

“LEISURE AND RECREATION STUDIES”

— An outline for a new applied studies work program —

502

SCHOOL NAME

DEPARTMENT OF EDUCATION
QUEENSLAND

1985

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LEISURE AND RECREATION STUDIES

A SAMPLE WORK PROGRAM

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Department of Education
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RATIONALE

There are a number of societal trends which are important justifications for a study of leisure and recreation within schools.

With changes in technology this century, the levels of economic productivity per unit of time have greatly increased enabling people to work less time each week. For some people industrial work tasks have become more repetitive and people are seeking a greater degree of fulfilment in their periods of rest. At the same time there has been an increase in average weekly earnings and disposable income. All of these factors have led to a growth in leisure time and increasing demand for recreation pursuits.

This also means that there is a growth in employment opportunities for young people in the leisure field.

The nature of the work which young people are successfully obtaining is of a different kind from that experienced by previous generations. Part-time and casual work, interspersed with periods of unemployment, represents a pattern experienced by many. The nature of 'career paths' through organisations is far less certain than in the past. The development and application of new technologies in diverse fields has both reduced the demand for certain kinds of repetitive labour and altered both the time devoted to, and the nature of, paid work. White collar, sedentary work in service industries is the norm for increasing numbers of people and their need for some component of active recreation in their life styles is particularly important.

Such trends pose difficulties for the school leaver - questions of adequate knowledge of diverse leisure options; of sifting and choosing from such options; of making decisions about how to exercise these choices; of managing their time so that leisure is an enjoyable and enriching experience, rather than an exercise in filling in the hours in a routine manner. The challenge is to develop a personal philosophy of life which incorporates leisure values held to be important to the individual and which demonstrates an awareness of the broader societal impact of chosen patterns of recreation. For too long it has been assumed that such developments occur naturally, without formal opportunities to explore recreation choices and issues in a thoughtful manner.

A study of leisure and recreation is not an extension of, or a replacement for, existing studies in health and physical education. The units outlined in this document are multi-disciplinary in both their derivation and their application. Used as a total set they can constitute a course of studies in their own right or as worthwhile options which assist students in achieving a balanced general education. While not being written to link with related tertiary studies, for some students they may provide a useful introduction. The course may also provide information to expand existing Board Courses. The studies outlined in this document should be seen as providing opportunities for young people to explore a very important area of their present and future lives in a planned and systematic way.

GLOBAL AIMS

1. To develop a personal philosophy and inquiring attitude to leisure time and recreation pursuits.
2. To experience a range of recreation pursuits.
3. To acquire a knowledge of leisure and recreation options, opportunities and resources.
4. To appreciate the leisure and recreation needs of individuals, groups and the community.
5. To understand the role of leisure and recreation in the community.
6. To participate in individual decision-making related to leisure and recreational options.

GENERAL OBJECTIVES

Process Objectives

Students should develop the ability to:

1. comprehend the meaning of materials in relation to leisure and recreation;
2. apply the understandings and skills of leisure and recreation;
3. analyse the leisure and recreation and patterns that are present in our society;
4. synthesise information concerning leisure and recreation for specific purposes;
5. evaluate individual and personal options for leisure and recreation;
6. predict future trends for individuals and the community for leisure and recreation;
7. make valid decisions concerning leisure and recreation options.

Content Objectives

Students should develop an understanding of:

1. the nature of leisure and recreation;
2. the range of leisure and recreation options;
3. the variety of leisure and recreation related vocational opportunities;
4. the factor affecting recreation participation;
5. the process of individual decision-making related to leisure and recreation;
6. the factors affecting government and private enterprise decision-making related to leisure and recreation;
7. the economic factors that influence the supply and demand of leisure recreation activities facilities;
8. future patterns of leisure as they are affected by population change, technological innovation, fads and fashion and environmental awareness.

Skill Objectives

Students should develop the ability to:

1. observe and participate in a variety of active and passive recreation skills;
2. practice a number of active and passive recreation activities;
3. organise for themselves and others some forms of recreation activities;
4. interview people in relation to their leisure and recreation patterns;
5. view photos, slides, films, TV and videos;
6. listen to records, tapes and radio;
7. transcribe information concerning leisure and recreation from 5 and 6;
8. summarise information from written materials (text, periodical, pamphlet, newspapers);
9. develop research skills using reference and current materials;
10. write in paragraph essay form with clear concise expression;
11. participate in small and large group discussion;
12. participate in role play and simulation and debating exercises.

Affective Objectives

Students should demonstrate an awareness and appreciation of:

1. a personal philosophy of leisure and recreation;
2. the role of leisure and recreation in the community;
3. the increasing importance of leisure and recreation for the future.

COURSE STRUCTURE

UNIT A (15 lessons)
<u>Introduction</u> 1. How do you spend your time? 2. What does your own time mean to you? 3. What helps or hinders effective use of your leisure time? 4. Expanding your leisure choices.

UNIT B (12-15 weeks)
<u>Exploring Leisure and Recreation Options</u> 1. Expanding Leisure and Recreation Options external to the school setting. 2. Expanding Leisure and Recreation Options within the school setting. 3. Extending the awareness of Leisure and Recreation Options available to the Total School Community.

UNIT C (12-15 weeks)
<u>Organizing and Planning of Leisure and Recreation</u> 1. Leadership Options within the school setting. 2. Organization of Leisure and Recreation Activities within the school setting. 3. Planning and Organization of a school based Leisure and Recreation Program.

UNIT D (12-15 weeks)
<u>The Business of Leisure</u> 1. The Individual and Leisure. 2. Investigation into Community Leisure Facilities. 3. Case Study - Leisure and the Consumer.

UNIT E (12-15 weeks)
<u>Leisure and Society</u> 1. The Importance of Leisure over Time. 2. Investigation of Leisure Time and Recreation pursuits through life stages. 3. Case Study - The Future of Leisure.

POSSIBLE SEQUENCES FOR COURSES

SCHOOL	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
X	A, B1, C1, D1			
Y	A, B1 2 3	C 1 2 3	D 1 2 3	E 1 2 3
Z	A, B1, C1, D1	B ₂ C ₂ D ₂	B ₃ C ₃ D ₃	E 1 2 3

EVALUATION

Evaluation has two main purposes:

1. The assessment of student achievement
2. The evaluation of the subject curriculum

1. THE ASSESSMENT OF STUDENT ACHIEVEMENT

Schools are required to make judgements of global achievement for students at exit from the course of study. This judgement is made in terms of criteria which should be explicitly stated in the school work program. These criteria describe the requirements which have to be met for the awarding of each of the five levels of achievement.

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

Exit assessment should be concerned with the significant aspects of the course of study. Achievement of the affective objectives is specifically excluded from exit achievement.

Levels of achievement must be arrived at by means of continuous assessment. This is a process of a continuous updating of teacher judgements based upon information about student achievement. It is the observation of responses to the course work which provides the fullest and latest information on which teacher judgements are made during the course up until exit.

Schools should record a profile of student performance on tasks undertaken periodically throughout the course. The nature of the tasks/assessment techniques will depend on the student learning experiences used in the units of study selected. The writers have detailed a number of assessment tasks to match some of the sample Learning Experiences of the unit. Appropriate assessment criteria for these tasks have also been outlined.

The purpose of the student profile is to validate teacher judgements to students, parents and the community. In particular, it is essential that the profiles document information about performances described in the work program as the planned summative assessment.

The selection of assessment techniques/tasks to form the plan of summative assessment should ensure an appropriate balance over the course as a whole, e.g. between topics, objectives, written and practical work, etc. Consideration should also be given to the aspects of the course that are taught/learned in a modular way and those others that are revisited or developed throughout the course. Information about performance in developmental components should be subjected to selective updating. In addition, it is highly desirable for students to perform a task as a learning experience before it is used to contribute to summative assessment.

2. EVALUATION OF THE SUBJECT CURRICULUM

Schools should continually evaluate the implementation of the units of work. This should lead to an ongoing modification of student learning activities and objectives. This information will then provide a base for modification of the course for future implementation and accreditation.

UNIT A: CORE UNIT

Leisure, Recreation and the Individual

Approx 15 lessons

OVERVIEW OF CORE UNIT

Leisure, Recreation and the Individual

As the core unit for Leisure and Recreation Studies the set of four topics outlined are designed as essential learnings for the remainder of a course of studies. Activities involve students in examining how they use their time, in clarifying their ideas and feelings about how they use their time, in understanding how and why others use their time differently, and in gaining some experience in expanding their choice of leisure pursuits.

The information they collect about themselves can form a 'baseline' for comparison with their time patterns after they have explored the notion of leisure in a more complete sense. Active participation in the activities should also allow students to develop and practice important skills of communication and interaction, clarification of values and decision-making - skills important throughout the course. The net result should be for students to approach their leisure time in a positive and critical manner, so that they are better equipped for active participation in a critical area of their lives.

To facilitate easy implementation of the core unit, a set of activity masters are provided. They may be freely copied for classroom use, and the information so gathered should be retained for later consideration by students.

UNIT OUTLINE

Topic 1: How Do You Spend Your Time?

Topic 2: What Does 'Your Own Time' Mean to You?

Topic 3: What Helps or Hinders Effective Use of Your Leisure Time?

Topic 4: Expanding Your Leisure Choices

Total Classroom Time: 12 - 15 periods (2 - 3 weeks)

UNIT RESOURCES: (Additional to Worksheet Masters)

Land, R. Working at Leisure, Department of Education, Queensland, 1982.

Land, R. and Butner, G. Time Off: Leisure, Recreation and Sport in Australia, Sydney: CCH Australia.

Leisure Time, A module of activities for secondary students, Department of Education, Tasmania, 1983.

Mercer, D. (ed.) Leisure and Recreation in Australia, Melbourne: Sorrett, 1977.

Mercer, D. In Pursuit of Leisure, Melbourne: Sorrett, 1980.

Petty, B. Leisure (film) 34 mins. colour, Film Australia 1976, available through Education Department Film Library (IF300).

TOPIC 1: HOW DO YOU SPEND YOUR TIME?

KEY IDEAS

For every person, the time they have at their disposal may be categorised as either work time, essential time, and one's own time. How and why we spend our time on such activities helps us determine what leisure means to each of us within our own lifestyles.

STUDENT OBJECTIVES

Content

Students should develop a knowledge and understanding of -

- i) how they use the time available to them in a week;
- ii) the different kinds of activities which they have to or elect to do in the time available to them;
- iii) how other students use the time available to them.

Process/Skill

Students should develop the ability to -

- i) record clearly and regularly
- ii) organise systematically
- iii) present clearly
- iv) analyse
- v) compare and contrast

information on how they use their time over a weekly period.

Affective

Students should develop a greater appreciation of -

- i) their feelings about how they use their time;
- ii) what attitudes underly their choices of leisure activities;
- iii) why others use their time the way they do;
- iv) the importance of thoughtful use of leisure time;

MATERIALS REQUIRED

- i) Seven copies of worksheet 1.1. Daily Time Sheet for each student;
- ii) One copy of each of the worksheets: 1.2 An Analysis of My Activities (Sheets 1 and 2), and 1.3 Assessing the Results;
- iii) One copy of each of the Resource Cards: 1.4 Daily Time Sheet and 1.5 An Analysis of My Activities.

SEQUENCE OF LEARNING EXPERIENCES: TOPIC 1

Number One: Core Learning Experiences

1. Distribute the copies of Worksheet 1.1 in the week before you wish to use the information gained. This could be done at the beginning of the week, or day by day to facilitate checking of student understanding of the task.

Most students will remember to complete the entries only if a regular daily entry time is suggested. Five minutes from each class period during the week is probably the only way to ensure that most will have reasonably complete information on which to base subsequent activities. You may also wish to record your own times, as this would help maintain student interest and motivation.

2. Explain the aim of the exercise: to gather realistic, accurate information about how class members use their time during the forthcoming week.
3. Stress that the information gained will form the basis for many subsequent activities.
4. Explain how to complete the Worksheet. An example (Resource Card 1.4) is provided and can be used as a class handout or overhead transparency.
 - (a) Time Period: be as accurate as possible and include as many entries as possible.
 - (b) Activity: choose general headings, for example, 'travel to school', 'at school', 'morning break', 'sports practice', 'watching TV', 'homework'.
 - (c) Comments: brief indication of relative enjoyment of the activity or reaction to having to or electing to do the activity, for example, 'boring', 'all right', 'great', 'fantastic', 'really good', 'waste of time', 'OK', 'lousy'.
 - (d) Category: check each entry and ask them to indicate whether they regard each particular activity as being:
 - WORK (W): Time organised for and committed by the students, or time spent doing things because other people wanted them to organise that time for themselves. It involves earning an income, maintaining a household, occupational training or study (including homework), travel, child care, and looking for work.
 - OWN TIME (O): Time in which students are able to freely choose or decide what they want to do.
 - ESSENTIAL FOR LIFE (E): Time spent doing things that are essential to students' life and survival functions: for example, sleeping, getting up, getting ready for bed, getting clean and presentable (body hygiene and personal grooming) and eating and drinking.

Some students may need assistance with this task, particularly if they feel that some activities cannot be neatly categorised. Try to clarify these points for the individual to determine, from the students' point of view, how they regard the activity they performed. For any individual each of the categories is quite distinct, but a particular activity may be categorised differently depending on the circumstances, such as: a 'work'

activity in one set of circumstances may be an 'own time' activity in another, for example, painting or sport;

an 'essential' activity in one set of circumstances may be an 'own time' activity in another when choice is available, for example, showering.

- (e) Time Spent: calculate the number of hours and minutes involved in each activity and record in the space provided.

5. You may like, as a preparatory activity to this unit, to have students complete Daily Time Sheets for other times during the year, for example, holidays. This will allow for comparisons to be made.

Number 2:

1. Distribute Worksheet 1.2 to the students.
2. Explain that they will need their copies of Worksheet 1.1 as they will be summarising from them.
3. Using their earlier categorisation of activities into work (W), your own time (O), or essential for life (E), complete the first two columns of the sheet. An example (Resource Card 1.5) is provided and can be used as a class handout or overhead transparency. Other students could also help those having difficulty.
4. Now ask the students whether they would like to make any last minute changes to the way they have categorised any particular activity. It is important to check each individual list and discuss with the students any activities they consider might need changing.
5. Completing Worksheet 1.2 is essentially a computational task. Some students may require assistance with the harder long-divisions and with the construction of their pie graphs. There is scope for peer help and the use of calculators.
6. As students finish their pie graphs, they could swap with others and look for similarities and differences. Before undertaking a whole class discussion make sure all students have had time to look at how others use their time.

Number 3

1. Distribute Worksheet 1.3 to the students, or modify and use it as an overhead transparency. Undertake a whole class discussion on the different issues arising from the analyses of how students use their time.

TOPIC 2: WHAT DOES 'YOUR TIME' MEAN TO YOU?

KEY IDEAS

Leisure is a difficult concept to define. It means very different things to different people. For some it is a period of time (or a composite of many segmented periods) in which people have a choice about what they do. For others leisure is defined in relation to the range of specific activities they can pursue in their own time. It is useful to distinguish 'leisure' from their related ideas such as 'recreation', 'health', 'fitness', 'sport' and so on.

Most importantly, 'leisure' should be seen as an attitude of mind. If an individual regards an activity as leisure, then for all intents and purposes that activity constitutes part of their leisure - even if others regard it differently.

STUDENT OBJECTIVES

Content

Students should develop a knowledge and understanding of -

- i) their own concept of leisure;
- ii) how other students conceive leisure.

Process/Skills

Students should develop the ability to -

- i) express clearly their ideas about leisure in words and pictures;
- ii) communicate clearly these ideas to other students;
- iii) interact openly with others to achieve a group concept of leisure;
- iv) compare and contrast different definitions of leisure.

Affective

Students should develop a greater appreciation of -

- i) what attitudes underlie different conceptions of leisure;
- ii) how their own attitudes help determine how they view leisure.

MATERIALS REQUIRED

- i) One copy of Worksheet 2.1 for each student.
- ii) sufficient glue, scissors, magazines and large sheets of cardboard or thick paper for the class

OPTIONAL - If Bruce Petty's film 'Leisure' is available, use in conjunction.

SEQUENCE OF LEARNING EXPERIENCES: TOPIC 2

Number One: Core Learning Experiences

1. Distribute and have the students complete Worksheet 2.1.
2. Explain the aim of the exercise: every person is to describe in words and pictures what they do in their own time and what that means to them individually. (Allow sufficient time for the completion of this activity.)
3. Divide the class into groups of three to five and explain that the completed worksheets are to be the basis of discussion and work within the group.
4. Each group is to now make a collage of pictures and words to show what the members do in their own time and what that means to them as a group.
5. Allow sufficient time for each group to display, describe and justify its interpretation of the collage.
6. As each group presents and justifies its collage make a blackboard or overhead transparency summary of the students' ideas of how they spend their own time.

Optional Learning Experiences

1. Distribute Worksheet 2.2 to the students or use it as an overhead transparency. This provides the basis for discussion of the issues that arise.
2. Show the film 'Leisure' (if available).
3. On a class group or small group basis, have the students arrive at a definition of leisure, using:
 - . the discussion questions on Worksheet 2.2, and, if necessary,
 - . the statements on Wallchart 1.
4. You may like to discuss each of the statements on the wallchart with the class, comparing them with the blackboard or overhead transparency summary made of how the groups spent their own time.

Number 2: Core Learning Experiences

1. Using a blackboard or overhead transparency, show that definitions of leisure often stress the following features:
 - . individual freedom of choice;
 - . unobligated or discretionary time;
 - . activities engaged in during free time;
 - . a positive state of mind resulting from doing activities for their own sake; and
 - . an attitude of mind about free time.
2. Ask students to consider and discuss how these features relate to their own concept of leisure and to that of their group.

TOPIC 3: WHAT HELPS OR HINDERS EFFECTIVE USE OF YOUR LEISURE TIME?

KEY IDEAS

The choices people make about their leisure time are influenced by many factors related to their particular lifestyles. Ideally, a person's leisure choices should be based on a high level of self awareness and should assist them in meeting their personal needs in line with their values.

This topic asks students to examine what characterises the kind of leisure pursuits they enjoy, and to consider the various factors which help or hinder them in their choices.

STUDENT OBJECTIVES

Content

Students should develop a knowledge and understanding of how their leisure patterns are helped or hindered by such factors as -

- i) available time;
- ii) existing commitments;
- iii) distance from leisure facilities;
- iv) availability of transport;
- v) disposable income;
- vi) availability of facilities;
- vii) availability of instruction;
- viii) expectations of others.

Process/Skills

Students should develop their abilities to -

- i) determine underlying reasons for their enjoyment of particular leisure pursuits;
- ii) evaluate priority reasons for the enjoyment of leisure pursuits;
- iii) explain reasons for their (dis)satisfactions with the pattern of their leisure pursuits.

Affective

Students should develop a greater appreciation of -

- i) the need for considered reflection of the pattern of their leisure pursuits;
- ii) the importance of being able to identify underlying motivations for their leisure behaviour.

MATERIALS

One copy of each of the Worksheets: 3.1 My Leisure Needs, 3.2 An Analysis of My Leisure Choices, 3.3 Decisions About My Leisure Time; for each student.

SEQUENCE OF LEARNING EXPERIENCES: TOPIC 3

Number One

1. Distribute Worksheet 3.1 to the students.
2. Explain the aim of the exercise: to have them determine the reasons why they enjoy particular leisure pursuits.
3. Have them complete the worksheet in the manner specified.
4. Briefly discuss with students.

Number Two

1. Distribute Worksheet 3.2 to the students.
2. Now ask them to briefly reread their completed Worksheet 1.2 for the surveyed week, particularly the sections about the kinds of things they did in their leisure time.
3. Ask them to list the different leisure pursuits they chose to do and to complete the chart as indicated.

