



# *Active Leisure Studies*



## TOPICS IN COMMON

### ACTIVE LEISURE STUDIES

ACTIVE LEISURE STUDIES	Agencies	Career	Climate/Weather	Environment	Equality	First Aid	Health	Human Body	Hygiene	Interpersonal Skills	Lifestyles	Local Community	Measurements	Nutrition	Safety	Special Needs	System Records	Voluntary organisations	Worker rights & Responsibilities
COURSE																			
Vocational Preparation & Guidance	■	■		■	■					■	■	■			■				■
English & Communications										■									
Mathematical Applications													■				■		
Social Education	■			■	■		■			■	■	■		■		■		■	
Agriculture/Horticulture			■	■			■		■				■	■	■				
Childcare/Community Care	■				■	■		■	■	■	■	■	■	■	■	■		■	
Graphics & Construction Studies				■									■		■				
Craft & Design															■				
Engineering													■		■				
Hair & Beauty						■	■	■	■	■	■	■		■	■		■		
Hotel Catering & Tourism	■						■		■	■		■	■	■	■	■			■
Information & Communication Technology															■				
Office Administration & Customer Care										■					■				■
Technology			■	■			■						■		■				■
Gaeilge	■									■		■							
Arts - Visual-Drama-Music & Dance	■											■							
Introduction to Information & Communication Technology															■			■	
Leisure & Recreation	■		■			■	■			■	■	■	■	■	■			■	
Modern Language										■									
Religious Education	■			■	■						■	■				■		■	■
Science			■	■		■	■	■	■		■		■	■	■		■		■
Sign Language	■				■					■						■			■

LEAVING CERTIFICATE APPLIED

VOCATIONAL EDUCATION

# ACTIVE LEISURE STUDIES





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# INTRODUCTION

## RATIONALE

The inclusion of Active Leisure Studies as a Vocational Specialism in the Leaving Certificate Applied reflects the increasing emphasis on leisure provisions and services in the community, and the growth of leisure as a service industry. Its inclusion also emphasises the enthusiasm of young people in Ireland for sport and recreation.

This course will prepare young people for the expanding career opportunities in the diverse leisure industry, e.g. activity holidays and heritage trails. The course will exemplify the value of sport and recreation in terms of physical well being, responsibility for one's own health, and as a confidence builder.

The overall aim of the course is to introduce young people to the opportunities for employment or further study in the expanding leisure industry, while promoting an active, healthy lifestyle, through a course which is challenging, enjoyable and practical.



## NUMBER AND SEQUENCE OF MODULES

Modules 1 (Active Leisure Studies) and 2 (Health Related Fitness) are mandatory. Any two modules from the remaining group of four may be taken. While there is no prescribed sequence recommended, it may be best to take the mandatory modules at the beginning of the course as many of the concepts introduced in these modules are developed in the optional modules. Many of the Learning Outcomes in the mandatory modules could be delivered through activities in the other modules, e.g. measuring cardiovascular endurance (Health Related Fitness) through participation in a Games module.

### **MANDATORY MODULES:**

Module 1: Active Leisure Studies

Module 2: Health Related Fitness

### **OPTIONAL MODULES:**

Module 3: Aquatics

Module 4: Outdoor Education

Module 5: Invasion Games

Module 6: Net/Fielding Games

## DESCRIPTION OF MODULES

### **MODULE 1: ACTIVE LEISURE STUDIES**

This compulsory module introduces students to many of the concepts associated with the Leisure Industry and contains the following units:

Unit 1: Overview of the Active Leisure Industry

Unit 2: Active Leisure and Sport Administration and Management

Unit 3: Community Awareness and Club Activity

Unit 4: Safety, Equipment and Maintenance

Unit 5: Tourism, Active Leisure and Career Opportunities

## **MODULE 2: HEALTH RELATED FITNESS**

This core module highlights the importance of Health Related Fitness and will provide opportunities for students to develop the skills and knowledge necessary to integrate healthy lifestyle patterns into their own lives.

Unit 1: The Body in Action

Unit 2: Diet and Exercise

Unit 3: The Effect of Drugs on Exercise

Unit 4: Warm-up and Cool-down

## **MODULE 3: AQUATICS**

This module will allow for personal skill development that will enable the students to take part in a wide range of aquatic pursuits in a safe and rewarding way. It will help students identify the social and recreational value of aquatic activities.

