement, enjoyment, personal challenges, learning through new experiences, and the broader physical and health benefits of exercise and physical activity for community members at all levels.

This emphasis on physical literacy and participation is not necessarily concerned with competition outcomes but focuses on the many social, fitness, health and lifestyle benefits of engaging in physical activity. Social sport, games and community sport and recreation activities are an intrinsic part of Australian culture and form a substantial part of leisure time. Recreation groups and sporting organisations can assist to build communities through social inclusion for those people who are vulnerable to social and structural disconnection.

Community Sport and Recreation Level 2 supports significant national*** and state**** government initiatives and priorities to develop people's awareness of health and wellbeing, and the value of exercise. This course takes an applied approach to examining community lifestyle benefits and opportunities emerging from participation in a range of local activities.

All learners experience strong messages and experiences designed to foster lifelong benefits from the skillsets, knowledge and attitudes developed through active participation in community sport and recreation activities.

Community Sport and Recreation builds on the knowledge, skills and understandings of the Australian Curriculum: Health and Physical Education syllabus.***** Learners studying this course will develop physical literacy skills, knowledge and understanding of health and fitness concepts, the capacity to work constructively with others and recognise ways sport and recreation can help connect them to community.

*<http://www.shapeamerica.org/events/healthandphysicalliteracy.cfm> (accessed Nov 2016)

** https://www.ausport.gov.au/participating/physical_literacy (accessed Oct 2017)

*** <http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines> (accessed Nov 2016)

**** http://www.dhhs.tas.gov.au/about_the_department/our_plans_and_strategies/a_healthy_tasmania (accessed Nov 2016)

***** www.australiancurriculum.edu.au/healthandphysicaleducation (accessed Nov 2016)

Aims

Community Sport and Recreation Level 2 aims to develop learners' awareness and skills in relation to:

- reviewing the impact of physical activity on community health and wellbeing and the importance of building healthy active communities
- building physical literacy capacity through participation in a wide range of activities and roles
- examining social connections and participation pathways provided within the sport and recreation community
- developing health literacy and identifying reliable information sources
- discussing critical factors, connections and impacts of participation in community sport and recreation in assisting the management of a holistic approach to personal health
- exploring a range of health issues and positive health strategies
- being comfortable communicating personal views on a range of recreation related issues
- developing, monitoring and maintaining personal health levels using positive interventions and actions
- identifying opportunities to become involved in various community or volunteer groups and roles
- showing teamwork, empathy, collaboration and respect for diversity when working with others.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. explain the impact of physical literacy and participation in community sport and recreation activities on personal and community health and wellbeing
2. outline a range of recreational and fitness facilities, volunteer opportunities and programs in their local community
3. actively participate at a social level in a wide variety of sport and recreation activities
4. discuss the nature of recreation and the importance of community connections and lifelong physical activity as part of a healthy balanced lifestyle
5. collect, assess, and categorise information
6. communicate ideas, emotions and feelings
7. recognise key factors required to establish and maintain personal fitness, health and wellbeing
8. apply personal organisation skills in areas such as preparedness to undertake physical activities
9. work safely and collaboratively with others
10. In addition learners may: share positive feedback regarding their own experiences and encourage others to participate; identify the relaxation benefits of community sport and recreation activities; enjoy taking part in both new and familiar sport or recreation activities; develop the confidence, capacity and motivation to volunteer, lead or assist in community activities; engage in community programs, groups, and facility use; and develop greater tolerance and appreciation of others.

Access

Learners undertaking this course must be aware of the level of physical activity required. Participants must be prepared to participate fully in a range of practical recreation experiences which comprise approximately two thirds of this course.

The capacity to demonstrate fundamental movement skills applicable to selected activities/sports is an essential requirement of the course. Learners with physical disabilities can access this course and receive an award commensurate with their ability to successfully meet the criteria and standards.

Teamwork and interaction with others are fundamental to this course.

Pathways

Community Sport and Recreation Level 2 builds on concepts from the [Australian Curriculum - 9/10 Health and Physical Education](#):

Strand: Personal Social and Community Health

Focus Areas:

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy active communities
- Strand: Movement and physical activity

Focus Areas:

- Moving our body
- Understanding movement
- Learning through movement

Community Sport and Recreation Level 2 enhances learners' opportunities for employment, enterprise, further study, leisure and lifelong learning. It provides an opportunity for learners to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills including: balancing priorities, managing time and experiencing the value of a healthy lifestyle.

The skills developed in *Community Sport and Recreation* may be oriented towards work, personal fitness, or general health and wellbeing.

Learners completing *Community Sport and Recreation* may use it for its foundation to personal development and life preparation and/or to prepare for a wide range of personal, vocational and further education and training options.

Study in the health and recreation areas can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.

Community Sport and Recreation provides a broad pathway to other 11/12 HPE courses such as: *Sports Science - Foundation* Level 2; *Personal Health and Wellbeing* Level 2; and *Outdoor Recreation* Level 2, as well as providing background to support the transition to studying Level 3 courses in the HPE area.