Number Three

1. Distribute Worksheet 3.3 to the students.
2. Have them complete the questions which aim to make them more aware of the factors which impinge on their leisure choices.
3. Ask them to discuss and identify the factors that inhibit their choice of leisure options - they may find it helpful to refer to the inhibiting factors mentioned in the case studies.

TOPIC 4: EXPANDING YOUR LEISURE CHOICES

KEY IDEAS

To improve decisions about appropriate leisure choices, students need an increased level of awareness of alternatives and the opportunity and time to experience one or two selected experiences, and to evaluate that experience in terms of their personal goals.

OBJECTIVES

Content

For students to gain a greater knowledge and understanding of -

- i) a wide range of different leisure pursuits;
- ii) the kind of leisure pursuits they would like to experience;
- iii) the factors which influence their enjoyment of different leisure pursuits.

Process/Skills

For students to develop their abilities to -

- i) evaluate their likely interest in a wide range of leisure pursuits;
- ii) explain their (dis)interest in particular leisure pursuits;
- iii) organise themselves to participate in a new leisure pursuit;
- iv) evaluate this experience.

Affective

For students to develop a greater appreciation of -

- i) the importance of broadening their knowledge of leisure pursuits;
- ii) the importance of experiencing new leisure pursuits;
- iii) the importance of reflecting on their experience of new leisure pursuits.

MATERIALS

One copy for each student of the Worksheets 4.1 An Alphabet of Some Leisure Pursuits, and 4.2 Investigating New Leisure Experiences.

SEQUENCE OF LEARNING EXPERIENCES: TOPIC 4

Number One

1. Distribute Worksheet 4.1 to the students.
2. Explain the aims of the exercise: to explore student awareness of different leisure pursuits and to extend their thinking on what experiences they might like to try.
3. Have students complete the Worksheet individually, by placing ticks in the appropriate columns and making brief notes of reasons next to those pursuits which they feel they are unlikely to try. As over 200 pursuits are listed, this exercise will take most students a considerable period to complete. This provides some time for the teacher to move around and talk to students about their range of leisure experiences.

Number Two

1. Ask students to select one or two leisure pursuits that they have never tried but are interested in investigating. (from Worksheet 4.1). Try to ensure that a wide variety of pursuits are investigated throughout the class. It is also important to talk individually with students to ensure they are investigating a pursuit which is different from those in which they are currently engaged.
2. Distribute Worksheet 4.2 which provides a framework for students to record and evaluate the pursuits they investigate.
3. Have students share their conclusions from Worksheet 4.2 with the class. Their report, supported by the Worksheet, may be in written or oral form, or presented on tape.

EVALUATION OF CORE UNIT

No attempt should be made to assess student achievement of objectives for this unit in any final or summative fashion. The emphasis should be on exploration of student conceptions of the nature and importance of the use they make of their leisure time. Teachers should play an important role in providing formative evaluation throughout, in clarifying student perceptions, and in ensuring that students complete all activities. It should be stressed to students, however, that the completion of all core activities provides a 'baseline' of their beginning ideas, skills and attitudes about their own leisure which will be build on by their later studies and participation in new leisure pursuits. The information gained in completing the core activities should be kept in a folder so that their reflection later in the course is facilitated.

WORKSHEET 1.1 – DAILY TIME SHEET

DAY			CATE- GORY	TIME SPENT
TIME PERIOD	ACTIVITY	COMMENTS & REACTIONS	W-O-E	hours and minutes
midnight				
1.00 a.m.				
2.00 a.m.				
3.00 a.m.				
4.00 a.m.				
5.00 a.m.				
6.00 a.m.				
7.00 a.m.				
8.00 a.m.				
9.00 a.m.				
10.00 a.m.				
11.00 a.m.				
12.00 noon				
1.00 p.m.				
2.00 p.m.				
3.00 p.m.				
4.00 p.m.				
5.00 p.m.				
6.00 p.m.				
7.00 p.m.				
8.00 p.m.				
9.00 p.m.				
10.00 p.m.				
11.00 p.m.				
midnight				

NAME.....

WORK

Activity	hours	conversion to %	% of week	total %
				Work
				%

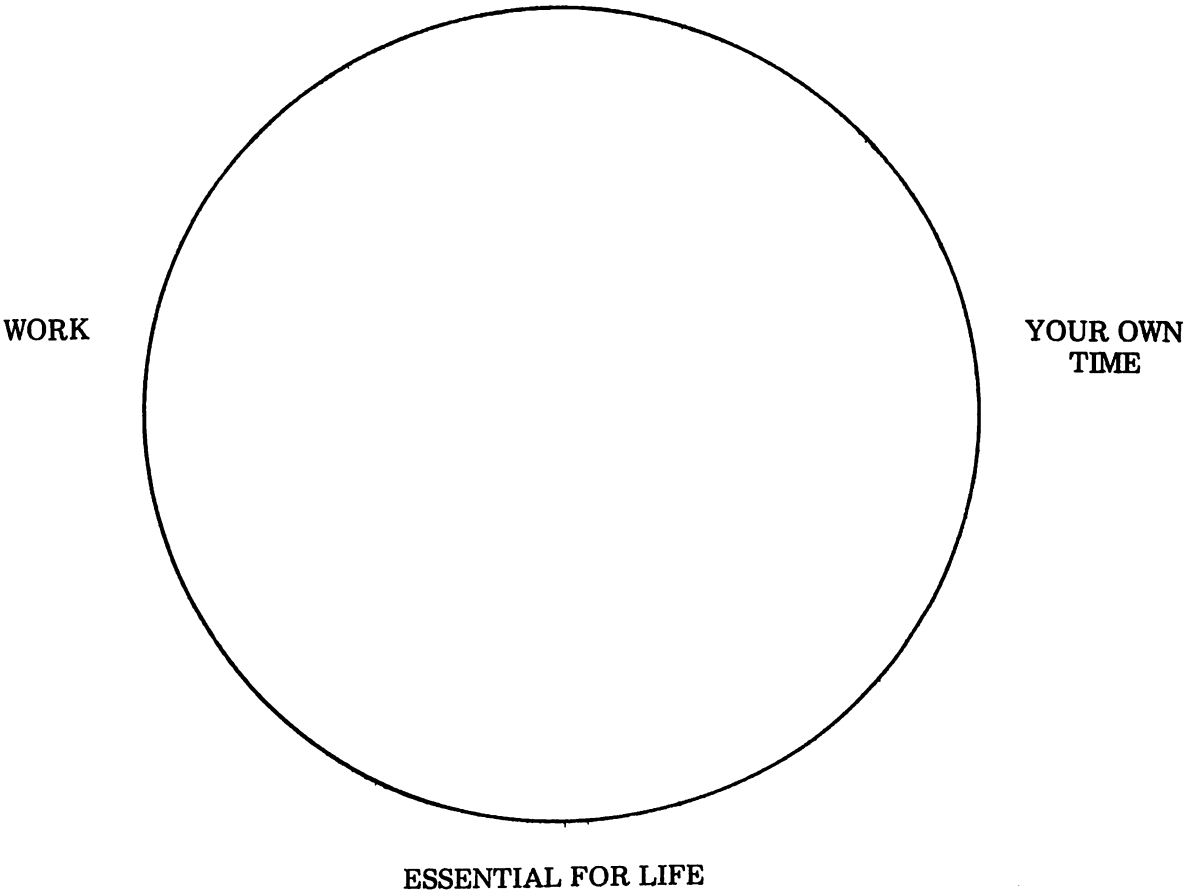
YOUR OWN TIME

				Own Time
				%

ESSENTIAL FOR LIFE

				Essentials
				%

PIE GRAPH SHOWING HOW
I SPENT MY 168 HOURS
DURING THE LAST WEEK



WORKSHEET 1.3 – ASSESSING THE RESULTS

FOR YOU TO CONSIDER:

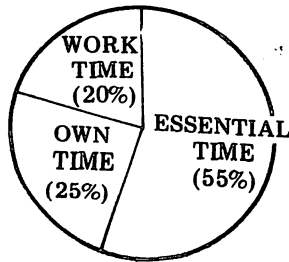
- 1. Was this a typical week for you?
- 2. Were you surprised at the amount of time you spent on some activities?
- 3. What have you found out about how you use ‘your own time’?
- 4. How much of ‘your own time’ did you spend on unstructured activities?
- 5. To what extent did you find yourself doing things in your ‘work’ time that would not be regarded as work, for example, daydreaming?
Was this common?
What things, other than work, did you think about in your ‘work’ time?
Did you find the same thing happening in your ‘essential’ time?
- 6. Do you think there is an ‘ideal’ division of time for these three categories?

FOR YOU TO COMPARE WITH OTHERS:

- 7. How does your division of time into the three categories (‘work’, ‘your own time’, ‘essential for life’) compare with those of other students?
 - (a) Are there some activities which others categorised differently?
 - (b) Why do you think this occurred?
 - (c) Should these problems exist?
- 8. How do other students use their ‘own time’?
- 9. How many students indicated that they did ‘nothing’ during their ‘own time’?

FOR THE CLASS TO CONSIDER:

- 10. How do your findings compare with the following conclusion made by researchers who surveyed how we use a lifetime of time?



- (a) Would you expect the two sets of figures to be close?
- (b) Do you think your figures will change over time?
- (c) What factors will affect these divisions as you get older or change circumstances, for example, get a job, become unemployed, or get married?
- 11. Which of the three categories is most likely to increase in the future?
- 12. Do you think that any one of these three categories could become so small as to almost disappear?

RESOURCE CARD 1.4 – DAILY TIME SHEET

DAY <i>Example</i>		CATE- GORY	TIME SPENT	
TIME PERIOD	ACTIVITY	COMMENTS & REACTIONS	W-O-E	hours and minutes
midnight				
1.00 a.m.				
2.00 a.m.				
3.00 a.m.	<i>Sleeping</i>	<i>Terrific</i>	<i>E</i>	<i>6.30</i>
4.00 a.m.				
5.00 a.m.				
6.00 a.m.				
7.00 a.m.	<i>Shower</i>	<i>Adrag, but made me feel alive</i>	<i>E</i>	<i>0.30</i>
	<i>Breakfast</i>	<i>A big feed</i>	<i>E</i>	<i>1.00</i>
8.00 a.m.	<i>Travelled to School</i>	<i>Mucked about on the bus</i>	<i>W</i>	<i>0.30</i>
9.00 a.m.				
	<i>At School</i>	<i>Had Maths – boring and Science – really off</i>	<i>W</i>	<i>2.30</i>
11.00 a.m.	<i>Morning Break</i>	<i>Had a hot cheese roll</i>	<i>O</i>	<i>0.15</i>
12.00 noon	<i>At School</i>	<i>P.E. was really good</i>	<i>W</i>	<i>1.45</i>
1.00 p.m.	<i>Lunch</i>	<i>Needed this</i>	<i>E</i>	<i>1.00</i>
2.00 p.m.				
	<i>At School</i>	<i>Lousy afternoon Speech and Drama was fantastic</i>	<i>W</i>	<i>2.00</i>
3.00 p.m.				
4.00 p.m.	<i>Detention</i>	<i>Really great!</i>	<i>W</i>	<i>0.30</i>
	<i>Dancing Practice</i>	<i>O.K.!</i>	<i>O</i>	<i>1.00</i>
5.00 p.m.				
	<i>Travelled home</i>	<i>Had to walk</i>	<i>W</i>	<i>0.45</i>
6.00 p.m.	<i>watched T.V.</i>	<i>Not much on</i>	<i>O</i>	<i>0.45</i>
7.00 p.m.	<i>Dinner + washing up</i>	<i>I hate washing dishes</i>	<i>E</i>	<i>1.00</i>
8.00 p.m.	<i>Homework</i>	<i>Enjoyed reading my novel</i>	<i>W</i>	<i>1.00</i>
9.00 p.m.	<i>Listened to some tapes</i>	<i>Terrific</i>	<i>O</i>	<i>1.30</i>
10.00 p.m.				
11.00 p.m.	<i>Sleeping</i>	<i>I needed this</i>	<i>E</i>	<i>2.00</i>
midnight				

RESOURCE CARD 1.5 – AN ANALYSIS OF MY ACTIVITIES

WORK

Activity	Hours	Conversion to %	% of week	total %
at school	30	$30/168 \times 100$	18.0	Work 28.6%
travelling to school	5	$5/168 \times 100$	3.0	
detentions	1	$1/168 \times 100$	0.5	
homework	8	$8/168 \times 100$	4.8	
music lesson/practice	2	$2/168 \times 100$	1.2	
babysitting	2	$2/168 \times 100$	1.2	

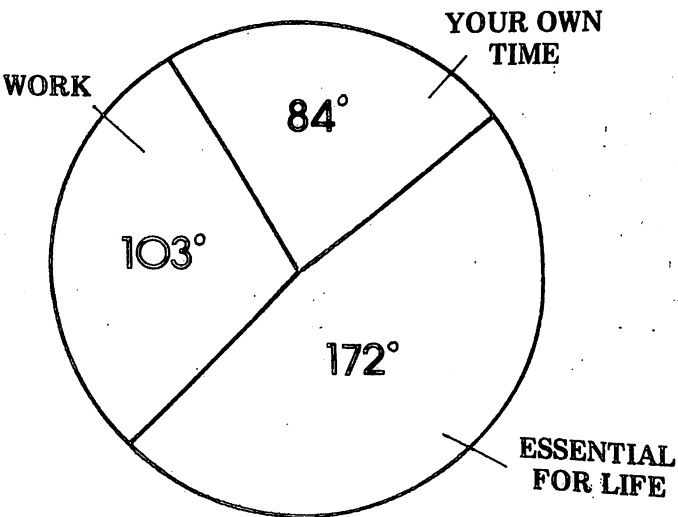
YOUR OWN TIME

sports practice	2	$2/168 \times 100$	1.2	Own Time 23.3%
playing sport (football)	2	$2/168 \times 100$	1.2	
read magazines	2	$2/168 \times 100$	1.2	
watch TV	21	$21/168 \times 100$	12.5	
roller skating	3	$3/168 \times 100$	1.8	
visit friends	5	$5/168 \times 100$	3.0	
dancing practice	1	$1/168 \times 100$	0.5	
listened to tapes	3	$3/168 \times 100$	1.8	

ESSENTIAL FOR LIFE

sleeping	56	$56/168 \times 100$	33.3	Essentials 48.2%
eating	21	$21/168 \times 100$	12.5	
showering	4	$4/168 \times 100$	2.4	

PIE GRAPH SHOWING HOW I SPENT MY 168 HOURS DURING THE LAST WEEK



WORKSHEET 2.1 – WHAT DOES MY OWN TIME MEAN TO ME?

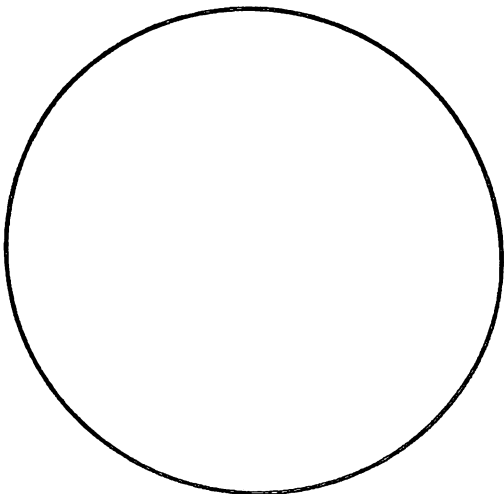
DO A ROUGH DRAFT BEFORE COMPLETING THIS SHEET

1. Complete the following sentence to best describe what ‘your own time’ means to you:
- MY OWN TIME IS IMPORTANT TO ME BECAUSE _____
- _____
- _____
- _____

Now circle the most important three (3) words in this sentence.

2. Complete the following sentences:
- In my own time, I like to _____
 - _____
 - _____
 - _____
 - In my own time, my friends like me to _____
 - _____
 - _____
 - _____
 - In my own time, my parents like me to _____
 - _____
 - _____
 - _____

3. Now design a label or badge which best shows how you like to spend your own time. (You may do it on a separate sheet.)



WORKSHEET 2.2 – MY THOUGHTS ON ‘LEISURE’!

You are about to watch an animated film about leisure. This film was made with the help of a famous Australian cartoonist, Bruce Petty, and it tries to show the importance of leisure time in our lives.

After you have viewed the film you will be discussing the following questions. Read them through quickly but carefully and try to keep them in mind during the film.

- 1. To improve their lives, people had to tackle many problems. What were they and what did people do in the time when they were not preoccupied with these tasks?
- 2. What changes have occurred in our way of life over recent years?
- 3. What effects did these changes have on our ‘leisure’?
- 4. What were some of the leisure pursuits and facilities mentioned in the film? Do they exist in your local area?
- 5. Of those mentioned, which leisure pursuits can a person do alone?
Which pursuits are done in groups?
What problems might this present for a person who is a ‘loner’?
- 6. What do you think was meant by the phrase ‘different people wanting to do what they liked with leisure’?
- 7. People had to think about the importance of work. What was this change in focus of work and leisure?
- 8. What is meant by the term ‘meaningful life’?
- 9. The film associates leisure with ‘sitting, playing and dreaming’. How does the film end up defining leisure?
- 10. What is meant by true leisure? How does this relate to the society in which we live?



WORKSHEET 3.1 -- MY LEISURE NEEDS

By placing ticks in the appropriate boxes indicate what you look for in the things you do in your leisure time. I like to:

- | | |
|---|--|
| <input type="checkbox"/> get out of the house | <input type="checkbox"/> be outdoors |
| <input type="checkbox"/> make as much noise as I like | <input type="checkbox"/> help others |
| <input type="checkbox"/> have something to show for it at the end | <input type="checkbox"/> get help |
| <input type="checkbox"/> do it on the spur of the moment | <input type="checkbox"/> be part of a team |
| <input type="checkbox"/> have fun | <input type="checkbox"/> meet new people |
| <input type="checkbox"/> be with my mates | <input type="checkbox"/> stay inside |
| <input type="checkbox"/> be with my girlfriend/boyfriend | <input type="checkbox"/> be physically active |
| <input type="checkbox"/> muck around | <input type="checkbox"/> learn something |
| <input type="checkbox"/> do nothing if that’s what I want | <input type="checkbox"/> spend money |
| <input type="checkbox"/> be on my own | <input type="checkbox"/> be with my family |
| <input type="checkbox"/> get approval for what I do | <input type="checkbox"/> get away from my parents |
| <input type="checkbox"/> keep busy | <input type="checkbox"/> do better at the things I’m good at |
| <input type="checkbox"/> do lots of different things | <input type="checkbox"/> learn more about myself |
| <input type="checkbox"/> relax and take it easy | <input type="checkbox"/> make some money |
| <input type="checkbox"/> be entertained by someone else | <input type="checkbox"/> compete, with others or myself |
| <input type="checkbox"/> be able to do what I want | |

Now list the 5 most important needs for you (in order of priority). Add any others that are not listed above.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

From Worksheet 1.2 list your leisure pursuits. What can these pursuits tell you about your lifestyle at the moment? Complete the chart by writing the appropriate response in the space provided.

[illegible]

* Did you find this pursuit:

A.	very enjoyable
B.	enjoyable
C.	I could do without this pursuit?

• Can you make any general conclusions about the kind of leisure choices you make? For example, do you do things mostly on your own or with others? Are they cheap or expensive?

• Do you think that a person should aim to have a balanced set of leisure pursuits rather than a set dominated by a few characteristics? (Give reasons for your answer.)

• How satisfied are you with your choices? (Give reasons for your answer.)

☐ very satisfied Reasons: _____

☐ satisfied _____

☐ not satisfied _____

• Which of your choices did you really like doing?

• For what reasons did you like doing them?

• Which of your choices did you least like doing?