Unit 1: Water Skills and Games

Unit 2: Survival Lifesaving

Unit 3: Pool Hygiene

Unit 4: Career Opportunities

## **MODULE 4: OUTDOOR EDUCATION**

This module will offer students the opportunities for personal skill development in a wide range of outdoor pursuits in a way that is safe, personally rewarding, and enjoyable. The module will examine the potential for career opportunities in the area of Outdoor Education.

Unit 1: Personal Skill Development

Unit 2: The Expedition

Unit 3: An Environmental Study

Unit 4: Career Opportunities

Unit 5: Safety Procedures

**MODULE 5: INVASION GAMES**

This module will provide students with the opportunities to develop personal skills, attributes and abilities while familiarising themselves with the rules, tactics, strategies, principles of play and safety aspects of two chosen invasion games.

Unit 1: Personal Skills/Techniques

Unit 2: Tactics/Strategy

Unit 3: Theory/Law

Unit 4: Leadership and Organisation in the Game

Unit 5: Career Opportunities

**MODULE 6: NET/FIELDING GAMES**

This module will provide students with the opportunities to develop personal skills, attributes and abilities while familiarising themselves with the rules, tactics, strategies, principles of play and safety aspects of two chosen net/fielding games.

Unit 1: Personal Skills/Techniques

Unit 2: Tactics/Strategy

Unit 3: Theory/Law

Unit 4: Leadership and Organisation in the Game

Unit 5: Career Opportunities



**ACTIVE LEISURE STUDIES**

**MODULE 1**

**ACTIVE LEISURE STUDIES**

## MODULE 1:

# ACTIVE LEISURE STUDIES

### PURPOSE

This core module will provide the means by which basic knowledge, understanding and skills common to a range of active leisure based occupations are transmitted. It will provide students with an overview of the active leisure industry, its administration organisation and management. The module should be studied at the beginning of the course as it introduces many elements of the active leisure industry, which will be developed in other modules.

### PREREQUISITES

None.

### AIMS

This module aims:

- to enable students gain an understanding of the concept of sport and physical activity.
- to provide students with the opportunities to develop an understanding of the workings of the active leisure sector organisations, and the environment in which they operate
- to provide students with opportunities to examine the active leisure industry with reference to its provision of equality of opportunity and access
- to provide students with a practical context for the development of the active leisure-related and personal skills required to work effectively in employment in the active leisure industry

- to help students identify career opportunities within the active leisure industry, and undertake a range of public relation tasks
- to promote a positive attitude among the students towards the need for safety in all aspects of active leisure and sport activities
- to provide opportunities for the students to identify the community's needs in active leisure and recreation and increase their awareness of the effects an active leisure organisation has on the community
- to help students examine the motivational factors affecting participation in sport and physical activity
- to develop self confidence and self esteem in the students through participation in their chosen activity
- to increase the student's awareness of the range of facilities in sport and physical activity as it relates to the tourism industry.

## UNITS

Unit 1: Overview of the Active Leisure Industry

Unit 2: Active Leisure and Sport Administration and Management

Unit 3: Community Awareness and Club Activity

Unit 4: Safety, Equipment and Maintenance

Unit 5: Tourism, Active Leisure and Career Opportunities

## Unit 1: Overview of the Active Leisure Industry

### LEARNING OUTCOMES

The student will be able to:

1. define the concept of active leisure and related terms
2. explain the role of active leisure in society past and present
3. list the factors that influence active leisure participation
4. describe the factors that influence the programme of activities of an active leisure centre.

### TEACHER GUIDELINES

- ▶ Provide a selection of definitions, before the students formulate their own.
- ▶ Brainstorm the various roles active leisure played in society past and present.
- ▶ Carry out a survey of the factors that determine active leisure participation in the school or community.
- ▶ Interview management staff from an active leisure centre.