This course would also provide useful skills and knowledge for learners who wish to undertake VET qualifications such as: Certificate II/III in Sport and Recreation; Certificate III in Fitness, Certificate III – Outdoor Recreation and Certificate III in Aquatics and Community Recreation.

Health and Physical Education Course Suite

Level	Sport Group	Recreation Group	Health Group	Outdoor Group
3	Sport Science 15		Health Studies 15	Outdoor Leadership 15
2	Sport Science – Foundation 15		Personal Health and Wellbeing 15	Outdoor Education 15
	Athlete Development 15			
	Community Sport and Recreation 15			
1	Fitness Experience 5		Personal Care 10	Outdoor Experiences 5
	Sport and Recreation Experiences 10			
Pre	Sport and Recreation for Life 10			

Resource Requirements

When conducting outdoor experiences providers of this course must ensure that their Risk Management practices and planning meet the requirements of the Department of Education's [Procedures for Planning Off Campus Activities](#) (or equivalent), which are aligned with the Australian Adventure Activity Standards.

Course Size And Complexity

This course has a complexity level of Level 2

At Level 2 the student is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at Level 2 are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Delivery

In *Community Sport and Recreation* Level 2:

- Unit 1 will be addressed via a mixture of theoretical and practical experiences, integrated as appropriate with specific outdoor activities within other Units.
- Units 2, 3, 4, 5 may be delivered in any order
- the (minimum 3) Fitness Tests in Unit 5 must be spaced throughout the year.

The balance of time used for the theory and practical components must be appropriate to the learning and assessment requirements of this course. It is expected that a time ratio will reflect an aim of one third theory (approximately 50 hours) and two thirds practical (approximately 100 hours).

Work and specific activities undertaken in this course may **not** be used by learners as evidence of meeting the requirements or standards of any other TASC accredited course.

Course Requirements

Community Sport and Recreation Level 2 requires learners to work individually, with others and in teams. Learners will be involved in acquiring, applying and examining information about physical activity and performance, planning and organising activities, investigating solutions to individual and community recreation challenges, and using suitable technologies where relevant.

Community Sport and Recreation Level 2, consists of 5 units.

- Unit 1 – Community Recreation Concepts
- Unit 2 – Individual Games and Sports
- Unit 3 – Team Games and Sports
- Unit 4 – Community Recreation and Adventure Activities
- Unit 5 – Personal Development.

Unit 1 has a theory focus and is intended for concurrent delivery with various practical activities from Units 2, 3, 4 and 5.

All course units are compulsory.

Each Unit has a design time of approximately 30 hours.

PHYSICAL ACTIVITIES

Learners must complete a minimum of 15 activities plus 3 Fitness Tests.

Learners must complete a minimum of:

- 4 activities from Unit 2
- 4 activities from Unit 3
- 4 activities from Unit 4
- 3 activities from Unit 5 + Fitness Testing*

The selection, sequencing and delivery time allowed for practical activities will be based on the needs and interests of learners, and the availability of facilities in the local community. Providers are encouraged to offer a diverse range of activities.

*FITNESS TESTING

All learners must complete at least 3 rounds of basic fitness testing spaced through the year of study. It is recommended that this be undertaken a minimum of 3 times at intervals throughout the course (e.g. weeks 3, 18, 33) in order to allow learners an opportunity to reflect before setting goals and action plans in place to develop the maintenance/improvement of personal fitness levels. Learners may be provided opportunities to investigate, choose and design the testing format.

Course Content

Community Sport and Recreation Level 2 consists of 5 units.

All course units are compulsory. Each unit has a design time of 30 hours.

Unit 1 – Recreation Concepts

Unit 2 – Individual Games and Sports

Unit 3 – Team Games and Sports

Unit 4 – Recreation and Adventure Activities

Unit 5 – Personal Development

UNIT ONE

UNIT ONE - Topic 1: Recreation and the Community

(approx. 8 hours)

Recreation:

- defining play, recreation, sport and leisure
- classifying by activity or by participant attitude and intentions
- recreational and social intent vs competitive sport
 - outcomes and scenarios when participants have different agendas
 - implications for administrators
- categorisation of physical activities/recreation activities
- the role of recreation in Australian culture
- importance to specific Tasmanian communities.

The benefits of recreation to individuals and the community:

- the health benefits of recreation, including psychological, emotional, social, physical and spiritual benefits
- cost of health vs cost of recreation
- health benefits and costs of recreation activity currently under study
- community connections (e.g. breaking down social barriers, developing a sense of community, quality of life, support mechanisms, community investment, chronic and long term health costs).

Reasons for recreation participation:

- social benefits of recreation (e.g. team membership, sense of identity and belonging)
- health benefits of recreation (e.g. stress management, bone density, resilience, cardio-vascular fitness).

Factors impacting participation:

- demographic and socioeconomic status factors including (but not limited to) age, gender, education, national/state/regional economy, income, education, suburb, school
- access, including issues of equity, diversity, proximity, availability, disability
- cultural and historical aspects
- individual needs and attributes, including the considerations of inclusion and exclusion, previous experiences, body type, personal aptitudes and athleticism
- identity and social identity, including the influences of family, role models, peers, personality type.