• Why did you dislike them?

• What would you have preferred to do in place of them?

• Why didn't you do what you wanted? (That is, what factors tended to upset or force changes in your leisure plans?)

• Do you think these are good reasons for making the decisions you did?

YOU MAY NOW LIKE TO DISCUSS YOUR ANSWERS WITH A FRIEND.

- Below are listed a wide range of leisure pursuits. For each item listed:
- 1. in column (A) tick the box best describing how often you do, go to, or participate in the activity;
 - 2. in column (B) show whether you are interested in finding out more about it by ticking the YES or NO box;
 - 3. in column (C), give a reason or reasons why you are unlikely to try it.

	(A) Level of involvement			(B) Interested		(C) Unlikely to try it (reasons)
	often	some- times	never	Yes	No	
abseiling						
aeromodelling						
amateur music and drama						
animal park visits						
antique shop visits						
aquarium keeping						
archery						
art						
art gallery visit						
astrology						
astronomy						
athletics						
badminton						
ballet						
ballroom dancing						
barbeques						
baseball						
basketball						
batinton						
beach cricket						

	(A) Level of involvement			(B) Interested		(C) Unlikely to try it (reasons)
	often	some- times	never	Yes	No	
beekeeping						
betting						
bike riding						
billiards						
billy carts						
bingo						
bird watching						
BMX racing						
boating						
boat modelling						
bowling						
bushwalking						
calisthenics						
camping						
canoeing						
cards						
car maintenance						
carpet bowls						
car racing						
carpentry						
caravanning						
cave exploration/ caverneering						
ceramics						
choir singing						
cinema visits						
clay modelling						

	(A) Level of involvement			(B) Interested		(C) Unlikely to try it (reasons)
	often	some- times	never	Yes	No	
clubs and associations						
coin collecting						
community service						
cooking						
cricket						
croquet						
cross country running						
cycling						
dancing						
darts						
daydreaming						
debating						
dining out at restaurants or take-away food places						
diving						
doing nothing						
do-it-yourself home or car improvements						
drama						
draughts						
drawing						
dress-designing						
dressmaking						
driving						
electronics						
embroidery						

	(A) Level of involvement			(B) Interested		(C) Unlikely to try it (reasons)
	often	some- times	never	Yes	No	
enamelling						
engraving						
entertaining at home						
exercising						
fashion shows						
fencing						
film making						
film viewing						
first aid						
fishing						
floral art						
folk music						
football						
gambling						
games of skill (e.g. chess)						
gardening						
gem prospecting						
gliding						
going to (clubs, parks, gardens, markets, beaches, ...)						
gold panning						
go-karts						
golf						
guitar playing						
gymnastics						
hiking						

	(A) Level of involvement			(B) Interested		(C) Unlikely to try it (reasons)
	often	some- times	never	Yes	No	
historical site visits						
historical walks						
hockey						
horse riding						
hunting						
ice hockey						
ice skating						
indoor soccer, hockey . . .						
interior decorating						
jazz						
jazz ballet						
jewellery making						
jogging						
karate						
kayaking						
kite flying						
keeping fit exercises						
keeping pets						
knitting						
lacrosse						
lapidary						
leatherwork						
life saving						
listening to music						
live theatre (musicals, plays . . .)						

	(A) Level of involvement			(B) Interested		(C) Unlikely to try it (reasons)
	often	some- times	never	Yes	No	
macrame						
magic						
making things (baskets, candles . . .)						
map-reading						
martial arts (judo, kung fu, . . .)						
mechanics						
mini bikes						
model-making						
motor cross						
motor cycling						
motor racing						
mountaineering						
movie making						
museum visits						
music concerts (classical, folk, jazz, rock . . .)						
navigation						
needlework						
netball						
orienteering						
origami						
painting						
parachuting						
partying						
photography						
picnicking						

	(A) Level of involvement			(B) Interested		(C) Unlikely to try it (reasons)
	often	some- times	never	Yes	No	
pigeon racing						
pinball machines						
pistol shooting						
politics						
pottery						
printing						
public lectures						
public speaking						
puppetry						
quizzes						
quoits						
reading						
relaxing						
riding horses						
rifle shooting						
rock climbing						
roller skating						
rowing						
running						
sailing						
screen printing						
scuba diving						
sculpting						
sewing						
shopping						
shotgun shooting (trap)						

	(A) Level of involvement			(B) Interested		(C) Unlikely to try it (reasons)
	often	some- times	never	Yes	No	
singing						
skating						
skateboarding						
sketching						
skiing (grass)						
skiing (snow)						
skiing (water)						
skindiving						
softball						
special exhibitions or display shows						
squash						
stained glass work						
stamp collecting						
surfing (board)						
surfing (body)						
surfing (wind)						
swimming						
table tennis						
tennis						
tie-dying						
tobagganing						
touch football						
touring						
trail-bike riding						
trampolining						
travelling						

	(A) Level of involvement			(B) Interested		(C) Unlikely to try it (reasons)
	often	some- times	never	Yes	No	
tropical fish						
video games						
volleyball						
walking						
watching TV						
watching spectator sports						
weaving						
weightlifting						
wine appreciation						
wood carving						
woodworking						
wrestling						
writing						
yachting						
yoga						
youth club activities						
others (not listed above)						
.....						
.....						
.....						
.....						
.....						
.....						
.....						
.....						

LEISURE PURSUIT EXPERIENCED _____

● What kinds of things did you do? _____

● From where did you find out information about this pursuit?
1. _____
2. _____
3. _____
4. _____
5. _____

● Collect newspaper or magazine advertisements and articles about your choice. Attach them to the back of this report.
1. What did they tell you about your choice? _____

2. What things did they show you about your choice? (Hint: clothing, extras, other people)

3. What didn't they tell you, but you found out later? _____

● Participation was:
☐ easy ☐ difficult ☐ impossible
and the reasons for this were _____

● Equipment needed:
☐ I owned it ☐ I rented it ☐ I bought it ☐ I borrowed it
and included _____

• Cost:

☐ free ☐ cheap ☐ expensive

and was made up of:

equipment \$ _____
membership fees _____
admission _____
travel _____
other _____
total \$ _____

Was there a lower rate if you were unemployed?

Yes ☐

No ☐

If 'yes', how much did you have to pay? \$ _____

• What did people think?

(a) your family:

☐ approved ☐ disapproved

(b) your friends:

☐ urged you against your will ☐ approved ☐ disapproved ☐ didn't treat you the same as before

(c) you found it:

☐ highly enjoyable ☐ enjoyable ☐ unenjoyable

• Travel: the pursuit was experienced:

☐ nearby ☐ faraway

List the places where you gained this experience:

• How I stand at the moment!

(On the following scale, 0–10, mark how you feel about this leisure pursuit. Then give your reasons.)

0 1 2 3 4 5 6 7 8 9 10
I never want to experience this pursuit again I have developed a serious interest in this pursuit

What did you get out of this leisure pursuit?

UNIT B

Exploring Leisure and Recreation Options

12-15 weeks

EXPLORING LEISURE AND RECREATION OPTIONS

This unit is designed to emphasise the practical nature of leisure and recreation options available to students. The major emphasis will be on explaining the leisure choices for students.

The subject matter within the unit could vary depending upon each schools requirements. However, a school in choosing subject matter should choose a wide range of activities both internal and external to the school.

Many of the resources for the unit can be gathered from subject specialists within a school, local sporting associations, Queensland Recreation Council and Physical Education Branch (Department of Education).

Because of the wide range of options available, many of the resources for students may have to be teacher developed with reference to the afore mentioned sources. Resources are provided for those options developed in this unit.

Learning experiences in the unit should be devised to provide opportunities for students to explore and experience new leisure and recreation options.

UNIT OUTLINE

Exploring Leisure and Recreation Options

1. Expanding Leisure and Recreation Options External to the School Setting Time: 5 weeks
 - a) Survey all of the recreation or leisure possibilities in the local community.
 - b) Investigate in more detail the choices available.
 - c) Experience a number of the selected choices.
2. Expanding Leisure and Recreation Options Within the School Setting Time: 5 weeks
 - a) Survey all of the recreation or leisure possibilities in the school setting.
 - b) Investigate in more detail the choices available.
 - c) Experience a number of selected choices.
3. Expanding the Awareness of Leisure and Recreation Options Available to the Total School Community Time: 5 weeks
 - a) Organize a 'Come and Try' program for the total school population during the lunch hour.
 - b) Each member of the class prepare a new activity for the total group to participate in.
 - c) Develop the awareness of the need for both active and passive leisure and recreation pursuits.

UNIT 1: EXPANDING LEISURE AND RECREATION OPTIONS EXTERNAL TO THE SCHOOL SETTING

Student Objectives

CONTENT OBJECTIVES

Students should develop a knowledge and understanding of:

1. the leisure and recreation possibilities available in their local community.
2. the factors which influence a person's choice in using any of these facilities.
3. the value of experiencing a wide range of leisure and recreation activities.

PROCESS/SKILL OBJECTIVES

Students should develop the ability to:

1. identify the need for a wide range of leisure and recreation choices.
2. examine local community facilities available for leisure and recreation activities.
3. evaluate the benefits of participating in a wide range of leisure and recreation activities.
4. organize their own leisure and recreation time.
5. participate in a wide range of leisure and recreation activities.
6. develop new skills and interests needed to enjoy a wide range of leisure and recreation activities.

RESOURCES

A variety of local community sports clubs and facilities including:

- Council swimming pool
- City tennis courts
- Indoor cricket centre
- Local fitness centre
- Local recreational reserves
- Local sporting clubs
- Local branch of The Queensland Recreation Council
- Council library
- Museum
- Local movie theatre
- State and district sports associations
- Local cultural clubs
- Hobby groups in the local area.

LEARNING EXPERIENCES

1. Expanding Leisure and Recreation Options External to the School
 - a) a general discussion and organization session prior to the students going into the community and researching possible leisure and recreation facilities.
 - b) Have small groups look at the feasibility of the total group experiencing a wide variety of these activities.
 - c) Make a selection of a number of the options from those already surveyed and discuss choices.

- d) Participate in a wide variety of active and passive pursuits.
- e) Perform and practise the skills of the activity in accordance with the rules and etiquette of the activity.

EXAMPLES

A detailed Cycling Unit follows these guidelines to a number of other activities which are added to help in your planning.

Windsurfing

1. Practise balancing on the board.
2. Practise balancing on the rig.
3. Balancing practice afloat on the windsurfer and paddling.
4. Turning practice.
5. Getting underway.
6. Sailing on a calm course.
7. Sailing on a wavy course.
8. Going about.
9. Gibing.
10. Close Hauled.
11. Consideration of weather variables in windsurfing.
12. Repair and care of equipment.
13. Assessment of recreational value.

Resource - "Windsurfing" by U. Maris, R. Winkler.

Lawn Bowls

1. Basic discussion about rules, scoring and etiquette.
2. Selecting the correct size bowl.
3. Skills - a) the grip
b) demonstrate and practise the bowling action
 1. without the bowl
 2. with the bowl
4. Practise rolling the jack
5. Use video equipment so as students can see complete action.
6. Basic game play.
7. Assessment of recreational value.

Resource - "Winning Bowls" by John Snell, A Currey Oneil Book, 1982.

Indoor Cricket

1. Basic discussion on the rules of the game. (The owner of the centre can help with this.)
2. Practice batting.
3. Practise bowling - a) overarm
b) underarm
4. Practise catching balls on the rebound from the net.
5. Game play.
6. Assessment of recreational value.

Town Visit

This activity to include the organizing of a lunch at an eating place and a visit to a place of interest. Example Museum, Cultural Centre or Movie. The learning experiences for this passive activity would include making the appropriate bookings, organizing transport, and a variety of follow up activities. This could be integrated with a number of other subjects at the school.

Cycling

Lessons:

1. Rules and safety.
2. Types of bicycles - parts of a bicycle.
3. Care of a bicycle - skills.
4. Bicycle hike.
5. Maintenance and fixing a bicycle.
6. Bicycle hike.
7. Test.
8. Games of hike.

Lesson 1:

Introduction (lecture)

- the bicycle may become obsolete like the car?
- popular because of its non-polluting, compact, maneuverable and healthful.
- alternatives to car: public transport or walking.
- bicycle is faster than rush hour (10-20 mph).
- another advantage of the bicycle is the ability to see and hear more.
- the danger of a bicycle is proven by the increase of traffic fatalities involving bicycles.

Rules of the Road

Traffic Act sets out rules for vehicles; this refers to bicycles as well as cars except where the term "motor vehicle" is used.

1. Bike must have a working bell, horn or gong.
2. At night:
 - use a white or amber headlamp
 - have a red rear light or reflector
 - have white reflective material on the front forks and red on the back fender.
3. Bike must be in safe condition.
4. No more than one person on a bicycle - except for tandems or children in jump-seats.
5. Must yield or pull over to the left to allow a vehicle to pass.

It is possible to be charged with:

- careless driving
- following too close
- failure to obey traffic signs (one way, stop)
- improper turns
- failure to signal
- failure to ride in single file
- failure to keep to the left

Safety

- wear something bright at night
- avoid riding in the rain, braking is cut down 80%
- avoid potholes or stand up as you pass over them to avoid back injury
- be a road watcher!
- always signal right and left turns at least 100 feet from the turn
- watch for car doors on parked cars

HANDOUTS ARE AVAILABLE WITH A SHORT QUIZ ON RULES OF THE ROAD

SHORT BIKE HIKE AROUND NEIGHBOURHOOD TO PRACTICE THE RULES OF THE ROAD

Lesson 2

Choosing a Bicycle

Types of Bicycles

1. Middleweight Utility Bicycles

- used by postmen, etc.

2. Fun Bicycles

- high rises, banana seats
- could be dangerous because of possible "acrobatics"

3. Racing Bicycle

- made of lightweight alloy tubing
- all extras removed

4. Recreational Bicycle

- 3-speed lightweight (35-40 pounds)
- for short distances or occasional use
- low gear - up hills
- 2nd gear - on a flat surface or road
- high gear - downhill or with the wind

5. Touring Bicycles

- 10 or 15-speed
- most extras are removed
- seat can be angled with the handlebars
- pedals may have toe-clips
- centre-pull brakes
- lighter tires (may be tubeless)
- chain transfers power to rearwheel hub but there is also a ratchet freewheel part so you can pedal backwards
- jockey rollers, tension rollers and adjusting screws so you can change from one sprocket to another thus changing gearing ratio
- cog cluster on the rear hub
- two sprockets in the pedal section
- idler mechanism to take the slack
- "derailleur" means to derail the chain, from one sprocket to another
- high gear - largest front sprocket and smallest back sprocket (downhill)
- lowest gear - smallest front gear and largest back gear
- good quality component parts:
 - derailleur - Simplex, Campagnolo
 - brakes - Mafac, Weinmann, Campagnolo
 - hubs - Normandy, Simplex, Cinelli

6. Tandems

- good for fun but not for touring
- advantage to the old and handicapped

7. Folding and Pull-apart Bicycles

- good for apartment dwellers
- cheaper but heavy
- weakens at the join

8. Adult Tricycles - used by vendors

Second-Hand Bicycle

- ask the history
- check for signs of misuse
- check if brake blocks are worn
- see if the tire tread is worn evenly
- do the wheels spin easily and the brakes grab
- take it to a mechanic for a check-over

Parts of a Bicycle (overhead)

There are an average of 1500 parts on a typical 3-speed.

- bell or horn
- light
- head tube
- brakes - side pull caliper
- wheel rims
- tires - narrow with inner tube
- spokes
- front fork
- tire valve
- wheel nuts (hold hub between forks)
- headset
- fenders or mudguards
- chain guard
- pedal and pedal crank
- bottom bracket
- chain wheel - determines gearing levels
- chain stays - holds back wheel
- chain
- rear wheel hub - houses gears
- rear fork
- generator
- reflector
- rat trap carrier
- seat stays
- saddle
- top tube
- seat tube
- down tube
- brake levers
- handlebars
- gear control levers

Extra Equipment or Accessories

- elastic sandows
- pump
- tire pressure gauge
- kickstand
- cyclometer
- tool kit - 6" adjustable wrench, pliers, spoke wrench, tire repair kit, chain tool, screwdriver, pocket knife
- bottle - plastic for water

Buying a Bicycle to Fit

- the distance from the elbow to the fingertip should equal the distance from the tip of the saddle to the back edge of the handlebar
- frame size - should be able to straddle the top tube with both feet on the ground
- average wheel size is 27"

LESSON 3

Care of a Bicycle

This could be done prior to a long hike.

The following should be a routine once a month:

1. Examine all nuts, bolts and screws to be sure they are tight.
2. Check front fork to be sure it is straight.
3. Shoes of rim brakes should not be more the 4 mm from rim and should cover sides of rim. Check cables for fraying and hand levers for tightness.
4. Inspect tyres for uneven wear.
5. Spin wheels to see if they run straight.
6. Check spokes for loose or broken ones.
7. Handlebar stem should be tight and point forward.
8. Pedals should be screwed tightly into crank and should spin freely.
9. Saddle should be secure.

Skills

This could be done in the gym or out on the parking lot.

1. Start with pedal slightly above horizontal without wavering. Stop. Look behind.
2. Ride on a straight line that is 10 cm wide and 25 - 30m long.
3. Start in a line with bicycles one foot on each side (traffic).
4. Manoeuvre around obstacles.
5. Emergency stop 7 cm from line.
6. Change directions quickly.

Bicycle Hike

14 km Point A to Point B, east to Point C, north to Point D, east with a curve north to Point E, east to X Road (good spot for lunch here.)

Return same way.

Tours in Local Area.

- check local maps.

LESSON 5

Maintenance and Fixing Bicycles

Should be able to do 1-6 and can learn to do 7-9.

1. Check and tighten loose bolts, nuts and screws.
2. Oil - use bicycle oil or light motor oil
 - follow manual of your bicycle
 - when oiling brake triggers, avoid the brake shoes
 - end of the pedals
 - rear hub - if an oil fitting is not present
3. Inflate tyres to the proper pressure (hand pump better).
4. Adjust the saddle height and tilt for comfort.
5. Adjust handlebar height, tilt, and distance for arm length.

6. Listen and look for identification of troubles.

7. Fix a flat tyre:

- Pump air into tyre, then put soapy water or saliva on top of valve and at base of valve. If bubbles form, your valve stem needs replacing.
- Remove wheel by turning the bike upside down to rest on handlebars and saddle. Remove the nuts and washers with wrenches and place them on a rag or paper. Spread front fork slightly and push axle down and out.
- Pry one side of the tyre up from rim to get at inner tube. Remove lock nut around the valve and pull valve through rim. Keep prying until one side is fully out of rim. Leave other side in. Lift out inner tube.
- Find the leak and patch the hole or holes, following instructions on tyre repair kit.
- Check tyre for sharp substances or wear.
- Tuck tube back under tyre, starting by putting valve through valve hole in rim.
- Push tyre under rim all around.
- Inflate tyre and remount wheel.

8. Clean chain and check for proper adjustment:

- Materials needed for this are: mechanics grease, dissolving hand cleaner, some clean rags, an old toothbrush, toothpicks, pipe cleaners, kerosene, newspaper and old clothing.
- Turn bike upside down and start to poke at the surface dirt.
- Take the chain off and soak in kerosene overnight.
- Remove dirt with a toothbrush.
- Clean chain links and sprockets, then check for bad teeth or links.
- Have sprockets or links replaced at a bike shop.
- Wipe entire chain length with lubricant.
- Put chain around chain wheel then lift over rear wheel hub and sprocket. Spin the wheel to be sure everything runs smoothly.
- Push chain to be sure there is 1 cm play.