## Unit 2: Active Leisure and Sports Administration and Management

### LEARNING OUTCOMES

The student will be able to:

1. outline the organisational structures, roles and responsibilities of staff at all levels in selected active leisure industries
2. describe how regular programmes are prepared and operated in leisure and recreation facilities
3. undertake a range of administration tasks relevant to the active leisure business
4. describe the personal presentation and communication skill requirements for employees in the recreation and active leisure industries
5. list the local agencies involved in the provision of recreation and active leisure
6. explain the nature, purpose and features of private, public and voluntary leisure organisations.

### TEACHER GUIDELINES

- ▶ Many of the outcomes in these units could be achieved by students undertaking projects or assignments based on local organisations and facilities, e.g. structures and objectives of the local authority, staff and users of a local leisure facility. Classroom presentation, analysis and discussion should back up these leisure projects.
- ▶ Emphasis should be placed upon the development of learning activities that ensure students gain practical active leisure related experiences.
- ▶ Visits to leisure facilities in the community or guest speakers.
- ▶ The Office Administration and Customer Care teacher may be of help here.
- ▶ A leisure map of the local area, indicating public, private and voluntary facilities and the people who use them could be produced.
- ▶ Special event e.g. schools sports day; competitions or tournaments could be organised by the students.

### Unit 3: Community Awareness and Club Activity

#### LEARNING OUTCOMES

The student will be able to:

1. outline the guidelines within which a club functions (constitution)
2. explain the functions of the officers of a club
3. maintain administrative records
4. describe the procedures for joining a club
5. identify the community needs for leisure, and examine how the community may seek to influence leisure organisations and their activities
6. identify groups with special leisure and recreation needs in the community and determine if these needs are being provided for
7. explain the factors which influence the participation of special groups (e.g. disabled)
8. organise their own club, drawing up a constitution electing officers, and recording minutes
9. outline the range of facilities and services provided for leisure in the local community
10. identify the providers of leisure facilities and services within the community.

#### TEACHER GUIDELINES

- ▶ The class could form their own club (simulation exercise). The constitution and structure of other clubs that the students may be involved in could be examined.
- ▶ Many of the community-based activities in the previous unit (active leisure and sports administration and management) will apply to this unit.
- ▶ A list of groups with special needs in the community could be drawn up, followed by a study on how these needs are being met. A visit to or link with such groups could be arranged.
- ▶ A brainstorming activity could be used here.

## Unit 4: Safety, Equipment and Maintenance

### LEARNING OUTCOMES

The student will be able to:

1. list the main Health and Safety legislation and controls as they apply to their school
2. list the main provisions of the Health and Safety and Welfare at Work Act 1989, as;
  - (a) The employees' responsibilities with reference to:
    - safety in the workplace, in working practices and from plant and machinery
    - hygiene and welfare
    - electrical and fire safety
  - (b) The employee's responsibility to keep safety rules and observe safe practices
3. describe the procedures for calling the emergency services and reporting efficiently to them in the event of fire physical accident, theft or disturbance
4. describe emergency procedures in terms of:
  - the extent of first aid to be offered
  - the type of first aid personnel required
  - records to be made and kept

### TEACHER GUIDELINES

- ▶ The Health and Safety and Welfare at Work Act 1989, available through Government Publications, covers all learning outcomes in this unit. Only relevant sections of the act should be examined, as it is quite lengthy.
- ▶ The safety statement of the school should be made available to the students for examination.
- ▶ Simulated exercises and/or role-play could be used effectively for call out and reporting.

**Unit 4: Safety, Equipment and Maintenance (Continued)****LEARNING OUTCOMES**

5. identify the equipment used in different leisure activity environments
6. demonstrate an awareness of correct storage and handling of equipment
7. carry out basic repair and maintenance
8. undertake basic ground repair
9. mark out courts and pitches
10. carry out a stock inventory.

**TEACHER GUIDELINES**

- ▶ Students could draw up an inventory of the sports equipment in either the school or a local leisure centre.
- ▶ They could also set up and operate both manual and computerised stock control systems.
- ▶ Different groups of students could take responsibility for maintenance tasks, i.e. marking pitches, repairing lockers, painting changing rooms etc.