How communities support recreation:

- town planning and infrastructure — parks, recreational facilities, e.g. police citizens youth clubs, fitness equipment in public parks
- school/community relationships (e.g. community groups using school facilities; enlisting community members' assistance in school recreation activities such as coaching, officiating, guest lectures; club and school affiliations)
- human resources (e.g. council-supported recreation programs, first-aid officers, guest speakers, role models, mentoring programs).

Recreation in our community:

- local clubs, organisations and facilities, including fitness facilities and spaces, sporting clubs, community centres, parks and outdoor education facilities, community organisations
- community benefits from Community Sport and Recreation.

Vocational pathways in the recreation industry:

- fitness industry (e.g. personal trainers, dieticians)
- outdoor education (e.g. leadership coaches)
- sporting clubs (e.g. coaching)
- sporting bodies (e.g. Soccer Tasmania)
- facility management (e.g. indoor rock climbing, school gymnasiums)
- volunteer programs (e.g. Scouts, Guides).

Recreation Agencies and Activity Promotion:

- types and characteristics of recreation agencies, local councils, sporting clubs, recreation groups and clubs (e.g. bushwalkers, CrossFit, Scouts)
- improving provision
- service provision and access (e.g. designated spaces, information and help lines, advertising)
- participation strategies (e.g. reducing fees, supplying equipment, open days)
- marketing in recreation
- marketing strategies (e.g. promotion of health agencies, media and body/health image, case studies)
- ethics and the promotion of recreation, (e.g. exploitation of individuals vs real benefit to communities/individuals)
- the role of media and populist culture in recreation (e.g. sponsorship, media worthiness, fads).

UNIT ONE - Topic 2: Active Healthy Lifestyles

(approx. 8 hours)

Building your recreation capacity:

- types of physical skills (e.g. gross motor and fine manipulative skill)
- effects of physical activity on health (e.g. cardio-vascular fitness, confidence)
- learning physical skills (e.g. skill acquisition theories, transference)
- understanding personal performance (e.g. physical dispositions, attitude, motivation).

Benefits of participating in community sport and recreation activities

- health dimensions
 - social health
 - emotional/mental health
 - physical health
 - spiritual health
- activity impact on dimensions
 - endorphins, stress management and depression
 - body composition and appearance
 - identity and self-concept and resilience

Health Literacy & Physical Literacy

- unpacking Health Literacy and Physical Literacy
 - what are they?
 - why are they important?
 - how to build them
 - lifelong literacies
- public health campaigns
- impact of communications technology
 - messages in the media
 - access to information and research
 - communication and connection.

Meeting local, state and national goals

- local council programs
- Healthy Tasmania Strategic Plan*
- Australian Institute of Health and Welfare goals and determinants.**

*http://www.dhhs.tas.gov.au/_data/assets/pdf_file/0008/224567/Healthy_Tasmania_Strategic_Plan_Web_v8_LR.pdf

** <http://www.aihw.gov.au/australias-health/2016/in-brief/>

(accessed Nov 2016)

UNIT ONE - Topic 3: Recreation & Safety

(approx. 6 hours)

Safe participation:

- recognising and managing risk
- Australian Adventure Activity Standards
- challenges and extreme sports
- roles and responsibilities for safe recreation.
- recreation regulations
- public health surveys and campaigns
- government policy interventions
- occupational health and safety.

Impact of Technology:

- ethical use
- digital and mobile technologies
- software apps
- technological advancement in equipment.

Safe Recreation Strategies:

- codes of conduct
- equipment and facilities
- personal behaviours
- sportsmanship
- interventions
- local rules (e.g. backyard cricket variations).

UNIT ONE - Topic 4: Personal and Community Development Through Recreation

(approx. 8 hours)

Building Personal and Social Skills

How participation in Community Sport and Recreation develops skills in:

- communication
- conflict resolution
- different group dynamics
- sports psychology
- giving and receiving feedback
- coaching and game strategies
- leadership and role awareness
- inclusion and tolerance.

Awareness of self and others:

- self-analysis
- goal setting
- assertive behaviours
- acknowledging success
- personal values
- valuing diversity.

Minimum Work Requirements – Unit 1 : RECREATION CONCEPTS

Task	Example Product	Criteria
Unit 1 Topic 1 Contact Register: Local Activity Options (minimum 10 options)	Create a list of local activity options which contains the following information: <ul style="list-style-type: none"> • activity name • location • contact details • costs • equipment needs • special considerations. 	2
Unit 1 Topic 2 Benefits of Community Sport and Recreation Graphic Presentation (1 A4 or A3 sheet / 2 slides)	Create an infographic detailing the benefits of community sport and recreation.	1, 2, 3
Unit 1 Topic 3 Australian Adventure Activity Standards Short Report (250 words)	Short report on standards and links to community sport and recreation.	1, 2, 3
Unit 1 Topic 4 Inclusion and tolerance Digital Presentation (10 slides / 3 minute video)	Create a digital presentation (including images) that shows how community sport and recreation participation can be a valuable way of building inclusion and tolerance.	1, 2, 3

UNIT 2: INDIVIDUAL GAMES AND SPORTS

Unit 2 Guidelines

All activities must be conducted in a manner that facilitates the development of:

- awareness of local community opportunities for participation and volunteer involvement
- personal skills and techniques in selected activities / sports
- knowledge of basic rules, scoring mechanisms and terminology
- understanding of safety issues and injury prevention
- appropriate equipment use and care
- appropriate use of shared facilities.