9. Replace pedals (perhaps put reflector pedals on for safety).

- Start with right pedal; the lock nut will loosen counterclockwise, using a thin pedal wrench.
- Slip out pedal, slip in new one and tighten lock nut clockwise.
- Reverse everything for left pedal (loosen clockwise and tighten counterclockwise).
- Put a drop of oil at each end, unless manufacturer specifies not to.

LESSON 6

Bicycle Hike

Check some of the following ideas for bike hikes.

Make use of local maps for planning.

Consider a picnic hike.

Consider an "overnighter".

Consider a "weekender".

LESSON 7

Formative Test

- on written work

Sample Test

1. Describe how you would properly fit a ten speed bicycle to your body size. Consider the following areas (a) seat height, (b) horizontal placement of seat, (c) extension size, (d) positioning of handlebars.
2. Explain what is meant by the terms "ankling" and "cadence".
3. In point form, describe the repair procedure for a flat tyre.
4. Assume that you are a parent with a eight year old child. List the safety rules that you would attempt to teach your son or daughter.

LESSON 8

Game or Hike

Types of Games

1. Slow race - 50-100 metres
- last one across finish line wins
2. Pick and Put - pick up object in one circle and place in other circle.
3. Paper Bag or Balloon Race - ride in, break bag or balloon and ride out.
4. Shoe Scramble - ride to circle, take shoes off and ride out.
5. Slalom Race - 5 cans, 3 metres apart.
6. Toss objects into cans.
7. Break balloons along the course.

Some Helpful Hints for an Effective Cycling Unit

1. Make sure you have a review of all rules of the road. Single file on all roadways is very important.
2. The route to be followed should have a half way point or turning point that is also a check point for attendance. The turning point should be approximately 15-17 minutes from the school for a forty minute period and 30-35 minutes from the school for eighty minute classes.

N.B. The instructor's rate of cycling is the best gauge. Don't go too fast.

3. After your class has covered a route designed by the instructor, students can have an assignment to be done as homework or during the next class of creating a route to be followed. Now you have a set of routes. It is wise to place these routes in a binder for storage. If students do their route assignments in pencil, a copier may be used to make class sets of each route. COLLECT YOUR OWN RESERVOIR OF ROUTES.

4. The instructor should be the last person in the group to depart from the school and follow the class. In this way, the instructor can help any mechanical difficulties that occur and keep stragglers moving. If a flat tyre occurs, the instructor knows who will not make the check point.
5. Obviously, students must supply their own means of transport and locks. Bicycles are usually stored in the school's bike racks.
6. Students will usually ride grouping with friends and at many differing speeds. Some students will reach the check points well before the majority of the class. Do not permit this to change route procedure.
7. Be sure that the route is accurately and briefly described. Either a written description or a copy of a map is best.
8. Map and compass or written instructions and compass routes are possible. These require a great deal of preparation.
9. You can use questions on the route sheets as a check or to make the route a little more fun and challenging.
10. Routes should be kept off main thoroughfares as much as possible. Safety is very important and must be stressed.
11. Students need not change into physical education attire on cold days. You control this situation.
12. A small kit bag attached to the instructor's bike to carry a cleaning rag and a few elementary tools will help assist if a problem should occur.
13. Some cycling routes can be also a nature study or a historical tour.
14. A cycling trip can be an excellent and inexpensive field trip for any class in high school.
15. There is a great outdoor education potential in cycling. You could plan a cycling or a 2-3 day overnight field trip. Light nylon tents and backpacks make this very possible.
16. A BICYCLE IS A VEHICLE UNDER THE TRAFFIC LAWS:

THEREFORE REQUIRED TO OBEY ALL TRAFFIC LAWS. REVIEW ALL TRAFFIC LAWS AND RULES OF THE ROAD.

Other activities could include:

- a bicycle trail
- or orienteering on a bicycle.

UNIT 2: EXPANDING LEISURE AND RECREATION OPTIONS WITHIN THE SCHOOL SETTING

Student Objectives

Content Objectives

Students should develop a knowledge and understanding of:

1. The leisure and recreation possibilities available to them at school.
2. The value of participating in a wide range of leisure and recreation activities available at school.

Process/Skill Objectives

Students should develop the ability to:

1. Identify the need for a wide range of leisure and recreation choices.
2. Explore all options available to them at school.
3. Organize a wide range of at school leisure and recreation activities.
4. Participate in a wide range of leisure and recreation activities.
5. Develop new skills and interests needed to enjoy the wide range of leisure and recreation options available at school.

Resources

School facilities that could be used include:

- Tennis, racquetball, volleyball, basketball and badminton courts.
- Ovals, gymnasium, hall.
- Games and sports equipment.
- Canoes, sailboards.
- Camping and outdoor equipment.
- Video and photographic equipment.
- Art material.
- Library resources.
- Dramatic and performing arts resources within the school or local community.

Learning Experiences

2. Expanding Leisure and Recreation Options Within the School Setting

- a) Have the students research all of the leisure and recreation possibilities existing within the school setting. Develop a profile of both active and passive options.
- b) Investigate in more detail those options which could be seen as 'new' experiences by the majority of the participants.
- c) Make a selection from the surveyed options for further development and organization into group activities by the students.
- d) Participate in a wide variety of active and passive pursuits.
- e) Perform and practise the skills of the activity in accordance with the rules and etiquette of the activity.

Examples:

Active Pursuits:

1. Fitness Activity: Aerobics
2. Badminton

Passive Pursuits:

1. Kite Flying
2. Yoga

UNIT 3: EXTENDING THE AWARENESS OF LEISURE AND RECREATION OPTIONS AVAILABLE TO THE TOTAL SCHOOL COMMUNITY

Student Objectives

Content Objectives

Students should develop a knowledge and understanding of:.

1. the leisure and recreation activities available to them both internal and external to the school.
2. the value of both active and passive leisure and recreation pursuits.

Process/Skill Objectives

Students should develop the ability to:

1. evaluate the leisure and recreation options available.
2. participate in a wide range of activities.
3. organize activities capable of developing an overall awareness of leisure and recreation options.
4. further develop their own leisure and recreation options.

Resources

As per Unit 1 and 2.

LEARNING EXPERIENCES

Expanding the awareness of leisure and recreation options available to the total school community

1. Have the students organize a 'Come and Try' program for the total school population during the lunch hours.
2. Have the students organize an information board on which all the cultural and sporting activities can be reported.
3. Have the students make suggestions regarding the types of activities that could be developed within the school.
4. Have invited guests from local recreation and leisure activities come to the school and talk with the student body.
5. Organize activities and/or clubs that they feel would benefit the community as a result of their investigations.
6. Have the students complete the Worksheet 4.2 from the Core Sheet 1 'Investigating New Leisure Experiences'.
7. Have the students involve themselves regularly in new leisure and recreation pursuits.

Resource Sheet 1 outlines a number of options. The aim of this section of the unit is extension work in the form of extending the experience both internal and external to the school.

THE FOLLOWING IS A LIST OF SPORTING AND RECREATIONAL LEISURE ACTIVITIES

- | | |
|--------------------------------|-----------------------------------|
| 1. Adventure Playground | 48. Light Opera Productions |
| 2. Aero Club Activities | 49. Listing to Records |
| 3. Archery | 50. Learning a Muscial Instrument |
| 4. Athletics | 51. Martial Arts |
| 5. Australian Rules | 52. Metal Work |
| 6. Badminton | 53. Model Making |
| 7. Ballet Classes | 54. Modern Dance |
| 8. Ballroom Dancing | 55. Motor Cycle Activities |
| 9. Barbeque-ing | 56. Movies |
| 10. Basketball | 57. Netball |
| 11. Billiards, Snooker, etc. | 58. Painting Classes |
| 12. Bingo | 59. Parachuting |
| 13. Body Building Activities | 60. Photography |
| 14. Boxing | 61. Playing Cards |
| 15. Bushwalking | 62. Pottery |
| 16. Camping | 63. Radio Club |
| 17. Canoeing | 64. Reading |
| 18. Car Club Activities | 65. Regular Dances |
| 19. Chess | 66. Rifle Shooting (all types) |
| 20. Choir Singing | 67. Roller Skating |
| 21. Climbing | 68. Rowing |
| 22. Collecting Groups | 69. Rugby League |
| 23. Cooking Classes | 70. Rugby Union |
| 24. Cricket | 71. Scouts |
| 25. Cycling | 72. Silk Screen Drawing |
| 26. Darts | 73. Sketching Classes |
| 27. Debating Group | 74. Skin Diving |
| 28. Drama Productions | 75. Soccer |
| 29. Dressmaking | 76. Softball |
| 30. Fencing | 77. Spectator |
| 31. Fishing | 78. Sports Coaching |
| 32. Girl's Marching Activities | 79. Square Dances |
| 33. Girl Guides | 80. Squash |
| 34. Gliding | 81. Swimming Activities |
| 35. Go-Karts | 82. Table Tennis |
| 36. Golf | 83. Tennis |
| 37. Grass Skiing | 84. Ten Tin Bowling |
| 38. Gymnastics | 85. Vigoro |
| 39. Hockey | 86. Volleyball |
| 40. Horse Riding | 87. Water Skiing |
| 41. Ice Skating | 88. Weaving and Spinning |
| 42. indoor Bowls | 89. Weight Lifting |
| 43. Jewellery Making | 90. Woodwork |
| 44. Jogging | 91. Wrestling |
| 45. Keep Fit Classes | 92. Yachting |
| 46. Lawn Bowls | 93. Yoga Classes |
| 47. Life Saving | 94. Youth Club Activities |

UNIT C

Organization and Planning of Leisure and Recreation

12-15 weeks

ORGANIZATION AND PLANNING OF LEISURE AND RECREATION

1. This unit is planned to emphasize the possibilities that students have for planning and organizing leisure and recreation activities in the school setting.

The unit focuses on the processes involved in student decision making and the application this has to organizing leisure and recreation pursuits for themselves and their peers. It is hoped that the benefits gained from this unit will be seen as long term development and involvement by the student body and not merely involvement for the period of time allocated to the unit.

2. The subject matter within this unit would reflect the availability of resources and teacher expertise within a particular school.
3. Subject specialists within the school would be a good source of reference for material particularly if this unit is approached as a part of an integrated studies program including a combination of the many active and passive leisure and recreation pursuits available within the school setting.

UNIT OUTLINE

Organization and Planning of Leisure and Recreation

1. Leadership Options Within the School Setting Time: 5 weeks
 - a) Investigate all of the leadership possibilities within the school setting.
 - b) Consider the qualities of leadership important in the organization of the school leisure and recreation program.
 - c) Experience leadership training by being involved in some mini-activity planning sessions.
 - d) Personal leadership evaluation.
2. Organization of Leisure and Recreation Activities Within the School Setting Time: 5 weeks
 - a) Small group activity planning of a tournament, minor games day, book week, art and craft displays.
 - b) Major planning project of one or a selection of the following:
 - i. Outdoor Education Activity
 - ii. Recreation Week
 - iii. Arts and Craft Expo
 - iv. Performing Arts Expo
3. Planning and Organization of a School Based Leisure and Recreation Program Time: 5 weeks
 - a) Planning a fund raising activity.
 - b) Formation of a Cultural and Sports Council.
 - c) Leisure and Recreation Activity days.
 - d) Link with the total community as an ongoing planning group.

Resources

Many of the resources for the unit can be gathered from the subject specialists within your school, local clubs or societies', and Queensland Recreation Council.

Because of the wide range of options available the content will often be a reflection of the resources and teacher interest and expertise for a particular school. Resources are provided for those options developed in this unit.

Organization and Planning of Leisure and Recreation

Unit 1: Leadership Options Within the School Setting

Content Objectives

Students should develop a knowledge and understanding of:

1. the leadership options within the school

2. the qualities required in various leadership roles.
3. their own leadership qualities.
4. the need for leadership in any organization.

Process/Skill Objectives

Students should develop the ability to:

1. identify the need for planning leisure and recreation activities.
2. identify the requirements in tournament, carnival or display planning.
3. participate in planning mini-activities as a mode of personal development.
4. become more effective planners of and leaders in the schools leisure and recreation program.

Learning Experiences

1. Leadership Options Within the School Setting
 - a) Have the students survey and list all of the leadership possibilities in the school setting.
 - b) Discuss options that may help the student as a leader in the school and the community.
 - c) Have the students involved in leadership simulation activities (Worksheet 1.1).
 - d) Consider what is an effective leader (Worksheet 1.2)?
 - e) Discuss in a group situation the various roles need for effective leadership.
 - f) Evaluate their own qualities and outline possible areas needed for development under the previous models discussed (Worksheet 1.3).

WORKSHEET 1.1

Resources

Leadership Opportunities in the School:

Here are some leadership opportunities that may be available in your school.

	Are You Interested?	
	YES	NO
1. Physical education classes ... squad leaders and class leaders	<input type="checkbox"/>	<input type="checkbox"/>
2. Intrascchool officials ... convenors, coaches, referees, minor officials	<input type="checkbox"/>	<input type="checkbox"/>
3. Coaching ... younger age group interschool team	<input type="checkbox"/>	<input type="checkbox"/>
4. Interschool teams ... team captains and team managers	<input type="checkbox"/>	<input type="checkbox"/>
5. Student's Administrative Councils	<input type="checkbox"/>	<input type="checkbox"/>
6. Boys' and Girls' Sports Council	<input type="checkbox"/>	<input type="checkbox"/>
7. School Prefect Organizations	<input type="checkbox"/>	<input type="checkbox"/>
8. Year Level Advisors	<input type="checkbox"/>	<input type="checkbox"/>
9. Clubs ... student leaders with various school clubs and organizations	<input type="checkbox"/>	<input type="checkbox"/>
10. State crews ... assisting staff with school assemblies and productions	<input type="checkbox"/>	<input type="checkbox"/>

Others ... can you suggest more?

Are there other opportunities for you to be a leader in community organizations?

What development at school would help you in community organization?

WORKSHEET 1.2

The Qualities of a Good Leader:

The following is a brief list of some of the qualities that a good leader should possess. Not every leader will possess them all. Every leader will certainly possess others.

	I POSSESS THIS QUALITY	I WOULD LIKE TO IMPROVE THIS QUALITY
1. Desire ... to serve and to lead	<input type="checkbox"/>	<input type="checkbox"/>
2. Good organizational skills	<input type="checkbox"/>	<input type="checkbox"/>
3. Enthusiasm, patience, honesty	<input type="checkbox"/>	<input type="checkbox"/>
4. Ability to accept authority and be tactful	<input type="checkbox"/>	<input type="checkbox"/>
5. Show initiative and consideration for others	<input type="checkbox"/>	<input type="checkbox"/>
6. Friendly but firm	<input type="checkbox"/>	<input type="checkbox"/>
7. Ability to accept criticism and admit mistakes	<input type="checkbox"/>	<input type="checkbox"/>
8. Decision-maker	<input type="checkbox"/>	<input type="checkbox"/>
9. Creative and imaginative	<input type="checkbox"/>	<input type="checkbox"/>
10. Have a sense of humour and a warm personality	<input type="checkbox"/>	<input type="checkbox"/>
11. Self-confident but not domineering	<input type="checkbox"/>	<input type="checkbox"/>
12. Dependable, reliable and able to accept responsibility	<input type="checkbox"/>	<input type="checkbox"/>
13. Respected by others	<input type="checkbox"/>	<input type="checkbox"/>
14. Ability to set goals for the group and for himself or herself	<input type="checkbox"/>	<input type="checkbox"/>
15. Impartial when necessary	<input type="checkbox"/>	<input type="checkbox"/>

Personal Leadership Evaluation:

Check your own leadership ability by rating each question or statement below.
On the scale, 1 is low and 5 is high.

	Low				High
a) Do I listen to others in an understanding way?	1	2	3	4	5
b) Am I likely to trust others?	1	2	3	4	5
c) Am I willing to share feelings?	1	2	3	4	5
d) Am I aware of other's feelings?	1	2	3	4	5
e) Am I warm and friendly?	1	2	3	4	5
f) Do I react to comments about my own behaviour?	1	2	3	4	5
g) The greatest satisfaction that I get from my role as a leader is ...					

Choose three areas where you need improvement.

I can improve in these areas by:

Suggest three situations you have experienced and explain the type of leadership that is appropriate for each situation.

UNIT 2: ORGANIZATION OF LEISURE AND RECREATION ACTIVITIES WITHIN THE SCHOOL SETTING

Content Objectives

Students should develop a knowledge and understanding of:

1. Small group activity planning requirements.
2. Planning options available to them in the school setting.
3. Planning and organization requirements particular to their major project.

Process/Skill Objectives

Students should develop the ability to:

1. Identify the requirements needed to plan activities.
2. Investigate the activity options.
3. Plan a tournament, minor games day, book week activity and/or art and craft display.
4. Participate in and plan a major leisure and recreation option such as:
 - a) Outdoor Education Activity
 - b) Recreation Week
 - c) Arts and Craft Expo
 - d) Performing Arts Expo

Learning Experiences

2. Organization of Leisure and Recreation Activities Within the School Setting

- a) Introduce guest speakers to the class
 - e.g. i. Sportsmaster in organizing a carnival
 - ii. Drama teacher in organizing a production
- b) Discuss the detail requirements in organizing activities relevant to the school situation (Worksheet 2.1).
- c) Complete a planning activity on the following
 - i. a tournament
 - ii. an art display
 - iii. an interform competition e.g. interaschool volleyball competition

(Resource sheets 1, 2, 3 and Worksheets 2.2, 2.3 and 2.4).
- d) As a group activity have the students choose a major planning project from the following.
 - i. Outdoor Education Activity (Resource Sheet 4)
 - ii. Recreation Week
 - iii. Arts and Crafts Expo
 - iv. Performing Arts Expo

RESOURCES

WORKSHEET 2.1

Responsibilities of a Group Leader:

1. Meet with group to plan, organize and delegate responsibilities.
2. Introduce topic and keep group on topic.
3. Set tone of meeting and keep meeting in order.
4. Be impartial and encourage group participation.
5. Be responsible for timing and location of meeting, coverage of material and conclusion of meeting.

How to be a Successful Leader:

Visualize

- what is the nature and objective of the project?

Organize

- select group members
- communicate objective to group
- delegate authority to members
- check for member's understanding of responsibilities
- co-ordinate total project

Deputize

- delegate authority and responsibility to free yourself for planning and follow-up

Supervise

- give group members authority
- train them to make decisions
- hold them accountable for results

Summarize

- each project must have a conclusion. "How or why did we succeed or fail?"
- complete a report on the project

Which of the above points should we consider as most important in organizing our activities? Worksheet 2.1.

WORKSHEET 2.2

INTERCLASS ACTIVITIES

Purpose:

The interclass program is a program established to satisfy the needs of students who have an interest in sport but often lack either the ability, desire or time to participate in any more structured type program.

Principles:

1. All participation must be voluntary.
2. All planning and organization should include the participation, and this includes the election of representatives to run the program. One staff member to supervise.
3. Competition is a necessary ingredient but must be positive.
4. There should be equality of opportunity to participate.
5. Units of competition should so far as possible, satisfy the principles of competition and participation.

Possible Activities:

Baseball
Basketball
Cross Country
Floor Hockey
Gymnastics
Soccer
Softball
Swimming
Touch Football
Track & Field
Volleyball

Can you suggest more activities?

Using the above information. Plan a interclass competition.