## Unit 5: Tourism, Leisure and Career Opportunities

### LEARNING OUTCOMES

The student will be able to:

1. describe the health and lifestyle benefits of lifelong participation in leisure activities
2. examine the range of career opportunities in the leisure industry and the pathways to them
3. identify organisations involved in promoting leisure and recreation in Ireland
4. identify and describe the range of tourist attractions and facilities (especially those of leisure and recreation in your own area)
5. examine the pattern of tourists involved in leisure based holidays
6. describe the role of 'Bord Failte', and how it promotes leisure/ activity holidays.

### TEACHER GUIDELINES

- ▶ Students will complete a job seeking exercise based on a variety of appropriate job advertisements; which job to apply for, write for application form, complete application form, C.V. etc., gather information about the job and prepare for an interview, attend a mock interview, evaluate the mock interview. The Vocational Preparation and Guidance teacher could help with this.
- ▶ Material can be obtained from 'Bord Failte' on tourist participation in leisure activities. Other information on water quality and sources of water pollution can be obtained from the local authority, or the Department of the Environment.

## Teaching Strategy

Emphasis should be placed upon the development of learning activities which ensure those students gain practical active leisure related experiences. The theory should be viewed as having particular relevance for individuals rather than being learned for its own sake. Active leisure studies lend themselves well to the integrated assignment approach, and serve to emphasise the need for clear understanding and co-operation between departments or sections in organisations.

## RESOURCES

*Timetabling* - flexibility (e.g. Block)

*Financial assistance* - travel expenses, guest speakers etc.  
access to local leisure amenities

### BOOKS/PACKS:

*Trans Sport*, (Physical Association of Ireland, Department of Education).

*Sport and PE – A Complete Guide to GCSE*, by Barry Hodgson (1998), London, Hodder and Stoughton.

### JOURNALS:

*Leisure Management Ireland*, (ILAM, Ireland, Parkview House, 65 Crumlin rd, Dublin 12)

### WEB-SITES:

There are numerous web-sites on different aspects of Active Leisure and the Leisure Industry generally.

### USEFUL ADDRESSES:

Institute of Leisure and Amenity Management (ILAM), Parkview House, 65 Crumlin rd, Dublin 12.

House of Sport, Long Mile rd, Dublin 12.

The Sports Council for Northern Ireland, House of Sport, Upper Malone rd, Belfast, BT9 5LA.

Irish Sports Council, 21 Fitzwilliam Square, Dublin 2.

National Coaching and Training Centre, University of Limerick, Plassey, Limerick.

Health and Safety Authority, 10 Hogan Place, Dublin 2.

# KEY ASSIGNMENTS

MODULE 1: ACTIVE LEISURE STUDIES

## CHECKLIST

I participated in a role play exercise, as part of a group, on emergency call out procedures.

I listed the factors which influence leisure participation.

I carried out a survey on the school/community's leisure provisions.

I made an application for a job vacancy in the leisure industry.





MODULE 2

**HEALTH RELATED FITNESS**

## MODULE 2:

# HEALTH RELATED FITNESS

### PURPOSE

Health Related Fitness is a concept that runs through all aspects of physical education and is an intrinsic part of all the modules in The Active Leisure Studies course. This core module highlights the importance of Health Related Fitness and will provide the students with the skills and knowledge necessary to integrate healthy lifestyle patterns into their own lives. The over-riding objective is to have the student relate theoretical knowledge to practical performance.

### PREREQUISITES

None.

## AIMS

This module aims:

- to help students assume greater responsibility for their own health and physical well being
- to promote the creation of a positive attitude towards continued participation in physical activities, seen as a life long concept
- to help students appreciate the role of exercise in the promotion of a healthy lifestyle
- to develop students' understanding of how the human body works
- to help students identify career opportunities within the area of health related activity
- to develop students' understanding of the importance of good nutrition in maintaining a healthy lifestyle
- to familiarise students with the detrimental effects of drug abuse on health
- to provide students with the opportunities to lead a 'warm-up' and/or a 'cool-down' session in physical activity and sports under supervision from a qualified coach/teacher
- to provide opportunities for students to assist in administering basic field tests in Health Related Fitness
- to help students understand and apply the Components of Health Related Fitness and the Principles of Training to sport and physical activity