The learner must follow the guidelines for the Community Sport and Recreation Journal (Appendix) which involves recording self-reflections on key areas following each practical session. Additional information on the activity being studied will also be collated in the relevant section of the Journal.

Unit 2 Activity Category - Individual Games and Sports

In this Unit learners will participate in 30 hours of study.

All learners must experience a minimum of 4 activities during this Unit, and no activity will extend beyond 15 hours of study.

Wherever practical the provider will endeavour to give learners exposure to local facilities and community groups that can support a connection to further involvement beyond the course.

Activities include, but are not limited to:

Racquet sports:

- tennis
- badminton

- squash
- racquetball
- table tennis

Aquatic sports:

- surfing
- swimming
- snorkelling

Other Sports:

- cycling
- carpet bowls
- croquet
- snooker/pool
- judo
- darts.

Minimum Work Requirements – Unit 2: INDIVIDUAL GAMES AND SPORTS		
Task	Example Product	Criteria
Journal* entries (minimum 500 words per Unit) *Journal may be paper based or electronic	A personal record of reflections and experiences across a range of activities. Also specific resources and records aligned to theory concepts covered. A personal record of reflections and experiences across a range of activities. Also add and organise any specific resources and records aligned to theory concepts covered (refer Appendix).	4, 5, 6
Activity Research & Short Report (300 words)	For a current activity under study research and report on the following: <ul style="list-style-type: none"> • participation rates • specific benefits to health and wellbeing • risks and safety considerations • equipment and facilities • costs for participants • local contacts. 	1, 2, 3

Unit 3: Team Games and Sports

Unit 3 Guidelines

All activities must be conducted in a manner that facilitates the development of:

- awareness of local community opportunities for participation and volunteer involvement
- personal skills and techniques in selected activities / sports
- knowledge of basic rules, scoring mechanisms and terminology
- understanding of safety issues and injury prevention
- appropriate equipment use and care
- appropriate use of shared facilities.

The learner must follow the guidelines for the Community Sport and Recreation Journal (Appendix) which involves recording self-reflection on key areas following each practical session. Additional information on the activity being studied will also be collated in the relevant section of the Journal.

Unit 3 Activity Category – Team Games and Sports

In this Unit learners will participate in 30 hours of study.

All learners must experience a minimum of 4 activities during this Unit and no activity will extend beyond 15 hours of study.

Wherever practical the provider will endeavour to give learners exposure to local facilities and community groups that can support a connection to further involvement beyond the course.

Activities may include, but are not limited to:

Invasion games:

- basketball
- touch
- Australian rules
- hockey
- netball
- soccer
- handball
- water polo
- underwater hockey
- flag football
- lacrosse

Striking sports:

- cricket
- softball
- volleyball
- vigoro
- beach volleyball.

Emerging games and sports:

- ultimate frisbee
- bubble soccer
- spikeball
- laser tag.

Minimum Work Requirements – Unit 3: TEAM GAMES AND SPORTS		
Task	Example Product	Criteria
Journal entries (minimum 500 words per Unit) *Journal may be paper based or electronic	A personal record of reflections and experiences across a range of activities. Also specific resources and records aligned to theory concepts covered. A personal record of reflections and experiences across a range of activities. Also add and organise any specific resources and records aligned to theory concepts covered (refer Appendix).	4, 5, 6
Activity research & short report (300 words)	For a current activity under study research and report on the following: <ul style="list-style-type: none">• participation rates• specific benefits to health and wellbeing• risks and safety considerations• equipment and facilities• costs for participants• local contacts.	1, 2, 3

Unit 4: Community Recreation and Adventure Activities

Unit 4 Guidelines

Activities from this Unit may involve additional levels of supervision, qualifications, and possibly use of specialised external instructors and equipment. Providers are reminded of their responsibility for risk management practices and planning to ensure sessions meet the requirements

of the Department of Education's Handbook for Off Campus Activities (or equivalent), which are aligned with the Australian Adventure Activity Standards.

All activities must be conducted in a manner that facilitates the development of:

- awareness of local community opportunities for participation and volunteer involvement
- awareness of local community opportunities for participation and volunteer involvement
- personal skills and techniques in selected activities / sports
- knowledge of basic aims, terminology and any scoring mechanisms
- understanding of safety issues and injury prevention
- appropriate equipment use and care
- appropriate use of shared facilities.
- positive, inclusive and supportive group culture
- challenges and risk taking commensurate with personal capacity, confidence and experience.

The learner must follow the guidelines for the Community Sport and Recreation Journal (Appendix) which involves recording self-reflection on key areas following each practical session. Additional information on the activity being studied will also be collated in the relevant section of the Journal.