RESOURCES SHEET 1

TOURNAMENTS CHECK LIST

- _____ sign-up procedure
- _____ # of teams
- _____ type of tournament
- _____ time schedule
- _____ space available/needed
- _____ # of officials needed
 - _____ referees
 - _____ scorers
 - _____ timers
 - _____ linesmen
- _____ scoring system/sheets
- _____ master score sheet
- _____ equipment needs game/officials
- _____ set-up and tear down of equipment
- _____ team standings
- _____ tie breaker
- _____ awards
- _____ publicity

RESOURCE SHEET 2

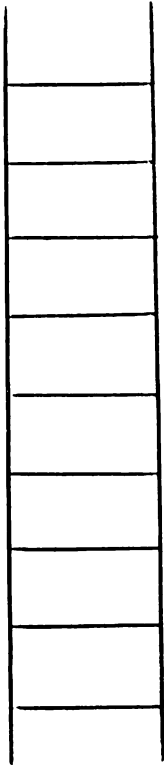
TOURNAMENTS:

The type of activity will partially dictate the way in which one produces a schedule. Individual activities that run by themselves over a long period of time will be best served by the ladder or pyramid type of schedule. Short tournaments lasting one or two days may utilize single or double elimination schedules. Round Robin tournaments assure that every team or individual plays every other team or individual.

Ladder Tournament:

Procedure:

- (a) Players may draw for position or be assigned according to ability, grade level, age, or some other criterion.
- (b) Players continue the tournament by a series of challenges.
- (c) Post a chart with the names of the players in order of their positions as shown on the diagram.
- (d) A player may challenge opponent(s) directly above him, or may be challenged by those directly below him.
- (e) Challenges must be accepted within a specified time.
- (f) If the challenger wins or the challenged refuses to play, the two change places.
- (g) A player is only allowed to give or accept one challenge at a time.
- (h) The loser may not challenge the winner until he has played another match.
- (i) Keep the ladder up-to-date.



Posting Results:

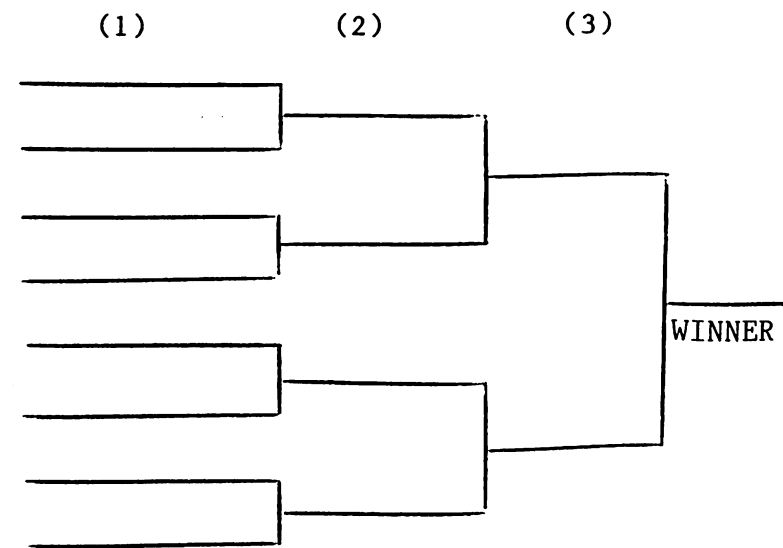
Use a tagboard with names on round metal tages with metal edges.

RESOURCE SHEET 3

Single Elimination Tournaments

Individuals or teams are placed in the first round. The winner proceeds, the loser is eliminated. If you have a number of teams that do not make up a multiple of four you will have Byes.

These Byes should occur in the first round.



Have all groups complete the following reports (2.3, 2.4) as a guide to their planning decisions proof to the activity and as feedback for future planning decisions.

WORKSHEET 2.3

PRE-ACTIVITY REPORT

Activity _____
 Convenor _____
 Assistants _____
 School Area Needed _____
 Dates of Activity _____
 Time of Day _____
 Duration (# Days etc.) _____
 Equipment Needs _____
 Game _____
 Referees _____
 Scoring/Timing _____
 Markers _____
 Other _____
 Assistants _____
 Duty _____

	Name
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Number and Composition of Groups (Teams) _____

Number of Areas Required (Rooms) _____
 Number of Officials _____
 Time Limits/Length of Activity _____
 Methods of Starting and Ending Activity _____
 Method of Scoring _____
 Publicity _____
 Results _____
 Equipment Set Up/Tear Down _____
 Schedule _____
 Awards _____
 Floor Plan (if necessary) _____

*NOTE: Many of these sections may need elaboration and for some events many will be unapplicable.

WORKSHEET 2.4

POST ACTIVITY REPORT

Activity _____
 Date(s) _____
 Convenor _____
 Total # of Students Participating _____

Comments

Include both positive and negative.

1. Scheduling _____

2. Equipment _____

3. Officiating _____

4. Team Selection _____

5. Scoring _____

6. Publicity _____

7. General _____

RESOURCE SHEET 4

INITIATIVE TESTS

From: "Challenges for the Outdoor Education Program"

Students should be involved in the following activities as both participants and as group leaders.

1. QUICKSAND

Location

- any flat section of ground

Equipment

- 2 logs or markers placed 7.5 m apart
- 4 planks, 120 cm x 5 cm x 25 cm long
- 4 log sections 50 cm long
- 1 rope, 6 m long (2 cm thick)
- 2 hangers

Object

- to move the entire brigade from one log to the other without anyone or any material (except the round side of the logs) touching the ground.

Recommended Method

- place planks between logs and use fireman brigade to pass material from back to front.

2. TRUTH

Location

- on a flat piece of land

Equipment

- 5 long planks
- 4 short pieces of 5 cm x 10 cm
- 1 pole or stick, 180 cm long
- 2 hangers
- 1 piece of heavy cord
- 1 piece of 5 mm rope - 1 pail, 1/2 full of water

Object

- to retrieve the pail of water 3.5 m - 4.5 m from an imaginary river bank) without touching the ground (between the river bank and pail).

Recommended Method

- construct a lever using 5 cm x 10 cm as fulcrum; 3 short planks must be used as an overlapping lever
- the lightest member uses hanger tied to a pole like a fishing rod to retrieve the pail; all others in brigade stand on back plank for weight.

3. STALAG 17

Location

- between 2 trees or 2 poles

Equipment

- preparation - cross rope from pole to pole
- 1 rope, 8 mm x 3 m
- 2 logs, 20 cm x 4 m - 6 m long

Object

- to get the brigade from one side of barricade (ropes - electric wires) without touching wires by going over

Recommended Method

- throw one log over wires
- brigade holds log on angle; one long perpendicular to the ground
- one person walks up log (with support) and jumps over wires
- stand second log upright and tie to other log
- brigade supports poles as one by one, the others walk up and over wires

4. BLINDMAN'S BLUFF

Location

- a flat piece of ground

Equipment

- large plastic sheet, 1.8 m x 3.6 m
- 1 long pole 2.4 m or rope
- blindfolds (1 for each except leader)

Object

- to form a tent - all participants but one are blind folded
- the person without the blindfold gives directions but cannot touch anything or anyone)

Recommended Method

- two people act as tent poles and hold cross pole or rope
- remaining participants unfold plastic sheet, 2 or 3 on each side
- directions given must include number of steps for distance and direction
- participants act as tent pegs

5. TENT

Location

- flat land, loose soil

Equipment

- tent poles and pegs
- blindfolds

Object

- participants attempt to set up tent blindfolded
- one person without blindfold gives directions

Recommended Method

- unfold tent; peg corners; etc.

6. SHAPES

Location

- flat ground

Equipment

- blindfolds; many sticks 90 cm x 180 cm long

Object

- participants are blindfolded but one
- use sticks to form a word or shape
- (spokes of wheel, octagon, maze, shape scratched on the ground, etc.)

Recommended Method

- leader gives direction to satisfy goal

7. RETRIEVING OBJECT FROM BOAT

Location

- far end of a solid pier

Equipment

- one floating platform to be anchored about 4.5 m from the end of the dock
- one object (sponge, bottle, etc.) with wire handle
- one 10 cm x 10 cm x 120 cm beam
- one 20 cm X 25 cm X 300 cm plank
- one length of 2 cm rope
- one thin pole about 120 cm long with hook on one end

Object

- to retrieve the object from the floating platform without anyone or anything touching the water.

Recommended Method

- Construct a cantilever beam by tying the rope to one end of the long

plank, passing it over the end of the shorter beam which is held upright a short distance in from the other end, and then pulling on the rope. One student can then move over the water on the beam while the others support it on the dock. Using the pole, the one student can reach and hook the object. The student must then pass or carry it safely back to the other students and then also get back. (Some credit can still be given if the object falls into the water but is still retrieved).

8. BLIND

Location

- flat ground (beware of holes and glass)

Equipment

- 12 sweatshirts, towels or triangle bandages
- string or rope for the maze

Recommended Method

- place the students, blindfolded, of course, in the maze and rotate each three times in either direction. Allow the brigade to find any way out that it can without crossing the string - there is only one exit.

9. SURVEY PROBLEM

Location

- crossroads

Equipment

- clipboard
- ruler
- pencil
- paper

Object

- to draw an accurate, detailed, scale drawing or map of the crossroads. Pertinent landmarks such as trees bearing signs should be included.

10. NITRO

Location

- ropes course - Tarzan swing and regain rope

Equipment

- one bucket filled with water
- one canoe rope

Object

- to get the entire brigade and the bucket of nitro from the angle beam over the regain rope, without spilling water. The ground in between the beam and the rope is either a bottomless chasm or a shark-, piranha-, or alligator-infested river, and thus, cannot be touched.

Recommended Method

- The Tarzan rope is left hanging in the middle, but it can be jumped for. After the tarzan swing is pulled in, the canoe rope should be tied to the wring as a safety line. Then start putting students over the regain rope. Probably best to leave a student on the swing, holding the bucket, with the canoe rope tied to the end of the swing. The student can be lowered to a dead position and then toss the canoe rope to those on the regain rope who can draw the student up and take the bucket. Then the rest follow. Students in vicinity of spilled nitro are lost, but the bucket is returned for another try.

11. ELECTRIC FENCE

Location

- the fence is best constructed between two poles or trees

Equipment

- one fence - 168 cm - 180 cm high
- two 3 m - 3.6 m branched trees (poles)

Object

- to get the entire brigade over the fence without touching the fence in any way. Anyone touching anything which touches the fence is also out, by conduction

Recommended Method

- there are many ways - but it is probably best to have the whole brigade holding the pole over the fence at the start. The biggest students should go over first so that they may hold the pole from the other side. As each student goes over, they add more strength to the supporting pile.

12. ISLAND

Location

- creek area with small rock between shore and larger rock or island

Equipment

- one plank - long enough to reach small rock from shore, but not long enough to reach the 'island'

Object

- to get the whole brigade and the plank onto the rock and then to get the whole kit-and-kaboodle back to the mainland again, all without getting more than the soles of their shoes wet

Recommended Method

- set up a shuttle of students going from the shore to the little rock and then to the big rock

13. ICE WALL

Location

- rock face

Equipment

- one safety line at the top of the wall which may be used as a hand-hold
- one awkward object

Object

- to get the entire brigade plus the awkward object up the rock wall. But, the rock wall is in reality, an ice wall, which offers no hand or foot holds naturally. The safety rope at the top is the only thing which can be used as a hold.

Recommended Method

- build a pyramid against the wall, facing out. The top student should be holding the safety line. Then the awkward object can be passed up the pyramid. The students can then scramble up over each other.

14. STRETCHER CASE

Location

- area between two trees

Equipment

- two long poles
- two short poles
- one dummy
- volleyball
- one rope

Object

- to construct a stretcher out of the poles and then to get the stretcher with 'patient' and the entire brigade over the barrier between the two trees

Recommended Method

- use belts to make the stretcher. The wall is not high enough to present any real problems.

15. STILTS OVER A SWAMP

Location

- almost any open area

Equipment

- two stilts
- one length of rope long enough to span the swamp
- one length of twine long enough to span the swamp

Object

- to get the entire brigade across the swamp which true to course, is infested with carnivorous rhubarbs

Recommended Method

- the first student crosses the swamp on stilts. When reaching the far side, the student ties the rope up to form an arm rest. The stilts can be pulled back with the twine

16. ELECTRIC TUNNEL

Location

- any open area

Equipment

- one tunnel - about 4.5 m long, 6 cm wide and 46 cm high. This can be constructed of boxes and twine
- four blocks of 5 cm x 10 cm each about 30 cm long

Object

- to get everyone through the tunnel. Naturally, no one can touch any of the four interior or four exterior sides of the tunnel of anything that is touching those sides

Recommended Method

- send the students, one at a time, through the tunnel using the blocks (which, fortunately, are insulated) as insulating steps. Each student, upon reaching the other side, can simply toss the blocks back over the tunnel

17. BOG

Location

- a flat area

Equipment

- small wooden discs
- hanger
- small rope

Object

- to move the brigade from one area to another (use ropes as markers for river banks) using above equipment. Not enough discs to span distance

Recommended Method

- use discs as stepping stones and hanger to retrieve discs left behind

18. ASSEMBLY LINE

Location

- anywhere where a group can sit in a circle

Equipment

- three simple plastic toys disassembled in a plastic bag
- blindfolds for everyone

Object

- assemble the three toys
- talking is permitted

Variation

- leave one member without a blindfold to direct the assembly of the toys - verbally only

19. ROPE MAZE

Location

- an area with several stakes driven into the ground so that a rope maze can be set up at waist height. Include blind alleys

Object

- to get entire group through blindfolded

20. ROPE TRIAL

Location

- a grove of trees with many trees close together. Build a platform around one tree and then have a heavy rope strung from platform to tree in a circular pattern coming back to platform. Rope must be strong enough to hold everyone while they stand on it

Object

- to get a pail full of sticks (dynamite) and all the members of the group all the way around on the rope without touching the ground

21. STRANGE ISLANDS

Location

- any flat area with three circular pieces of plywood (90 cm diameter) spaced so that it is possible to jump from one to the other easily

Object

- all members of the group stand on the islands and now cannot speak. Islands can disappear or reappear at instructor's command. Occupant of the island must move around to keep from drowning

22. SPIDER'S WEB

Location

- a grove of trees with ropes criss-crossed to make a web about 90 cm off the ground

Object

- get team from one end to other across web and not touch the ground

23. SHEER LEGS

Location

- almost anywhere with a soft landing spot

Equipment

- two poles about 4.5 m long
- long piece of cord suitable for lashing
- long piece of rope - at least half again as long as the swamp is wide
- one 6 m wide swamp filled with assorted alligators and carnivorous goldfish

Object

- to get the entire brigade over the swamp without touching any of the surface in between

Recommended Method

- construct a A-frame type sheer leg. Put one of the smaller students on the leg, push over, and lower gently to the far side by holding the student up with the rope as the student falls. Once over, the student moves the lashing into the middle and the rest of the brigade can be shuttled across

Scoring

- 3 for Method
- 3 for Teamwork
- 4 for Success

24. CHASM

Location

- two big rocks on either side of the river path just below the bunk-house

Equipment

- one canoe rope
- one length of 2 cm rope
- one 46 cm log
- one 30 cm block (no use)
- one 180 cm log (no use)
- one awkward object (wheelbarrow, etc.)

Object

- to get the entire brigade and the awkward object across from the higher rock to the lower rock without touching the ground - all

starting on the higher rock. The two birch trees and any trees on the far sides of the rocks are useable - no others. The ground must not be touched

Recommended Method

- tie 46 cm log to the canoe rope and hurl the log into the crutch of the birch beyond the lower rock (the crutch has been reinforced with rope). Pull the canoe rope tight and let one light student swing across (students should not be allowed to jump - the lower part of the target rock is out of bounds). Attach the big rope to the canoe rope, pull it across and tie it securely to enable all to cross. (If all cross by the canoe rope, still O.K.)

25. STRINGING A CABLE

Location

- upper exercise area

Equipment

- four volleyball posts set securely in the sand; equi-distantly spaced in a straight line across the area
- two lengths of clothesline, half the length between any two of the poles
- two wooden blocks
- one length of heavy rope long enough to span the distance between the two furthestmost poles with enough left over for wrappings and knots

Object

- to string the telephone cable across the open area, which, strangely enough, is a raging river so swift and treacherous that any thing which touches it and is not securely held is instantly and irrevocably swept away. Around each of the four posts is a small island on which the brigade stations three students (the students must have one foot up against the pole and an arm wrapped around the pole - or a hold of one of his mates - to avoid being swept away). One of the short ropes is at each of the first two poles, and the cable is at one end. It is all right for the ropes to touch the water if they are held on to, but the cable is electricified so that anyone who touches it when it is in the water will be electrocuted.

Recommended Method

- the easiest way is for the second group to throw its rope over to the first. The two are then tied together and will then reach between any two poles. Then the rope is tied to the cable and thrown to the next group who pull the cable to their island and then pass the rope to the next group. The cable is simply pulled along after the rope and held up by each group as they get it.

26. FIND A PARTNER

Location

- any place with boundaries defined

Equipment

- either 20 different titles, each cut to be posted separately
- OR 20 different puzzles
- OR 1 puzzle of 20 parts

Object

- posted or hidden parts are found and mentally joined
- solved problems are silently recorded on master sheet in summary fashion

Recommended Method

- organization of group could be vital

27. STEPPING STONES

Location

- any open area

Equipment

- a combination of (30 cm square) pieces of cardboard, boxes, etc.) so that all except one member receives one stone

Object

- from River Bank 'A' to Bank 'B' is approximately 15 m and fraught with dangers. A member is lost in transit by any slight touch between finger, foot etc. and the piranha-infested water. He must return to the original bank carrying no stones. Remember, we never throw stones.

Recommended Method

- the party may advance en masse, or in various numbers. Stones are placed, used by one foot or many feet, and retrieved strategically.

28. SAVE THE SUPPLIES

Location

- any space with restraining line

Equipment

- various missiles (yarn, marbles, pucks, quoits, etc.)
- scoreboard
- bucket

Object

- batters, retrievers, throwers, deflectors
- one chance at bat, then another's turn
- if food is caught, picked up or squeezed, it must be thrown, restored to freshness by hitting and guided into safe storage
- if item is saved, record immediately at headquarters
- as soon as all winter supplies are in locker, we may relax

Recommended Method

- count supplies
- organize or devise rotation of members
- hit accurately, deflect methodically, throw hopefully

UNIT 3: PLANNING AND ORGANIZATION OF THE SCHOOL LEISURE AND RECREATION PROGRAM

Student Objectives

Content Objectives

Students should develop a knowledge and understanding of:

1. the requirements of the school in terms of a leisure and recreation program
2. the basic requirements in planning in a major activity
3. the need for leadership in any organization
4. a wide variety of leisure and recreation options available to the school

Process/Skill Objectives

Students should develop the ability to:

1. participate in a wide range of planning options
2. evaluate the leisure and recreation needs of the school
3. plan their own leisure and recreation pursuits
4. identify the need for community links in planning a leisure and recreation program for the school
5. plan a major fund raising activity within the school

LEARNING EXPERIENCES

3. Planning and Organization of the School Leisure and Recreation Program

- a) List of all of the school activities and discuss these with the intent to outline those considered suitable for further development (activity as per Core Unit).
- b) Revise all the planning requirements for the chosen activities (Worksheet 2.1).
- c) Discuss the requirements in setting up various school councils (Resource Sheet 3.1).
- d) Plan a major activity that could be seen as an activity in planning as well as possibly fund raising e.g. Walkathon, Fashion Parade.
- e) Evaluate the need for and become involved in a community link between the school and local facilities (activity as per Core Unit).
- f) Discuss long-term leadership roles in the school.

- g) Officiate at a number of inter-house activities (Resource Sheet 3.2, 3.3).
- h) Organize the major school carnivals (Resource Sheet 3.4, 3.5).
- i) Act as team manager and or trainer for a wide variety of school sports (Worksheet 3.6, 3.7).
- j) Help in the organization of a variety of the school's clubs and associations.

RESOURCE SHEET 3.1

Resources:

SPORTS COUNCILS

Purpose:

1. To provide an organization that will represent the students for inter-school and intraschool sports at the Student Council meetings.
2. To administer and run the various intraschool sports programs throughout the school year.
3. To act as the organizing body for fund raising activities and various athletic and sports evenings.