## UNITS

Unit 1: The Body in Action

Unit 2: Nutrition and Exercise

Unit 3: The Effect of Drugs on Exercise

Unit 4: Warm-up and Cool-down

## Unit 1: The Body in Action

### LEARNING OUTCOMES

The student will be able to:

1. define the components of health related fitness
2. experience and describe the effects of exercise on the body
3. describe the differences between health related fitness and performance related fitness
4. outline the motivational factors that determine participation levels in exercise
5. describe the functions of the skeleton
6. explain what 'cardiovascular endurance' is
7. locate and take a heart rate
8. assist in administering a basic field test for cardiovascular endurance
9. identify the main muscle groups
10. define flexibility
11. identify the factors which can influence flexibility
12. demonstrate stretching exercises suitable for warm up and cool down

### TEACHER GUIDELINES

- ▶ The 'Action for Life – Health Related Fitness Programme' (Departments of Health and Education) is a very valuable resource for the delivery of this unit.
- ▶ It is important that the students participate in activity appropriate to the different components of Health Related Fitness.
- ▶ The Science Department would be particularly helpful with this unit, they may provide a skeleton, for example.
- ▶ Students should work with a Physical Education Teacher or an appropriately qualified Fitness Instructor while assisting in the administration of basic health related fitness tests.
- ▶ The students may require a lot of practice to enable them to administer the various tests correctly.
- ▶ A visit by an outside coach or sports personality to speak about training schedules could be used.

## Unit 1: The Body in Action (Continued)

## LEARNING OUTCOMES

13. assist in administering a basic field test for flexibility
14. describe muscular strength and endurance
15. develop a basic circuit programme appropriate to the needs of their own sport
16. explain what body image is and how it can effect self-esteem
17. identify body features which may/may not be modified.

## TEACHER GUIDELINES

- ▶ Interviews with local sports people could be arranged.
- ▶ The concepts of body image and self-esteem could be covered in Social Education.
- ▶ Be aware of the student's level of fitness, avoiding over exertion by less fit students.
- ▶ Students may record their progress in relation to their level of fitness (logbook).

## Unit 2: Nutrition and Exercise

### LEARNING OUTCOMES

The student will be able to:

1. describe the relationship between nutrition and exercise
2. describe the main food groups
3. explain the importance of the 'food pyramid'
4. identify the sources of energy supplied by food
5. outline examples of healthy eating practices
6. list the daily food requirement for teenagers
7. outline the energy requirements for different physical activities
8. name the different eating disorders
9. describe the dangers these eating disorders pose to health.

### TEACHER GUIDELINES

- ▶ The Hotel Catering and Tourism teacher could provide assistance here.
- ▶ Interviews with athletes in relation to their diet and performance could be undertaken.
- ▶ Students should experience the energy values of different foods in relation to exercise.
- ▶ An examination of food packaging in relation to food values may be undertaken.
- ▶ A chart illustrating the energy requirements of different activities may be produced.
- ▶ This topic should be dealt with in a sensitive manner. An outside speaker may be an effective way to deal with the issue.
- ▶ Resources are available from the Health Promotion Unit.

### Unit 3: The Effect of Drugs on Exercise

#### LEARNING OUTCOMES

The student will be able to:

1. classify drugs according to type
2. identify the effects of different types of drugs
3. describe the dangers of taking performance-enhancing drugs
4. outline the procedures for controlling the use of drugs in sport
5. describe the effects of drugs on health and performance.

#### TEACHER GUIDELINES

- ▶ The assistance of the Science teacher may help on the chemical aspect of drugs.
- ▶ A visit by a high profile sports personality to the class to talk about the dangers of drug abuse in sport could be arranged.
- ▶ Media coverage of high profile cases of drug use in sport could be used to initiate a debate on the subject in class.

## Unit 4: Injury Prevention

### LEARNING OUTCOMES

The student will be able to:

1. explain the purpose of warm-up and cool-down
2. devise appropriate warm-up and cool-down sessions for different physical activities
3. identify basic preventative strategies for the avoidance of injuries
4. demonstrate a basic knowledge of First Aid
5. explain the origin of common sports injuries.