Unit 4 Activity Category - Recreation and Adventure Activities

In this Unit learners will participate in 30 hours of study.

All learners must experience a minimum of 4 activities during this unit and no activity will extend beyond 15 hours of study.

Wherever practical the provider will endeavour to give learners exposure to local facilities and community groups that can support a connection to further involvement beyond the course.

Activities may include, but are not limited to:

- Martial Arts
- Laser Tag
- Trampolining
- Day walks
- Geocaching
- Boot camp

Taster or short introductory experiences in recognised Outdoor Learning Activities which may include - but are not limited to:

- Aquatic activities – underwater hockey, snorkelling, aquafitness, water sliding
- Introduction to Paddle sports (Flat Water) –Wave Ski/Sit on top, Stand Up Paddleboard, Kayak/Canoe
- Fishing - freshwater fishing (bait, lure, fly) , saltwater fishing (bait, lure, fly, surf)
- Cycling - Road cycling, BMX, Cross country, Trail riding
- Orienteering - orienteering basics, local/campus/known area courses , courses in new environments
- Climbing
 - Indoors: (climbing and abseiling on artificial climbing structures) , sport climbing/wall climbing. Individual or team challenge activities (eg ropes, crates)
 - Outdoors: bouldering, top rope climbing (single pitch only)
- Abseiling - indoors – artificial structures, outdoors – made structures, natural structures
- Snow Activities - tobogganing, hiking, downhill skiing, snowboarding, cross country skiing (within confines of a managed area)
- Small Wheel Activities - skate board, long board, roller skate / blade
- Surfing (Introductory) - surf swimming, body boarding, soft board/surfboard riding, surf/wave ski.

Minimum Work Requirements – Unit 4: RECREATION AND ADVENTURE ACTIVITIES		
Task	Example Product	Criteria
Journal entries (minimum 500 words per Unit) *Journal may be paper based or electronic	<p>A personal record of reflections and experiences across a range of activities.</p> <p>Also specific resources and records aligned to theory concepts covered.</p> <p>A personal record of reflections and experiences across a range of activities.</p> <p>Also add and organise any specific resources and records aligned to theory concepts covered. (refer Appendix)</p>	4, 5, 6

Activity research & short report (300 words)	For a current activity under study research and report on the following: <ul style="list-style-type: none"> • participation rates • specific benefits to health and wellbeing • risks and safety considerations • equipment and facilities • costs for participants • local contacts. 	1, 2, 3
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Unit 5: Personal Development

Unit 5 Guidelines

All activities must be conducted in a manner that facilitates the development of:

- setting and working towards personal goals
- a culture of recognition and celebration of effort, application and gradual personal improvement
- fostering involvement and participation in various volunteer roles to support community groups
- inclusion and awareness of community sport and recreation opportunities available for all people and ability levels including those facing specific personal challenges
- appreciation of the positive personal outcomes that can be gained through being physical active in community based sport and recreation activities
- consideration of the contributions and value to individuals and the wider community derived from volunteering and assisting in social sport and recreation activities
- recognising that outcomes that all participants can gain from regular physical activity at any level far outweigh the short term impact of competition results
- awareness of local community opportunities for participation and volunteer involvement in the various activities studied
- knowledge of basic rules, terminology, skills and techniques in selected activities / sports
- understanding of safety issues and injury prevention
- appropriate equipment use and care
- appropriate use of shared facilities.

Unit 5 Activity Category - Personal Development

In this Unit learners will participate in 30 hours of study.

All learners must experience Fitness Testing and a minimum of 3 activities during this Unit, no activity will extend beyond 15 hours of study.

Wherever practical the provider will endeavour to give learners exposure to local facilities and community groups that can support a connection to further involvement beyond the course.

Fitness Testing

As part of Unit 5 all learners must undertake a recognised fitness test battery* at least 3 times during the year of study (e.g. ACHPER Australian Schools Fitness Tests, ADF, Tasmania Police).

It is recommended that this be undertaken at spaced intervals throughout the course (e.g. weeks 3, 16, 29) in order to allow learners an opportunity to reflect and set goals and action plans to develop the maintenance/improvement of personal fitness levels (See Criteria 1, 2 & 4).

Activities

Activities may include, but are not limited to:

Health Related Fitness Activities:

- jogging/running
- circuit training
- community fitness classes
- agility/speed training
- swimming
- resistance training
- flexibility exercises
- weight training
- cross-fit
- golf
- lawn bowls

- ten pin bowling
- walking.

Volunteer Official Elective*

(National Accreditation (level 0 or level 1) in community sport and recreation-related fields):

This extension experience may be offered as an option within the Unit aimed at completion of up to 15 hours formal accreditation in relevant non-athlete community, participation, and volunteer roles for an activity of the learners interest.

This may include but is not limited to accreditation in one of:

- sports trainer
- first aid
- bronze medallion
- admin/budget/rostering
- umpiring and officiating.
- community sport or recreation administration
- junior, community and club level coaching.