Types of Council Structures:

1. House League Structure:
 - a) The school is divided into a number of units, usually four and each student remains with that unit for his high school career.
 - b) Each unit would have a captain, vice-captain and publicity head.
 - c) These three people from each unit would combine to make up the Council.
2. Home Form Structure:
 - a) Each home form has a sports representative who is a member of the Sports Council.
 - b) The home representative is the communicating device between the Athletic Council and the students.
3. Year Structure:
 - a) The year structure is a variation of the home form structure in that interested individuals are selected from each year level (i.e. 4 - 6 people from one year level).
 - b) These individuals join together to form the body of the Sports Council.

Sports Council Organization:

1. Two chairpersons are selected (one male, one female) from the upper year levels of the organizing structure.
2. A secretary-treasurer is selected to second minutes of meetings and financial matters.
3. A publicity committee is formed with the head person being a member of the council and as many student assistants as are needed.
4. An Officials Committee is formed with the head person being a member of the council and as many student assistants as are needed.

RESOURCE SHEET 3.2

OFFICIATING

(Consult your Physical Education Department for rules sheets or books for various sports and activities).

1. Have an officials club and/or meeting before each event. This should ensure -

that officials are knowledgeable in the rules of the game

that officials are consistent in their calls and decisions

that officials know all their duties
2. Have sufficient officials for the game, i.e. referees, umpires, linesmen, scorers, timers, etc. Each official should know their own responsibilities and the head official (referee) should make use of them during the game.
3. For intraschool, keep rules simple enough to safely encourage fun and activity.
4. Encourage clean play and good sportsmanship.
5. Blow whistle sharply, using one blast only, to stop game play.
6. Render decisions promptly and with authority.
7. Do not hesitate to adjust errors, however, judgment calls should not be changed. Be firm, fair and as consistent as possible.
8. Have a method for keeping a record of attendance and game scores.
9. Have an equipment checklist and list of duties for each official. (See sample "Officials's Duties and Checklist").

Notes:

Officials:

1. Student officials.
2. Teacher responsible conducts a clinic for students wishing to officiate.
3. Officials must pass a test at the conclusion of the clinic.
4. Officials' jerseys should be provided.
5. A referee-in-chief is selected from those completing the clinic successfully.
6. The referee-in-chief shall be responsible for appointing officials for all games and shall see that all games are covered.

Rules and Regulations:

1. Determined by the form or house representatives under the supervision of teacher responsible.
i.e. Teams must be ready to play at the time scheduled. Five minutes grace will be allowed, after which time the game will be defaulted.
2. The decisions of the referee are final. Any player who argues or in any way displays conduct prejudicial to the referee is to be removed from the game and must leave the playing area.
3. Any fighting or unnecessary rough play is to result in removal from the game. The player or players concerned will be reported to the supervising teacher for disciplinary action.

Issuing and Returning Equipment:

1. Game officials are responsible for obtaining equipment from supervising teacher, i.e. balls, whistles, jerseys, etc.
2. Game officials are responsible for returning the equipment at the conclusion of competition.
3. Game officials should report any loss or damage of equipment to the supervising teacher.
4. With events such as gymnastics and track and field, the teacher organizes and instructs a group of students in the setting up and taking down of the necessary equipment.

Who will do what???

Types of Competition:

1. Round robin with play-offs.
2. Single Elimination.
3. Double Elimination.

House or Interform System:

A division of the school into four equal groups, i.e. red, green blue and yellow houses.

1. One team from each house enters into competition (usually eliminates younger, inexperienced players).
2. Two levels of competition for each house - 1) years 8 and 9; 2) years 10, 11 and 12.
3. Three levels of competition for each house - 1) year 8; 2) years 9 and 10; 3) years 11 and 12.

Interform competition involves competition between home forms.

1. All year 8 home forms compete for a single year 8 championship. The same for years 9, 10, 11 and 12.
2. Two levels of competition - 1) all year 8 and 9 home forms in one league; 2) years 10, 11 and 12 in another.

When Will Intraschool Activity Take Place?

1. Schedules will commence as early as feasible in the term concerned and will be drawn up by the teacher in charge of the activity.
2. Competition before school begins in the morning.
3. Competition during lunch hours if timetables and facilities permit.
4. Competition after school.

What works or will work at your school???

How do you advertise events???

RESOURCE SHEET 3.5

OFFICIAL'S DUTIES AND CHECKLIST

Referee or Umpire

Equipment: _____ referee's shirt or clothing different than teams
_____ whistle
_____ game equipment _____

Duties: Know the rules.
Make sure game site is set up properly and on time.
Bring any necessary equipment (i.e. game ball, team markers, etc.)
and return at the end of the game.
Instruct all minor officials as to their duties.
Sign the official score sheet at the end of the game.

Scorer

Equipment: _____ scoring table and chairs
_____ visual score chart
_____ scoresheet
_____ pencil (2) with eraser
_____ signaling device (i.e. whistle or horn)

Duties: Set up equipment and take down at the end of the game.
Fill out score sheet (i.e. starting line-ups), and be at scorer's
table at least 10 minutes before game is to begin.
Make sure officials check and sign scorebook at the end of the
game.
Post results.
Report scores to appropriate media (i.e. school announcements,
newspapers, etc.)

Timer

Equipment: _____ clock
_____ stop watch
_____ signaling device (i.e. whistle or horn)

Duties: Set up equipment and put away at the end of the game.
Notify officials and coaches at designated times before game is
to begin (i.e. 3 minutes, 1 minute, etc.).
Review official's signals for starting and stopping the clock.
Signal to the officails when time expires.

Linesman

Equipment: _____ signaling device if necessary (i.e. flag)

Duties: Meet with head official at least 10 minutes before game to get
instructions.
Be certain of boundaries and in-bound, out-of-bounds rules.
Help to set up all equipment.

RESOURCE SHEET 3.6

STUDENT TRAINERS

Purpose:

1. To provide a person trained in athletic injury first aid.
2. To be present at all competitions to provide elementary care of the injured.
3. To assist athletes in the post treatment and rehabilitation of various athletic injuries.
4. To provide preliminary or preventative measures to eliminate minor injuries (i.e. taping of ankles, etc.).

Individual Characteristics:

1. The student trainer should take a course in athletic training techniques. (These are often provided free by the athletic supply companies. Local community colleges offer courses and, students in training, to the schools).
2. The student should have an interest in athletics and be willing to provide a basic form of care to the injured athlete.

3. The student should not go beyond his experience and training. He is only present to provide first aid and to assist the coach. In any situation of doubt, the injury should be referred to a medical doctor or ambulance services should be employed.

Basic Knowledge:

1. Sprains and strains: Basic treatment of all sprains and strains should follow the I.C.E. process. I. - ice; C. - compression; E. - elevation.
2. Surface cuts and abrasions: Cleanse area and provide some form of antiseptic treatment and coverings.
3. Taping: Follow the proper technique for taping the various joints of the body. Prepare the surface of the skin ahead of time.

RESOURCE SHEET 3.7

STUDENT MANAGERS

Purpose:

1. To assist the coach of a particular sport in a variety of situations.
2. To provide statistics and pre-game and post-game assistance (i.e. equipment set-up and clean-up).
3. To assist with equipment distribution and upkeep.

Incidental or Specific Sport Duties:

1. Football:
 - a) Equipment distribution and repair.
 - b) Pre-game preparation.
 - c) Field lining and team area set ups.
2. Indoor Activities (Basketball, Volleyball, etc.):
 - a) Equipment preparation for practice and games.
 - b) Statistics and game records.
 - c) Uniform distribution and upkeep.
3. Track and Field:
 - a) Equipment distribution for daily practice.
 - b) Meet day preparation of equipment and individual competitor's requirements.

Return Address
SPORT AND RECREATION QLD
P.O. BOX 2259
TOOWOOMBA QLD 4350

MANAGERS CHECKLIST

COMPLETED

1. Facility Preparation
(i.e. fields, lined, floor swept, etc.)

☐

2. Uniforms Issued

☐

3. Game Equipment

☐

4. Practice Equipment

☐

5. First Aid Equipment

☐

6. Trainers Supplies

☐

7. Team Refreshments

☐

8. Score Books, Game Sheets, etc.

☐

9. Statistical Charts

☐

10.

☐

11.

☐

12.

☐☐

ASSESSMENT

As students maybe involved with different tasks within the unit, contracts specifying details and achievement levels will need to be prepared depending on individual school course offerings. The use of a checklist by the teacher and student is a suggested method for assessment.

Reference should be made to the particular subject specialist in your school for the development of criteria relevant to any area of active or passive recreation with which you are unfamiliar.

As a guide in developing your assessment, reference must be made to the emphasis within your course. Thus assessment for the unit could vary from school to school depending upon the individual schools requirements. As an example if your course emphasizes a wide range of activities thus your assessment should reflect this.

A. SAMPLE FORMATIVE CHECKLIST

10. Enjoys participation and has the desire to be fit.
Always willing to help.
9. Takes leadership role.
Continually works at being better.
Always on time and cooperative
High level of sportsmanship and teamwork (activity and organization).
8. Has fun, is fun and assists others in enjoying activity.
Appreciates the abilities and efforts of others.
7. Exhibits a high degree of resourcefulness and self control.
Generally appreciates qualities and efforts of others.
Usually on time.
6. Sometimes accepts responsibility.
Is satisfied with ability and effort.
5. Participates in all activities.
Plays within the rules and understands team role.
Has a general positive attitude with others - pleasant.
3. Does not attempt to participate.
Dislikes involvement.
2. Not cooperative - displays emotional immaturity.
- 1.
- 0.

SAMPLE STUDENT CONTRACT

I, _____ enter an agreement with my teacher to perform the following learning experiences for a level of (circle the level desired) for the unit on _____. All projects or activities must be completed in co-ordination with the teacher.

Students' Signature

Teachers' Signature

Organization and Planning of Leisure and Recreation

Students elect to undertake as many of the following as required for their chosen level.

Point Value	Activity
5	Worksheet 1.1
5	Worksheet 1.2
5	Worksheet 1.3
5	Worksheet 2.1
5	Worksheet 2.2
5	Worksheet 2.3
5	Worksheet 2.4
15	Plan an interform competition
10	Introduce outdoor initiative activities to the group
10	Officiate in interhouse activities
15	Assist in organizing a major school carnival or production
10	Assist in the organization of the school sports council
10	Organize and introduce a new leisure and recreation option to the class group
25	Plan a major recreation activity such as a Camp or Recreation Week 'Come and Try' Activity
130	TOTAL POINTS

POINTS SCALE

120 - 130	points equals an A
105 - 119	points equals a B
95 - 104	points equals a C
80 - 94	points equals a D
- 79	points equals an F

The above resource can be used as a guide in designing a contract for either Unit;

- A. Exploring Leisure and Recreation Options
- B. Organization and Planning of Leisure and Recreation.

RESOURCES

Materials available from: Queensland Recreation Council

Area Offices -

BRISBANE NORTH

30 Boothby Street
Kedron, Q 4031
Ph. 359 5912

BRISBANE SOUTH

Annerley Arcade
480 Ipswich Road
Annerley, Q 4103
Ph. 892 1485

FAR NORTH

129 Mulgrave Road
Cairns, Q 4870
Ph. (070) 51 2935

MOUNT ISA AND DISTRICT

Recreation Centre
Marian Street
Mount Isa, Q 4825
Ph. (077) 43 2130

ISLAND COAST

Bryant Street
Tully, Q 4854
Ph. (070) 68 1652

TOWNSVILLE AND DISTRICT

Government Offices
Wickham Street
Townsville, Q 4810
Ph. (077) 72 3422

BURDEKIN AND DISTRICT

107-109 Queen Street
Ayr, Q 4807
Ph. (077) 83 2552

MACKAY AND DISTRICT

Coolibah Walk
Sydney Street
Mackay, Q 4740
Ph. (079) 57 4305

SOUTH BURNETT

195 Haly Street
Kingaroy, Q 4610
Ph. (071) 62 2638

WARWICK AND DISTRICT

Government Building
Fitzroy Street
Warwick, Q 4370
Ph. (076) 61 2613

TOOWOOMBA AND DISTRICT

Old Court House
Margaret Street
Toowoomba, Q 4350
Ph. (076) 32 4356

ROCKHAMPTON AND DISTRICT

Recreation Centre
Reaney Street
Rockhampton North, Q 4701
Ph. (079) 27 2483

CENTRAL HIGHLANDS

National Fitness Centre
44 Borilla Street
Emerald, Q 4720
Ph. (079) 82 1510

GLADSTONE AND DISTRICT

Recreation Centre
Auckland Street
Gladstone, Q 4680
Ph. (079) 72 2738

BUNDABERG AND DISTRICT

3 Maryborough Street
Bundaberg, Q 4670
Ph. (071) 21 5272

MARYBOROUGH AND DISTRICT

164 Richmond Street
Maryborough, Q 4650
Ph. (071) 82 3677

GYMPIE AND DISTRICT

234 Mary Street
Gympie, Q 4570
Ph. (071) 82 3677

SUNSHINE COAST

S.G.I.O. Building
Currie Street
Nambour, Q 4560
Ph. (071) 41 3004

REDCLIFFE AND PINE RIVERS

Phoenix House
Sutton Street
Redcliffe, Q 4020
Ph. 284 7352

IPSWICH AND DISTRICT

Court House Building
East & Limestone Streets
Ipswich, Q 4305
Ph. 280 8324

GOLD COAST AND ALBERT

Recreation Camp
North Palm Beach, Q 4221
Ph. (075) 35 3233

DALBY AND DISTRICT

56 Patrick Street
Dalby, Q 4405
Ph. (074) 62 3277

Books/References:

Mercer, D., In Pursuit of Leisure, Sorrett Publications; 1980.

Mercer, D., Outdoor Recreation: Australian Perspectives; Sorrett Publications, 1981.

Scarborough Board of Education, Teacher Resource Material; Scarborough Board of Education, Toronto, Ontario, Canada.

Secondary Transition Education Project, Working At Leisure; Curriculum Branch, Department of Education Queensland, 1982.

UNIT D

The Business of Leisure

12-15 weeks

OVERVIEW OF UNIT

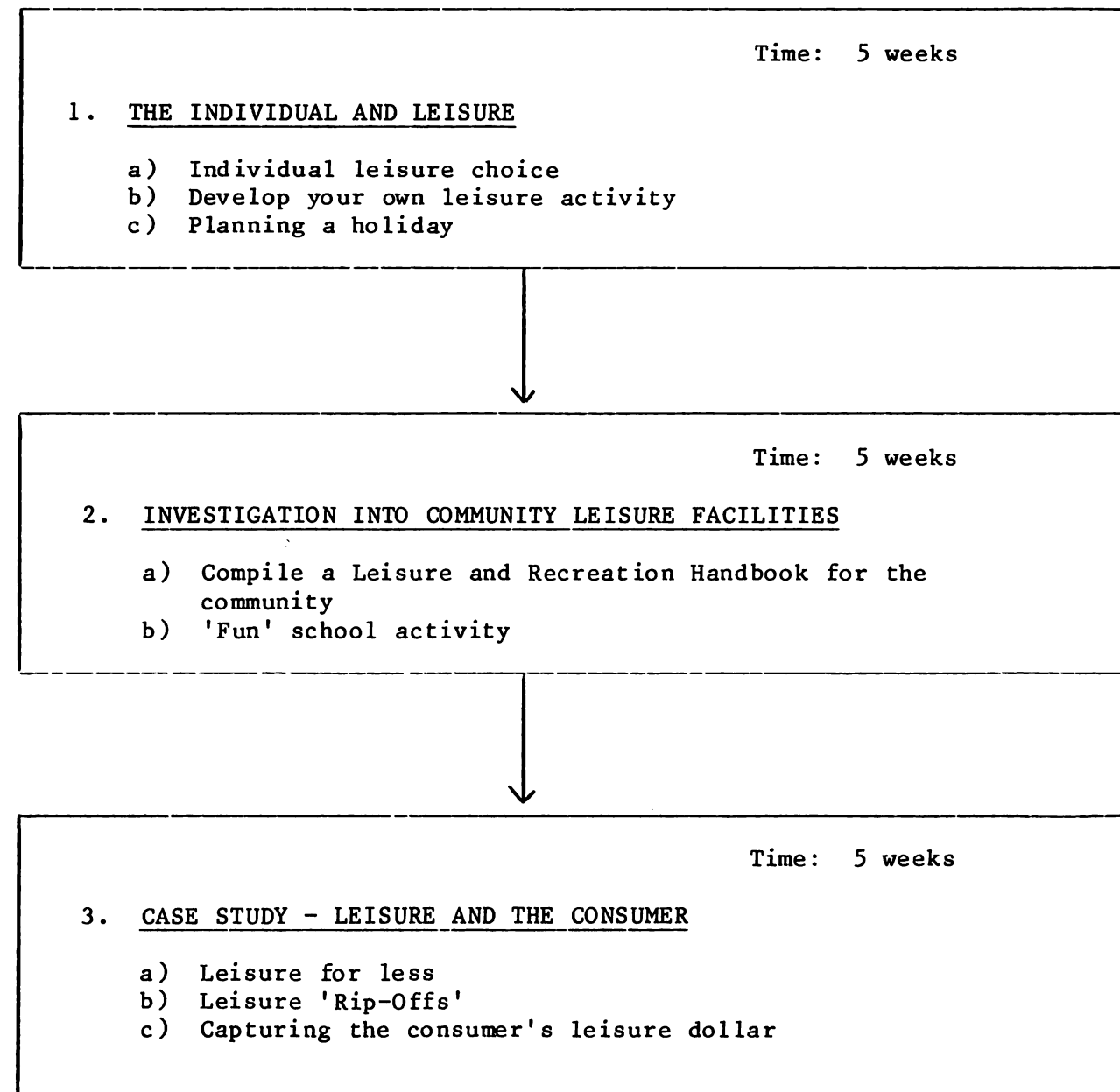
The Business of Leisure

This unit requires students to define for themselves the terms 'leisure' and 'recreation'. Opportunity is provided for students to understand the nature of 'choice', through the decision-making process and the 'costs' and 'benefits' associated with leisure time and recreation. However, the emphasis throughout must be on student investigation and inquiry with the ultimate aim of students drawing considered, well-researched and appropriate conclusions from which they may learn more about themselves and the society in which they live.

Students should be encouraged to become 'wise' consumers of leisure and recreation businesses particularly more aware of the 'rip offs' and 'pitfalls' attached to the pursuit of leisure.

UNIT OUTLINE

The Business of Leisure



THE BUSINESS OF LEISURE

UNIT 1: THE INDIVIDUAL AND LEISURE

Student Objectives

Content Objectives

Students should develop a knowledge and understanding of:

1. the terms associated with leisure and recreation
2. the decisions an individual makes in selecting a recreation pursuit
3. the benefits and costs of a recreation activity

Process/Skill Objectives

Students should develop the ability to:

1. explain the process of individual decision-making related to leisure
2. evaluate the costs and benefits of a recreation pursuit
3. recreation pursuit

Resources

Video - "Think a Bit" - Leisure and Accompanying Notes, 19 mins. Aimed at motivating students to think about leisure ... what activities to choose. (3/4" video cassette or VHS). Available from the Queensland Consumer Affairs Bureau.

Bonner, C. & Wilson G. After School, Book 1 and Book 2. Longman Cheshire, 1982.

Kirkwood, L. Making the Most of Your Leisure. Pitman Vict., 1980.

Land, R. & Butner, G. Time-Off. CCH Australia Limited, 1982.

Mercer, D. Outdoor Recreation: Australian Perspectives. Sorrett Publications, 1981.

Secondary Transition Education Project. Working at Leisure. Curriculum Branch, Department of Education Queensland, 1982.

LEARNING EXPERIENCES

a) Individual Leisure Choice

- i) In this section, students should be encouraged to discuss with each other their own ideas about what is leisure and what is recreation. The aim will be for them to write their own definitions.

Related to the key terms of leisure and recreation should be some understanding of the following terms:

Pastimes
Hobbies
Spare Time
Sport
Relaxation
Work

- Class or group discussion on the terms and the related concepts.
- Visit to the library to consult dictionaries for definitions and usage and derivation of the class terms.

- ii) Students should make a list of their wants for recreation pursuits for the coming weekend. They should carefully consider the wants that they are most likely to satisfy in their present situation. It should be then emphasised that they have by process of elimination made a choice about which want they should satisfy.

(Refer attached table - Source - Metropolitan Adelaide Recreation Study, S.A. State Planning Authority). Students should then be encouraged to go through the process of writing down why they selected these wants and the decisions which they made.

b) Develop Your Own Leisure Activity

- i) This activity requires students to consider the possibility of growing their own food and the benefits and costs involved in doing this. A discussion of what is work and leisure could precede this activity i.e. what is work to some may be leisure to others e.g. playing golf, mowing the lawn, etc.

Students will need to consider many questions before deciding what and if to grow their own produce.

- Are any of the foods you consume grown at home? Could any of the foods you consume be grown at home/school?
- What considerations will need to be noted e.g. land available, seasons, quantity, etc.?

Students may complete a table showing costs and benefits of growing their own vegetables:

BENEFITS	COSTS

It is important that students be given the opportunity to be able to make that DECISION after considering the COSTS and BENEFITS.

The time element is a further consideration and students would have to decide time involved and decide when this time would be fulfilled.

ii) Students should be able to review the way they use their time and consider the following questions:

- Are you happy with the way you spend your time? Why or why not?
- Are there things you would rather do if you had the time?
- Could you make better use of your time and perhaps even 'make time' for the things you'd like to do but can't fit in at the moment?

c) Planning a Holiday

The activity of planning a holiday is best investigated with a fixed cost in mind e.g. a holiday value not exceeding \$2 000.

Early preparation - write to travel agents, State Government Tourist Bureau's or other places where information can be obtained about holidays.

Students will need to find information about length of holiday, stated costs, hidden costs, accommodation available, means of transportation, clothes to wear, optional trips available, meals, entertainments, visas, departure tax and insurance.

Once all the information has been tabulated, students should compare their holiday with other members of the class. The students should carefully and systematically analyse their 'best' holiday from all those that had been researched. Why is that your choice?

Outline the costs and benefits in choosing this holiday.

TABLE 2.6

Metropolitan Adelaide Recreation Study - Activity Groupings

Outdoor Sporting

1. Athletics
2. Basketball
3. Bowls - lawn
4. Cricket
5. Driving - drags
6. Football - Aust.
7. Golf - 3, 9, 18
8. Golf - driving
9. Hockey
10. Horse Racing
11. Netball
12. Soccer
13. Softball
14. Tennis
15. Trotting
16. Other

Outdoor Informal

17. Barbeques
18. Cycling - pleas
19. Children's play
20. Driving - pleas
21. Fishing
22. Horse riding
23. Hunting - pleas
24. Parks, gardens
25. Picnicking
26. Sailing - pleas
27. Surfing - pleas
28. Swim - open H.PL
29. Swim - out PO.PL
30. Visiting beach
31. Walking - pleas
32. Other

Indoor Sports and Games

33. Billiards
34. Bingo
35. Bowls - carpet
36. Bowls - ten pin
37. Cards
38. Gymnastics
39. Judo, karate
40. Pool
41. Snooker
42. Squash
43. Swim indoor pool
44. Table tennis
45. Other

Cultural Activities

46. Adult education
47. Arts and crafts
48. Ballet
49. Choir
50. Cinema
51. Concert
52. Drama
53. Drive-in cinema
54. Exhibitions
55. Library
56. Music
57. Other

Social Functions and Gatherings

58. Cabaret, ball
59. Club
60. Dancing
61. Dining - public
62. Discotheque
63. Fetes
64. Meetings
65. Parties
66. Weddings
67. Other

Miscellaneous

68. Boy Scouts
69. Charity work
70. Church
71. Dining - friends
72. Girl Guides
73. Shopping
74. Visit friends
75. Visiting hotel
76. Visit relative
77. Watch parade
78. Other

Source: Metropolitan Adelaide Recreation Study, South Australian State Planning Authority, Adelaide 1976.

UNIT 2: INVESTIGATION INTO COMMUNITY LEISURE FACILITIES

Student Objectives

Content Objectives

Students should develop a knowledge and understanding of:

1. the type and location of recreation facilities in the local community
2. the accessibility in time and cost of these facilities
3. the sources of information concerning leisure and recreation available to the public
4. the recreation needs of the micro-community (the school)

Process/Skill Objectives

Students should develop the ability to:

1. collect information on local recreation facilities by mapping, survey, interview, etc.
2. compile a handbook of recreational facilities in the local area
3. evaluate the adequacy (supply versus demand) of local recreation facilities
4. assess the recreation needs of the school community
5. design a recreation activity to satisfy some of these needs.

Resources

Referdex, telephone book, maps of local community (possibly available from local government), brochures published by the tourist bureau, service organisations, sporting organisations, church groups and hobby clubs.

2. INVESTIGATION INTO COMMUNITY LEISURE FACILITIES LEARNING EXPERIENCES

a) Compile a Recreation Handbook for the Local Community

Collection of Information

Students need to be aware and organised before they commence collection of material. Students must be allocated a task and a decision needs to be made regarding the technique to be used in collection of this material. Some possible procedural steps are listed below.

Procedure

- (i) **LOCATIONAL MAP.** A map showing the location of leisure facilities needs to be drawn. The map could be colour coded to indicate types of leisure facilities e.g. parts - green, sporting fields - red. The map should have a title, north point, key or legend and a scale (if possible). Bus and train routes may be of some assistance.
- (ii) **SURVEY WORK.** Short questionnaires could be conducted within the class, school or community related to the use and availability of leisure and recreation facilities. This survey may endeavour to detect the leisure needs of members of the community. Once students have an appropriate number of respondents they will need to collate and present the data e.g. graphs, tables or written summaries.
- (iii) **EXAMINATION OF FACILITIES.** For students to write accurate comments on facilities they will need to observe, interview personnel or partake in the leisure activity. Students should record any information that would be required or helpful to someone choosing this leisure pursuit. A brief commentary on each leisure facility could be compiled.
- (iv) **GUEST SPEAKERS.** It could be the responsibility of some students to organise guest speakers from various community groups or organisations to present an overview of a leisure or recreation activity in which they are involved.

Students would need to discuss the appropriateness of speakers and select a limited, but varied range of speakers for their class. Invitations by letter, phone or visit would need to be organised giving adequate time for preparation as well as negotiation regarding the topic, time, location, etc.

A summary or report of the visit could be included in the handbook.

- (v) **PHOTOGRAPHIC AND ILLUSTRATED WORK.** It may be the task of some students to photograph or illustrate some of the leisure pursuits in the community. This may entail the drawing of the facility or photographs of people using the facility. Some businesses may advertise in local papers and copies of these advertisements may be included in the Leisure and Recreation Handbook.
- (vi) Each student will present their material and the class will organise the layout of the handbook - using the following suggested procedure.
 - Each group will give brief explanation and description of their task and their results. Questions may follow these presentations.

- . Class discussion regarding the possible layout of the handbook.
- . Some additional work related to headings, cover, titles and page numbers will need to be completed by students.
- . Once the book has been completed students may like to present the handbook to the school or community library.

b) "Fun" School Activity

From student discussion, observation or the survey conducted (above) students may perceive a need within the school to provide an additional or varied activity for students in lunch times. The activity may be designed for specific students e.g. Year Eights or students who do not enjoy physically strenuous sports or it may be for all students in general. The activity needs to be well organised, informing students beforehand and structured so as a lunch time session is appropriate.

Procedure:

- (i) Presentation of survey results or discussion of needs students perceive. Students may highlight a group in the school e.g. non-athletic to involve or a deficiency they believe exists e.g. lack of music.
- (ii) Brainstorming of ideas in order to select an activity that could be organised during a lunch time. The activity may involve all students who wish to participate, staff, selected groups e.g. the basketball team or particular year levels.
- (iii) Students then need to consult the administration, teachers and discuss with other students the feasibility of organising such an activity and an appropriate date.
- (iv) Students will need to publicise the lunch time activity by the use of posters, student and parent newsletters, etc.
- (v) Organisation and planning needs to be thorough. Close to the activity an indication of numbers would facilitate planning. Jobs need to be organised, equipment booked, umpires or referees selected, areas set aside for spectators, organisation of time and score sheets, answer sheets printed.
- (vi) After the activity day a review session of the day needs to take place. Evaluation may be in the form of an opinion box, survey or simply general class discussion.

UNIT 3: CASE STUDY - LEISURE AND THE CONSUMER

Student Objectives

Content Objectives

Students should develop a knowledge and understanding of:

1. the range of costs of recreation pursuits
2. the hidden costs, quality of service and value for money considerations in evaluating recreation pursuits
3. the ways by which advertisements for leisure and recreation appeal to consumers
4. what to do when you are 'ripped off'

Skill/Process Objectives

Students should develop the ability to:

1. identify the costs and benefits of a recreation activity
2. examine the role of advertising in leisure and recreation
3. evaluate the 'worth' of a recreation pursuit
4. respond as an 'informed' consumer to leisure and recreation decision-making.

Resources

Kit - "Fun 'N Free" - available from Queensland Recreation Council - Cost \$6.50.

Brochures - "If You Have a Complaint - Well Tell Them"
 - "In Pursuits of the Summer Tan"
 - "Is What They Say What They Mean?"
 - "Hello Sucker"

The Consumer Affairs Bureau also have available a comprehensive list of posters and stickers that can be obtained.

Videos available from - Queensland Consumer Affairs Bureau
 PO Box 252
 North Quay, Q 4000

- "Pitfalls" - 8 mins. (16 mm film or VHS)
 (Presents some common complaints received by Consumer Affairs)
- "Land of Hype and Glory" - 34 mins.
- "Soap, Scents and the Hard, Hard Sell" - 16 mins.
- "Consumer Affairs" - 40 mins.
- "The Six Billion \$\$\$ Sell" - 15 mins.
- "A Matter of Choice" - 20 mins.

Allison, R. Making the Most of It: Money as a Resource. VCTA Publishing Pty Ltd, 1979.

Field, J. & Wilson, I. Accent on Leisure. Thomas Nelson Aust., 1984.

Kirkwood, L. Earning a Living. Pitman Lifeskills Series, 1980.

Martin, F. & White, A. Leisure. Hutchinson, London, 1982. (Suitable only as a teacher's reference).

Secondary Transition Education Project. Working at Leisure. Curriculum Branch, Department of Education Queensland, 1982.

Stutterd, T. Accent on Leisure - Teacher's Guide. Thomas Nelson Aust., 1984.

Consumer Protection: Workbook and Teacher's Manual. Eaglebook Series, Law Foundation of N.S.W.

CASE STUDY - LEISURE AND THE CONSUMER

a) Leisure for Less

From this activity students should realise that leisure time does not have to be an expensive time. Students should be able to think of several groups that exist in our society that cannot afford expensive leisure pursuits.

Procedure:

- (i) Students are to plan a leisure activity that costs no more than two dollars. Students should complete a cost/benefit analysis and outline what group of people may be interested in this activity.
- (ii) Students should present a brief outline to the class or in a group situation and a discussion may follow.

b) Leisure Rip-Offs

Students should view some visual stimulation that examines or reports on faulty products, rip-offs, misleading advertisements or sales techniques. The ABC program "The Investigators" presents reports on items that are faulty, dangerous and/or over priced and this would be appropriate as stimulus material.

Procedure:

- (i) Students should view a program or video that portrays a consumer "rip-off".
- (ii) Students should write a report or discuss as a group the items presented or personal experiences of misconceptions when buying.
- (iii) Students should now present to the class a role play or a case study to demonstrate some "rip-offs" in the leisure industry. Students may consider aspects such as hidden costs, quality of service, value for money, misleading advertising and gimmicks.

c) Capturing the Consumer's Leisure Dollar

Investigation of the techniques used in competing for the consumer's dollar can be examined through a multi media approach.

- films/videos/slides
- case studies
- guest speakers
- role plays
- discussion
- folio collection

Procedure:

- (i) Students could collect a folio of advertisements and brochures that seek to attract the consumer to a particular leisure or recreational activity. Techniques could be classified into categories e.g.
 - A Appeals to your desire to be popular and accepted.
 - B Appeals to the snob instinct in us.
 - C Gives an impression of a huge saving by buying a number of items.

EVALUATION

- D Recommendation by a famous personality.
 - E Based on scientific research.
 - F Offer a gimmick/free gift.
 - G Develops guilt feelings in us.
 - H Appeals to a desire to identify with a group of people.
 - I Appeals to a desire to impress others by having something new and different.
 - J Suggestion of high demand causing a low supply.
- ii) Students could comment on the effectiveness of these advertisements, the use of jingles and to which group this advertisement is focused. Student should also be encouraged to critically examine the advertisement to detect bias, hidden costs, vague statements and pitfalls.
- iii) Work could be submitted as evaluation or could be discussed in groups or presented to the class.
- iv) Guest speakers could highlight the need to be cautious and thorough when spending money on a leisure activity or item. Speakers are available from the Consumer Affairs Bureau or similar consumer groups, National Fitness Councils or the Queensland Recreation Council.
- Perhaps it may even be possible for individuals who have experienced a "rip-off" in the leisure industry (e.g. invested in a gym that closed down) may be prepared to discuss the incident.
- v) The teacher could prepare some role play cards and students may be able to act out a situation in front of the class. Some ideas are listed below:
- (a) An Indonesian airline is trying to increase passenger numbers of offering cut-price airfares. The price to fly to London is half the cost compared to airlines such as Qantas and British Airways. Jim is wanting a holiday in London is undecided about which airline to fly with. What precautions could be taken before booking a flight?
- (b) A gymnasium and fitness centre has opened in your suburb. Brochures promising a free session at the gym have appeared in your letter box. You would like to get fit and there is a special offer if you join up for twelve months. What questions would you need to ask?
- vi) Students could be involved in the writing and drawing of a poster or booklet warning consumers of possible pitfalls in leisure spending. Posters should display a slogan and attempt to be eye catching.

(a) FORMATIVE EVALUATION:

All activities in the unit are open to formative evaluation, that is, the means can be found of providing feedback to the teacher and students. These means can be subjective or objective, incidental or planned. In any case, account should be taken of the objectives or the activity, the learning process and the products arising from the activity, whether tangible or intangible.

(b) SUMMATIVE EVALUATION:

Summative evaluation of students' performance in the unit, could be based on the "Investigation" and "Extension" activities. Students' learnings in earlier activities should be evident here. Evaluation criteria should be applied to the design and marking of all pieces of summative evaluation.

An example of assessment techniques which may be used to assess this unit.

1. One assignment which should be based on a research task included in the program e.g. 'Planning a Holiday' or the plan for a school 'Fun Activity'. Suitable criteria should be determined beforehand and given to students. The criteria used may include:

- . neat presentation in an acceptable format;
- . good introductions and conclusions;
- . a written form which is relatively free of errors and of an appropriate length;
- . collect, locate, classify and record data from a variety of sources appropriate to the topic (e.g. survey);
- . a well-structured, logical, written statement in response to the topic or area of study;
- . evaluation of collected evidence;
- . informed decision-making based on sound research;
- . demonstration of knowledge and understandings central to course.

2. One sample of oral work which could be selected from:

- | | | |
|------------------------|---|------------------------------------|
| - the debate |) | Based on the evaluation of |
| - an oral report |) | the <u>Recreation Handbook</u> and |
| - a seminar |) | <u>Leisure and The Consumer</u> . |
| - a role play |) | |
| - a dramatic enactment |) | |

Suitable criteria for oral work would need to be determined beforehand and students would have to be informed.

Criteria which may be used for oral work:

. PRESENTATION

- Organisation
- Accuracy
- Use of time allocated
- Use of resources, i.e. quotation, references to research material

. CONTENT

- Introduction
- Relevance of information selected
- Logical sequencing
- Depth of understanding shown
- Synthesis of main ideas
- Conclusion

The emphasis throughout this whole course should be on Formative Evaluation rather than Summative.

UNIT E

Leisure and Society

12-15 weeks

INTRODUCTION:

Leisure and Society

This unit provides students with an understanding as to why leisure time and recreational pursuits are important to Australians. Present recreation pursuits are compared with those of the past and consideration is given to changes that are affecting our lives including technology, increased time for leisure and recreation, and the media. Leisure pursuits for each life stage are different and these provide a different focus for study. In addition, students are asked to consider the future and the growing importance of leisure time to the individual.

UNIT OUTLINE: LEISURE AND SOCIETY

Time: 5 weeks

1. THE IMPORTANCE OF LEISURE OVER TIME (AN INTRODUCTION)
 - a) The importance of Leisure and Recreation in Australia today.
 - b) Changes in leisure time and use - cause and effect.
 - c) Comparative studies of changes in leisure time and recreational pursuits.
 - d) Case study - television.

Time: 5 weeks

2. INVESTIGATION OF LEISURE TIME AND RECREATION PURSUITS THROUGH LIFE STAGES
 - a) Life stages:
 - i) Childhood
 - ii) Youth
 - iii) Adult
 - iv) Old Age

Time: 5 weeks

3. CASE STUDY - THE FUTURE OF LEISURE
 - a) Factors that will influence leisure in the future.
 - b) The future of work and leisure.
 - c) Problems that could occur in the future because of leisure.

UNIT 1: THE IMPORTANCE OF LEISURE AND RECREATION IN AUSTRALIA TODAY

Student Objectives

Content Objectives

Students should develop a knowledge and understanding of:

1. the amount of leisure time experienced by most Australians
2. the types of recreation pursuits popular in Australia
3. factors that have changed the availability and use of leisure time
4. types of recreation pursuits that have been popular in Australia in the past
5. role of television in students' own lives

Process/Skill Objectives

Students should develop the ability to:

1. identify the need for leisure and recreation in Australian society
2. analyse some of the stereotypes of Australians at leisure
3. examine the reasons for our increasing recreation participation
4. research information reflecting the nature of leisure and recreation in the past from a variety of sources
5. evaluate the changes in recreation pursuits over time
6. investigate the importance of and reasons for viewing television
7. evaluate television viewing as a recreation pursuit today.

Resources

- Field, J. & Wilson, I. Accent on Leisure. Nelson, Melbourne, 1984.
- Martin, F. & Whittle, A. Leisure. Hutchinson & Co., Great Britain, 1982.
- O'Brien, T., Jones, K., Ingster, S. From the Source: Australia and World War 1, The Twenties in Australia. Nelson, Melbourne, 1984.
- Stutterd, T. Accent on Leisure: Teachers' Guide. Nelson, Melbourne, 1984.