* Learners' extension experiences **must not** be concurrent learning in Nationally Recognised VET Units of Competency, TASC recognised formal learning qualifications, or other qualifications that contribute to the TCE.

Minimum Work Requirements – Unit 5: PERSONAL DEVELOPMENT		
Task	Example Product	Criteria
Session- by-session Journal entries (minimum 500 words per Unit) *Journal may be paper based or electronic	A periodic personal record of reflections and experiences across a range of activities. Also specific resources and records aligned to theory concepts covered. (refer Appendix)	4, 5, 6
Fitness Testing	3 rounds, same battery - results and identified areas of significance recorded in Journal. Suggested weeks - 3, 18, 33	2, 3, 4

Work Requirements

Summary of Minimum Work Requirements		
Unit	Task	Criteria
1	Unit 1 Topic 1 Contact Register : Local Activity Options (min. 10 options)	2
1	Unit 1 Topic 2 Benefits of Community Sport and Recreation Graphic Presentation (1 A4 or A3 sheet / 2 slides)	1, 2, 3
1	Unit 1 Topic 3 Australian Adventure Activity Standards Report (250 words)	1, 2, 3
1	Unit 1 Topic 4 Inclusion and tolerance Digital Presentation (10 slides / 3 minute video)	1, 2, 3
2	Session- by-session Journal entries (min 500 words per Unit)	4, 5, 6
2	Activity Research & Short Report (300 words)	1, 2, 3
3	Journal entries (min 500 words per Unit)	4, 5, 6
3	Activity Research & Short Report (300 words)	1, 2, 3
4	Session- by-session Journal entries (min 500 words per Unit)	4, 5, 6
4	Activity Research & Short Report (300 words)	1, 2, 3
5	Activity Research & Short Report (300 words)	1, 2, 3
5	Fitness Testing 3 X recognized Fitness Tests (spaced throughout year)	2, 3, 4

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. Further information on quality assurance processes, as well as on assessment, is on the TASC website:

<http://www.tasc.tas.gov.au>

Internal assessment of all criteria will be made by the provider. Providers will report the learner's final rating for each criterion to TASC.

Quality Assurance Process

Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Under Section 55ZN of the *Office of Tasmanian Assessment, Standards and Certification Act 2003*, TASC may give a provider written direction regarding the provision and assessment of an accredited other education course.

Criteria

The assessment for Community Sport and Recreation Level 2, will be based on the degree to which the learner can:

1. describe connections between physical literacy and wellbeing
2. collect, assess and categorise information
3. communicate ideas, emotions and feelings
4. describe and access local sport, recreational and fitness facilities, opportunities and programs
5. describe and undertake a range of community sport and recreational activities
6. work safely and collaboratively with others

Standards

Criterion 1: describe connections between physical literacy and wellbeing

The learner:

Rating A	Rating B	Rating C
explains connections between physical literacy and positive impacts on health	describes connections between physical literacy and positive impacts on health	identifies connections between physical literacy and positive impacts on health
explains how improved personal wellbeing can influence capacity and motivation to be physically active	describes how improved personal wellbeing can influence capacity and motivation to be physically active	identifies how improved personal wellbeing can influence capacity and motivation to be physically active
explains, discusses and compares how community sport and recreation activities can impact on a range of communities	describes and compares how community sport and recreation activities can impact on a range of communities	identifies how community sport and recreation activities can impact on a limited range of communities
describes and compares a wide range of sport, recreation and fitness facilities in their local community and how these are accessed	describes a range of sport, recreation and fitness facilities in their local community and how they are accessed	identifies a limited range of sport, recreation and fitness facilities in their local community and how they are accessed
explains a wide range of connecting physical literacy factors that impact on wellbeing.	describes a range of connecting physical literacy factors that impact on wellbeing.	identifies and outlines connections between basic physical literacy factors that impact wellbeing.

Criterion 2: collect, assess and categorise information

The learner:

Rating A	Rating B	Rating C
collects and interprets information from a wide range of oral, written and visual materials	collects information from a range of oral, written and visual materials	collects information from a given range of written and visual materials
assesses a wide range of sources of information for validity and quality	examines and compares a range of sources of information for validity and quality	examines a limited range of sources of information for validity and quality
logically categorises, organises and selects relevant information from a wide range of sources	logically categorises, organises and selects relevant information from a range of sources	logically categorises and selects relevant information from a limited range of sources
accurately records sources of information.	records sources of information.	records sources of information, as directed.