LEARNING EXPERIENCES

a) The Importance of Leisure and Recreation in Australia Today

- i) A general discussion on the importance of leisure, use of leisure time, recreational activities and popular 'Australian' leisure pursuits.
- ii) Design and produce a group poster reflecting the Australian attitude to sport and recreation using statements such as:

'Australia is a land of fit and healthy sportsmen/women'

'Australians love the outdoors'

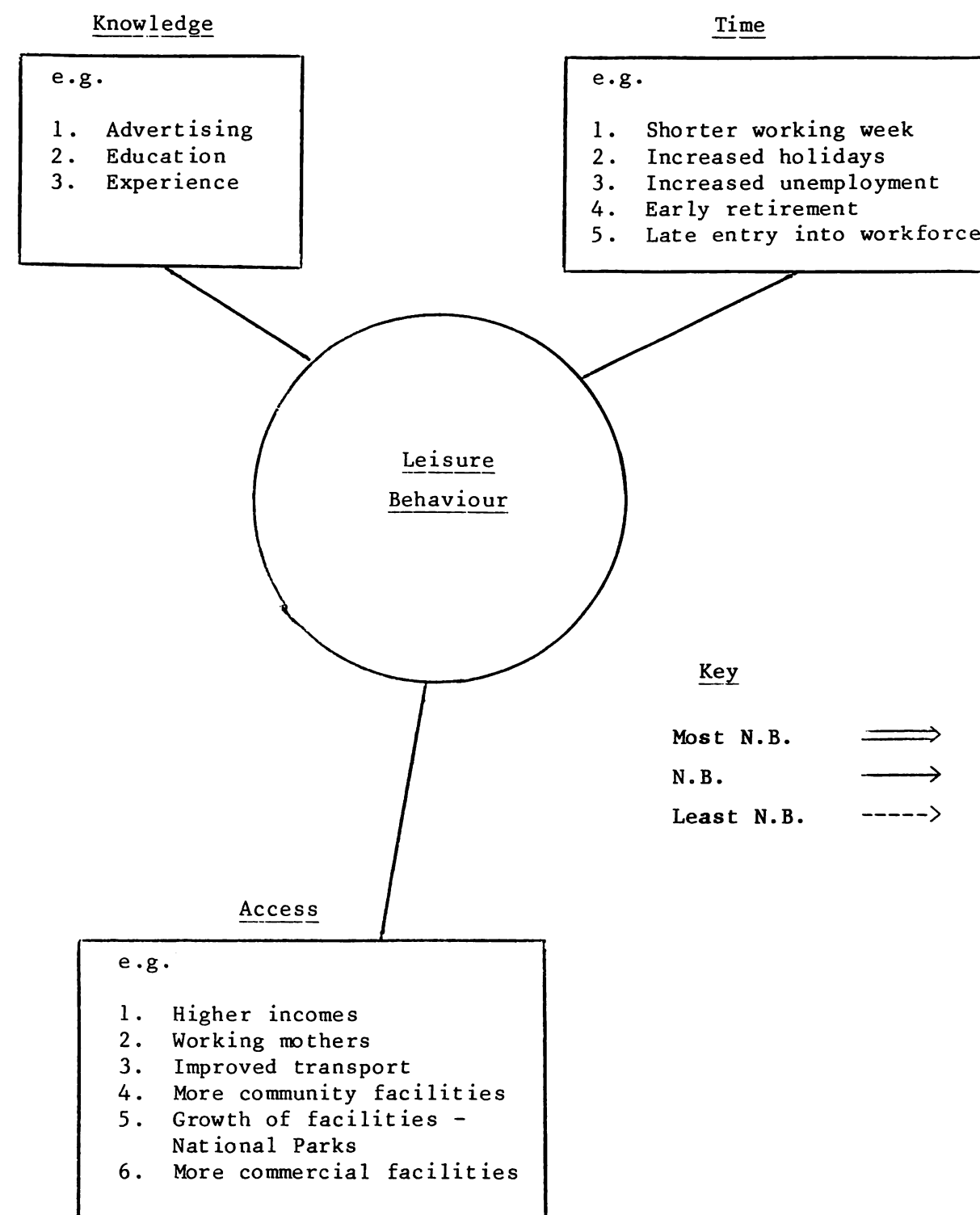
'Australians are participators not spectators'

Included on the poster might be magazine articles/photos, questionnaire results, songs, poems, questions, cartoons, newspaper articles. As well, students should be encouraged to write individually their response to the statement in an extended answer of 250 words.

b) Changes in Leisure Time and Use: Cause and Effect

- i) Students can complete the following diagram and answer the questions.

WORKSHEET



1. Complete the frames
2. Which factor do you consider has had the greatest impact on leisure behaviour? Shade in all the arrows. Explain your choice.
3. Which factor presents most difficulty to you in satisfying your leisure demands?

c) Comparative Studies Reflecting the Changes in the Use of Leisure Over Time

- i) Students could complete the following list and therefore speculate on what life was like in Australia in the past. For purposes of comparison, the 1920's have been used as an example.
- We live in a society where machines are taken for granted and we forget how important these have been in changing our lifestyle. Imagine what it was like in the 1920's when many houses in the city were connected to electricity for the first time thus allowing for the development of all sorts of labour saving devices. List 10 examples of household labour-saving devices.

Consider these 1920's inventions and their modern equivalents.

<u>1920's Invention</u>	<u>1980's Equivalent</u>	<u>Usage Today</u>
Electricity	Electricity	All the time, especially at night
Gramophone	Record Player	Quite often, especially at parties
Vacuum Cleaner		
Motor Car		
Wireless		
Refrigeration/ Ice Box		
Iron		
Radiator		
Gas Stove		
Milking Machine		
Toothpaste		

- ii) Prepare a class newspaper for the Australian reader in 1920's. Design a series of articles to help the householders of the 1920's. Remember that many of the inventions and much of the technology will be very new to the readers in the 1920's, so don't forget to explain the uses of the item very carefully. Each student could prepare a helpful item on one of the items listed showing how the item will contribute to a better life (i.e. more leisure time).
- iii) View films, T.V. shows or use books to find out what life was like in the 1920's. Compare this to the 1980's. What dances were popular? e.g. the foxtrot, charleston.
- What music was popular?
- What bands became famous?

What were some popular party games?

Daytime recreation activities?

e.g.

- View the film 'The Great Gatsby' or better still read the book. Write a review.
- Find out about the early Australian film industry. When were 'talking' pictures introduced?
- Make a list of famous films/film stars of the 1920's.
- Have a 1920's day. Dress up.

- iv) Investigate famous characters of the 1920's who were involved in the leisure and recreation industry. e.g. Gladys Moncreiff (singer); Norman Smith (motor racer); Andrew 'Boy' Charlton (athlete); Daisy Bates (writer); Norman Lindsay (artist and writer); Bert Hinkler (aviator); Sir Herbert Opperman (cyclist); Bert Oldfield (cricketer); Dame Nellie Melba (opera singer).

- These people are legends today and deserve to be remembered for their achievements remembered for their achievements and as a vital part of Australia's heritage. Prepare a 'This is Your Life' presentation on one of these characters (working in groups) ensuring that special emphasis is given to the way Australians used their leisure time in the 1920's and how the selected character played an important part in the lives of ordinary Australians.

- v) In conclusion, write a radio play examining the different aspects of recreation in the twenties. The play could include interviews, a family gathering and discussion. Allocate characters to class members who also have a 'silent partner' to help them work out who they would like to speak to and about what.

1. Aspects to be considered:

WORKING HOURS/LEISURE TIME
SPORT/RECREATION
IMPORTANCE OF THE LAND
THE 'NEW' WOMAN
ACHIEVEMENTS
FASHION
NEW INVENTIONS
THE RETURNED SOLDIER

2. Possible characters in family meeting:

A RETURNED SOLDIER
A CONSERVATIVE PERSON
A FLAPPER
A FACTORY WORKER
AN OLD WOMAN
A STUDENT

3. Possible areas of discussion:

ATTITUDES TO LEISURE
LIVING CONDITIONS IN THE CITY
ENTERTAINMENT
EDUCATION
MOTOR CARS

FOOD
HOLIDAY PLACES

4. Other characters or assistants:

NARRATOR
SOUND EFFECTS
INTERVIEWER
CO-ORDINATOR

The emphasis in this section should be on analysing how people lived, working, and of course, how they pursued recreation. If a period in Australian history is selected such as the 1920's, a contrast will be established and the nature of changed understood.

d) Enhancing the Understanding of the Impact of Change in the Use of Leisure: Case Study - Television

- i) - Analyse Television Viewing Patterns - have students survey other students. Students may design a survey sheet:

e.g.

REASONS FOR VIEWING TELEVISION PROGRAMS	
REASON FOR VIEWING PROGRAM(S)	PROGRAM(S) AND TIME SPENT
To relax easily	
To have a good laugh	
For companionship; to not feel lonely.	
To learn new or interesting pieces of information.	
To get something you can talk about with others.	
To learn how life really is (or was) in certain situations.	
To pass the time.	
To be stimulated or excited by the action.	
To see people, or characters you like, admire or find interesting.	
Out of regular habit.	
To get involved in the program or the people in it.	
To be able to forget for a while things you have to or are supposed to think about or do.	

Students can complete a report on the survey and include responses to these questions:

- . What programs are most popular?
- . Do you watch the same programs for similar reasons?
- . Are some reasons for viewing more important to you?
- . Could you have used other means of satisfying those needs rather than through watching television? Why did T.V. perform that function?

- . To what extent does television viewing encourage a passive, unresponsive meeting of these needs for only short periods of time?
- . What would happen if you didn't watch any T.V. for a week? How would these needs be satisfied?
- . Write an essay which critically examines the role of television in our society.

ii) Students should investigate the history of television in Australia through creating a drama. The drama could be in three parts with the class divided into three groups. Each group would be responsible for writing short scenes about the following:

- . Technology
- . Television and young people
- . Television and comedy

The task of each group is to write the script for its scene, choose a compere and actors, select appropriate music and design posters to advertise the scene.

UNIT 2: INVESTIGATION OF LEISURE USE THROUGH LIFE STAGES

Student Objectives

Content Objectives

Students should develop a knowledge and understanding of:

1. leisure at various stages through life
2. the factors changing leisure behaviour through life
3. the importance of leisure and recreation at various life stages

Process/Skill Objectives

Students should develop the ability to:

1. examine the role of play for children
2. organise a recreation activity for children
3. assess their own leisure and recreation patterns
4. examine the problems facing youth in the use of their leisure time
5. evaluate the 'Life Be In It' campaign
6. explain the change in leisure behaviour of adults as a result of increased access and decreased time
7. examine the problem some adults face in leisure and recreation
8. investigate the problems of leisure and recreation for the aged.

Resources

Land, R. & Butner, G., Time-Off. CCH Australia, 1982.

Land, R. & Butner, G., Identity. CCH Australia, 1984.

Secondary Transition Education Project, Working at Leisure, Curriculum Branch, Department of Education Queensland, 1982.

Queensland Recreation Council Publications:

- AJHPER - Special 'Life Be in It'. Edition
- 'Be Active - Stay Alive ...' Programs
- Come 'n Try "Life Be In It" Games
- 'Fun 'n 'Free' Resource material

2. INVESTIGATION OF LEISURE THROUGH LIFE STAGES

Posters:

'Life Be In It'

'Be active - Stay Alive'

'Life Be In It' Calendar

Films:

'Leisure' - 34 mins. - colour

Film Australia, Australia, 1976. IF 300

Learning Experiences

1. Teachers need to explain and discuss the different stages a person experiences in their life and at what age they might enter this stage. Obviously there is difficulty in generalising about ages and students should be encouraged to realise this difficulty. These stages are flexible and teachers may choose to allocate different names or periods to these life stages.

a) Life Stages:

1. Childhood (0 - 12)
2. Youth (13 - 18)
3. Adult (19 - 59)
4. Oldage (60 -)

Some discussion could follow regarding the different characteristics of each life stage. i.e. aspects of work and leisure, attitudes, socialisation, importance of family etc. Mention should be made about the difficulty involved in setting age parameters for each of the life stages. Each life stage will be analysed in relation to the use of leisure.

b) Childhood

Students could research the idea of "play" as a significant stage in development. From their research students could organise an activity session, a question sheet, or observation sheet to use when interacting with some pre-school children. This could be done by visiting a nearby pre-school, kindergarten or childminding centre, organising several young children to visit the class, or allowing students to observe and/or talk to young brothers/sisters, neighbours, friends, etc.

This activity needs to be followed up by discussion and sharing of results, observations, etc.

c) Youth

- 1) Small Group Work. Students could be divided up into small groups to discuss the adolescent's favourite leisure pursuit. Within each group a variety of activities may be discussed. Students may also investigate a leisure activity that has always interested them. This could take the form of guest lecturer (craft specialist) travel agent, visit a sporting venue or view a match, research in the library or guest appearance by the art teacher, home economics or manual arts teacher.
- 2) This stage in the life cycle could be reviewed by collecting examples of the various fashions and fads that adolescents characteristically follow in their leisure time. This could be done by -
 - students presenting a collage of pictures showing present fads e.g. haircuts, clothes, hero and heroines, rock stars, popular hobbies and interests.

- . a media portfolio of articles concerning the activities of adolescents. These articles could deal with problems e.g. drugs, alcohol, cars etc. or illustration of concerns adolescents experienced e.g. demonstrations about peace, nuclear power etc.

- 3) Students could do an investigation into an issue that concerns them. This may mean establishing a directory or a file on organisations, collection of materials, list of clubs and associations relevant to the issue e.g. sandmining, national parks.

d) Adult

- 1) Investigate the 'Life Be In It' campaign. Decide who it is aimed at and why it was initiated.
- 2) . Design a poster to encourage people to use their leisure time more effectively. The poster may include the character 'norm' or a character created by the student.
 - . Present a commercial to the class that is designed to motivate people to use their leisure more effectively. If video and camera equipment is available then students could video the commercial.
 - . Organise a "Life. Be In It" day or lunch time activity that aims to involve people in a/some leisure activities. See attached information on "Life. Be In It".
 - . Find examples of poems or songs written for the 'Life. Be In It' campaign. Write your own song or poem.
- 3) Students could plan a leisure activity for the family, taking note of cost, transport, what to take, location. They could analyse any pamphlets, advertising or information there may be on a particular leisure pursuit. The activity could be an expensive, commercialised pursuit e.g. a day at Dreamworld or Seaworld or maybe inexpensive e.g. a trip to a national park or a picnic at the beach.
- 4) Research and list the problems that may arise for the migrant family or a family where there is a handicapped person, when engaging in a particular leisure pursuit. Propose some solutions to these problems. Students could be assisted in this activity by a visit from an appropriate guest speaker.

e) Old Age

- 1) Students should design a questionnaire for the purpose of interviewing an elderly person. This could be a relative, neighbour or friend. Students should present and discuss the interview with the class.
- 2) Students could visit an Old People's Home. The aim of the visit may include observation and discussion and to involve the students in some activities with the old people e.g. presentation of a play, songs, playing cards or any activity.

If the use of leisure time at particular life stages is to be reviewed in a few lessons then this could be accommodated by a research or assignment based activity.

Student Objectives

Content Objectives

Students should develop a knowledge and understanding of:

1. the possible changes in time/knowledge and access for leisure behaviour in the future
2. the possible growth in the impact of technology in future recreation pursuits.

Process/Skill Objectives

Students should develop the ability to:

1. make predications on changes in the factors that influence leisure time and use
2. support the predictions with evidence of existing changes in leisure behavior
3. examine how possible changes to leisure and recreation in the future might be beneficial/detrimental to society and the environment.

Resources

- Secondary Transition Education Project, Working at Leisure, Curriculum Branch, Department of Education Queensland, 1982.
- Birch, C. Confronting the Future. Penguin, 1975.
- Woolner, A.H. Work and Leisure. Oxford University Press, London, 1972.
- Moss, P. Work and Leisure. Harrup, London, 1978.
- Ester, D. & Southern, R. Future Environments - Leisure. Cassell, Sydney, 1980.
- Reed, A. Litter - The Problem in Australia. Reed Edn, 1975.
- Jenkin, C. & Sherman, B. The Leisure Shock. Eyre Methuen, 1982.
- O'Brien, T. & Jones Ingster, S. From the Source 1-3. Nelson Aust., 1984.
- Land R. & Butner, G. Time-Off. CCH Australia, 1982.
- Coupe, S. & Rowan, C. Society and You. Longman, 1985.

3. THE FUTURE OF LEISURE

Learning Experiences

a) Factors that will influence leisure in the future.

1. Students could complete a table with headings such as:

What will occur in society?	What might occur in society?

The first list is somewhat determined and could include:

- changes in demography i.e. an ageing population
- a smaller workforce
- continued increased automation and use of computers
- perhaps the widespread implementation of job sharing
- more leisure time and the growth of recreational facilities and industries.

However the other list allows students to use their imagination.
Discussion to follow.

b) The Future of Working and Leisure.

1. Students are to view a science fiction film, perhaps a Steven Spielberg film e.g. "2010" or "Star Wars" or use comic books. After viewing a film that looks into the future students may complete an activity focusing on work and leisure in the future.
 - . Build a Model. This could be a sporting facility of the future, equipment or some form of leisure activity.
 - . Write a diary entry or a newspaper article describing life in the future. Analyse a day's activities with mention of leisure activities. Discussion about available time for leisure and types of leisure activities could precede this activity.
2. A Time Capsule Exercise. Students make their own time capsule of materials that are from the future (maybe the year 2010) and either explain their time capsule to the class or each student may have to analyse someone else's time capsule, trying to speculate how their items might be used in the year 2010.

c) Problems that could occur in the future because of leisure.

1. Students should consider the impact on our environment of increased leisure time.
 - Will our natural environments e.g. beaches, forests, be affected by our increasing use of these? How?
 - What are the solutions?
2. Parks. Visit a national park or view pictures/slides on national parks. List some of the problems resulting from the increased use of national parks. A debate could be conducted e.g. off-road vehicles on beaches, camping in National Parks. A visit could be organised for someone from the National Parks and Wildlife Service to talk to students about use and abuse of National Parks.
3. Other problems associated with the future of leisure could be researched and the findings presented to the class. Topics could include:
 - Undesirable recreation resulting from:
 - . delinquency
 - . crime
 - . drugs
 - Criticism of organised recreation:
 - . violence in sport
 - . gambling
4. Work and leisure. Students should discuss the nature of work in the future.
 - Will jobs involve less physical effort?
 - How will this affect the worker?
 - Will this mean that leisure time will become "more physical"?

EVALUATION

(a) FORMATIVE EVALUATION:

All activities in the unit are open to formative evaluation, that is, the means can be found of providing feedback to the teacher and students. These means can be subjective or objective, incidental or planned. In any case, account should be taken of the objectives or the activity, the learning process and the products arising from the activity, whether tangible or intangible.

(b) SUMMATIVE EVALUATION:

Summative evaluation of students' performances in the unit, could be based on the "Investigation" and "Extension" activities. Students' learnings in earlier activities should be evident here. Evaluation criteria should be applied to the design and working of all pieces of summative evaluation.

An example of assessment techniques which may be used to assess this unit:

1. One assignment which should be based on a research task included in the program e.g. Television and Leisure. Suitable criteria should be determined beforehand and given to students. The criteria used may include:
 - . neat presentation in an acceptable format;
 - . a written form which is relatively free of errors and of an appropriate length;
 - . collect, located, classify and record data from a variety of sources appropriate to the topic;
 - . a well-structured, logical, written statement in response to the topic or area of study;
 - . evaluation of collected evidence;
 - . informed decision-making based on sound research;
 - . good introductions and conclusions;
 - . demonstration of knowledge and understandings central to course.
2. One test under examination conditions which would have two components.
 - a) Significant recall of information (content) and; e.g. the importance of leisure
 - b) Extended answer (paragraph) in response to a document - advertisement, cartoon, newspaper article e.g. changes in leisure time.

3. One sample of oral work which could be selected from:

- the debate
- an oral report
- a seminar
- a role play
- a dramatic enactment based on leisure and the future.

Suitable criteria for oral work would need to be determined beforehand and students would have to be informed.

Criteria which may be used for oral work:

. PRESENTATION

- Organisation
- Accuracy
- Use of time allocated
- Use of resources, i.e. quotation, references to research material
- Voice and manner
- Group involvement

. CONTENT

- Introduction
- Relevance of information selected
- Logical sequencing
- Depth of understanding shown
- Synthesis of main ideas
- Conclusion

The emphasis throughout this whole course should be on Formative Evaluation rather than Summative.