Criterion 3: communicate ideas, emotions and feelings

The learner:

Rating A	Rating B	Rating C
selects and effectively uses a range of appropriate methods and styles to communicate ideas, emotions and feelings	selects and use a range of methods and styles to communicate ideas, emotions and feelings	selects and uses a limited range of methods to communicate ideas, emotions and feelings
effectively use verbal and text based communication to share ideas in a wide range of groups and settings	effectively uses verbal and text based communication to share ideas in a range of groups and settings	effectively uses verbal and text based communication to share ideas in a limited range of settings
adjusts and adapts communication method and style in a wide range of familiar and unfamiliar contexts	adjusts communication method in familiar and unfamiliar contexts	makes adjustments to communication method and style in familiar contexts, as directed

explains and utilises communication methods and styles that are designed to foster positive relationships, mutual trust and confidence	describes and utilises communication methods and styles that are designed to foster positive relationships and mutual trust	identifies and utilises communication styles that are appropriate and that are designed to foster positive relationships
explains typical emotions, feelings and non-verbal cues likely to be shown by another person in various settings and contexts, and can suggest effective and suitable responses	describes typical emotions, feelings and non-verbal cues likely to be shown by another person in various settings and contexts, and can suggest effective and suitable responses	identifies typical emotions, feelings and non-verbal cues likely to be shown by another person in various settings and contexts, and can suggest effective and suitable responses
appropriately uses technology to express and convey complex emotions and feelings in a wide range of written and visual formats.	appropriately uses technology to help express a range of emotions and feelings.	appropriately uses technology to assist with the expression of a limited range of emotions and feelings.

Criterion 4: describe and access local sport, recreational and fitness facilities, opportunities and programs

The learner:

Rating A	Rating B	Rating C
explains facilities, parameters and procedures used in a fitness testing battery, examines data gathered, and assesses results	describes facilities, parameters and procedures used in a fitness testing battery, examines data gathered, and interprets results	identifies facilities, parameters and procedures used in a fitness testing battery, examines data gathered, and provides a basic interpretation of results
explains how data gathered from fitness testing is reviewed to formulate and implement a personal fitness action plan	describes how data gathered from fitness testing is reviewed to formulate and implement a personal fitness action plan	identifies how data gathered from fitness testing is reviewed to formulate and implement a personal fitness action plan
describes and assess participation opportunities and volunteer roles available in local community sport	describes a range of participation opportunities and volunteer roles available in community sport	identifies a range of participation opportunities and volunteer roles available in community sport
accesses a wide range of local sport, recreation and fitness facilities and explains process of engagement	accesses a range of local sport, recreation and fitness facilities and describes process of engagement	accesses a limited range of local sport, recreation and fitness facilities and identifies opportunities for further engagement
effectively records structured and comprehensive details of engagement in physical activities, and reflects on personal progress *	clearly records structured details of engagement in physical activities, and reflects on personal progress*	clearly records key details of engagement in physical activities*
monitors* general health and wellbeing, and explains opportunities to connect to local community programs.	monitors* general health and wellbeing, and describes opportunities to connect to local community programs.	monitors* own general health and wellbeing, and identifies opportunities to connect to local community programs.

*e.g. through regular Journal entries

Criterion 5: describe and undertake a range of community sport and recreational activities

The learner:

Rating A	Rating B	Rating C
explains and meets pre-requisites for successful participation* in a range of social sport and recreational activities	describes and meets pre-requisites for successful participation * in range of social sport and recreational activities	identifies and meets pre-requisites for successful participation * in range of social sport and recreational activities
explains fair play and positive sporting culture, and works cooperatively to achieve team aims in a wide range of sporting and recreational activities	describes aspects of fair play and positive sporting culture, and works cooperatively to achieve team aims in a range of sporting and recreational activities	identifies aspects of fair play and positive sporting culture, and works cooperatively to achieve team aims in a limited range of sporting and recreational activities

carefully, safely and independently uses equipment and basic logistics	carefully and safely uses equipment and basic logistics	carefully uses equipment and basic logistics, as directed
supports peers and identifies and explains opportunities to positively include others	supports peers and identifies and describes opportunities to positively include others	supports peers and identifies opportunities to positively include others
successfully performs complex movement patterns appropriate to a wide range of activities**	successfully performs movement patterns appropriate to a range of activities**	successfully performs fundamental movement patterns appropriate to limited range of activities**
explains and successfully utilises a wide range of physical skills** in selected sporting and recreational activities	describes and successfully utilises a range of physical skills** in selected sporting and recreational activities	identifies and successfully utilises basic physical skills** in selected sporting and recreational activities
maintains clear and current journal records that include comprehensive activity information and detailed review observations	maintains clear and current journal records that include detailed activity information and review observations	maintains clear and current journal records that include basic activity information and review observations
explains and appraises personal performance in multiple roles in games and sports (player, scorer, umpire, spectator, coach, organiser).	describes personal performance in multiple roles in games and sports (player, scorer, umpire, spectator, coach, organiser).	identifies some aspects of personal performance in multiple roles in games and sports (player, scorer, umpire, spectator, coach, organiser).

*pre-requisites may include arriving punctually with appropriate and/or required clothing and/or equipment **such as running, jumping, dodging, catching, passing, dribbling, shooting, throwing, striking, paddling, riding

Criterion 6: work safely and collaboratively with others

The learner:

Rating A	Rating B	Rating C
explains risk and safety issues for a range of different games, sports and recreation activities	describes risk and safety issues for a range of different games, sports and recreation activities	identifies risk and safety issues for a range of different games, sports and recreation activities
assists peers while correctly using equipment as instructed, and correctly follows rules when engaged in a wide range of games/activities	correctly uses equipment as instructed, and correctly follows rules when engaged in a wide range of games/activities	correctly uses equipment as instructed, and correctly follows rules when engaged in a range of games/activities
differentiates and prioritises responses to major hazards in scenarios or during engagement in physical activities, and promotes and follows safety procedures	identifies, describes and responds to major hazards in scenarios or during engagement in physical activities, and promotes and correctly follows safety procedures	identifies and responds to major hazards in scenarios or during engagement in physical activities, and correctly follows safety procedures
explains processes for safe use of a range of sporting/recreational facilities and equipment	describes processes for safe use of a range of sporting/recreational facilities and equipment	identifies processes for safe use of a range of sporting/recreational facilities and equipment
explains, compares and contrasts rules, terminology and scoring mechanisms related to selected sport and recreation activities	describes rules, terminology and scoring mechanisms related to selected sport and recreation activities	identifies rules, terminology and scoring mechanisms related to selected sport and recreation activities
explains and utilises actions to support teamwork and achievement of multiple group goals in a sporting/recreational context	describes and utilises requirements to support teamwork and achievement of group goals in a sporting/recreational context	identifies requirements to support teamwork and achievement of basic group goals in a sporting/recreational context
assesses significance of diversity, and examines and records options used to cater for different abilities and attitudes of others.	explains significance of diversity and makes adjustments to cater for different abilities and attitudes of others.	identifies significance of diversity and basic strategies used to cater for different abilities and attitudes of others.

Qualifications Available

Community Sport and Recreation Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in *Community Sport and Recreation* Level 2 are as follows:

are as follows:

Exceptional Achievement (EA)

5 'A' ratings, 1 'B' rating

High Achievement (HA)

3 'A' ratings, 2 'B' ratings, 1 'C' rating

Commendable Achievement (CA)

4 'B' ratings, 2 'C' ratings

Satisfactory Achievement (SA)

5 'C' ratings

Preliminary Achievement (PA)

3 'C' ratings

A learner who otherwise achieves the rating for a SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forward by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Darren Perry, Curriculum Teacher Leader - HPE in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2024.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 - Accredited on 11 December 2017 for use from 1 January 2018.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.i - 24 December 2018. Minor refinement of Criterion 4 to include word 'access'.

Version 1.ii - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2024, without amendments.

Appendix

Community Sport and Recreation Journal

The Community Sport and Recreation Journal requirements

Throughout the year of study all learners undertaking the Community Sport and Recreation Level 2 course must use and submit a Journal as a major source of evidence for assessment.

Content **must** be regularly updated and the learner is responsible for ensuring content is current and appropriately organized.

Journal Use

The learner is typically expected to update entries within one week of the activity session concluding.

The *Community Sport and Recreation Journal* is a primary tool to record and support personal reflection, information sharing and collation of relevant resources and materials. Details of specific activities, events, contacts and resources should be recorded in the relevant sections.

Journal Content

The *Community Sport and Recreation Journal* must contain (but is not limited to) sections that address the following content :

- *Community Sport and Recreation Activities* – Session records
- Activity name
- Venue
- Date and Time
- People involved
- Short personal evaluation/reflection
- Costs and community contacts for future use...
- Opportunities to volunteer or participate in future
- Fitness Testing
- Written texts and resources
- Visual resources (e.g. flyers, sketches, maps, posters).
- Handouts and class notes
- Assignments and Reports
- Local community contacts, and other useful numbers or links
- Other information that could appear in the Community Sport and Recreation Journal:
- Recreation retailers or provider details
- Medical and Health Insurance details
- Resources, articles, and links
- Equipment management

Journal Format

Content for the Journal may be maintained in multimodal format, a traditional paper-based ledger or folder, stored digitally online, or a combination of both. Providers are strongly encouraged to explore use of digital options including apps for ease of entry. Tools such as [Googledocs/sheets](#) and [OneNote](#) are recommended as some examples of options to consider to help in creating and maintaining digital Journal entries. Providers and learners must be mindful of the need to secure and back up this important assessment material.

Line Of Sight

Learning Outcome	Unit	Criterion/ia	Elements
<ul style="list-style-type: none"> explain the impact of physical literacy and participation in community sport and recreation activities on personal and community health and wellbeing 	1, 5	1 5	E 1-5 E 6,7
<ul style="list-style-type: none"> outline a range of recreational and fitness facilities, volunteer opportunities and programs in their local community 	1, 2, 3, 4	1 2 3 4	E 3 E 1-4 E 1-6 E 1-6
<ul style="list-style-type: none"> actively participate at a social level in a wide variety of sport and recreation activities 	2, 3, 4, 5	2 3 4 5 6	E 1-4 E 1-6 E 3-6 E 1-7 E 1-6
<ul style="list-style-type: none"> discuss the nature of recreation and the importance of community connections and lifelong physical activity as part of a healthy balanced lifestyle 	1, 5	1 5	E 1-5 E 6,7
<ul style="list-style-type: none"> collect, assess, and categorise information 	1, 2, 3, 4, 5	1 2 3 4 5 6	E 1-5 E 1-4 E 1-6 E 1,2,5,6 E 6,7 E 1-6