### TEACHER GUIDELINES

- ▶ The assistance of outside organisations and coaches may be used.
- ▶ Use of videos on injury prevention and first aid, e.g. 'guide to basic First Aid management' (G.A.A.).
- ▶ Students could be encouraged to keep a file of reports of sports injuries in the press.
- ▶ This unit should be delivered in a practical way based on the theory of injury prevention.



## Teaching Strategy

In the delivery of this module it is important to relate the theoretical aspects of Health Related Activity to practical performance. Many of the Learning Outcomes could be achieved through practical demonstrations and participation and may involve linking with other modules from this course, e.g. Games, thus, providing opportunities to apply many of the concepts of Health Related Activity.

## RESOURCES

*Timetabling* - flexibility (e.g. Block)

*Financial assistance* - travel expenses, guest speakers  
etc. access to local leisure amenities

Information on health and nutrition can be obtained from the Health Promotion Offices in the Regional Health Boards.

### **BOOKS/PACKS:**

*Action for Life – Health Related Fitness Programme*, supported by the Departments of Health and Education and the Irish Hearth Foundation.

*Assist Manual* – Physical Education Assessment in Second-Level Teaching, Department of Education.

*Sport and PE – A Complete Guide to GCSE*, by Barry Hodgson (1998), London, Hodder and Stoughton.



# KEY ASSIGNMENTS

MODULE 2: HEALTH RELATED FITNESS

## CHECKLIST

I maintained a logbook of fitness progress.

I administered an appropriate test to measure a component of Health Related Fitness, as part of the class group.

I carried out a survey on the use of alcohol/tobacco among sports players in the school/community.

I conducted a warm-up or cool-down session appropriate to a chosen physical activity.

MODULE 3

**AQUATICS**



## MODULE 3:

# AQUATICS

### PURPOSE

The main purpose of this module is to ensure the safe, enjoyable participation of students in Aquatic activities. The module will afford students the opportunity to develop a positive self-concept with regard to taking part in Aquatic activities and enjoy the health-related benefits of such participation.

The module will also equip students with the necessary skills to participate at their chosen level and outline the steps necessary to advance to a higher level if desired.

Career opportunities in the area of Aquatics will be examined and the pathways to such careers identified.

The module will provide students with the opportunities to achieve certification as a club helper (Irish Amateur Swimming Association {I.A.S.A.}), and/or life support (I) award (Royal Life Saving Society {R.L.S.S.}).

### PREREQUISITES

None.

## AIMS

This module aims:

- to provide students with opportunities to experience and enjoy water activities including aquaerobics, 'swimnastics' and game composition
- to enable students display an ability to work with other pupils in an aquatic environment to a shared purpose, co-operating with each other in pursuing their goals. These goals can be related to performance, to facilitating participation, or to playing together in water
- to provide opportunities for students to develop basic skills in aquatics, (including stroke technique)
- to familiarise students with the equipment used in aquatics, and enable them to carry out basic maintenance on the equipment
- to enable students test and monitor water quality, identify and examine aspects of pool hygiene
- to provide opportunities for students to complete a basic first aid course
- to help students identify career opportunities in the area of aquatics.

## UNITS

Unit 1: Water Skills and Games

Unit 2: Survival Lifesaving

Unit 3: Pool Hygiene

Unit 4: Career Opportunities

## Unit 1: Water Skills and Games

### LEARNING OUTCOMES

The student will:

1. explain the theory involved in moving in water
2. experience early diving practices and skills
3. devise 'make-up' games in the water
4. ensure that their own and their fellow students' participation is safe at all times
5. describe the safety regulations applying to the 'pool' area
6. enter and leave the pool in a variety of safe ways appropriate to their own ability
7. gain confidence in the water
8. assess their own level of physical fitness
9. participate in 'Aquaerobics'
10. experience peer coaching.

### TEACHER GUIDELINES

- ▶ The Science teacher may be of assistance here. This is essentially a practical unit, and could be taken either as a block or over the duration of the module.
- ▶ It may be necessary to divide the class into groups according to their swimming ability, especially for skills related outcomes.
- ▶ Examine the safety regulations in the local pool.
- ▶ The practical sessions should be non-competitive, and as enjoyable as possible, with students devising their own activities in a safe manner.
- ▶ The monitoring of their personal level of fitness may already be covered in another module i.e. Health Related Fitness.

## Unit 2: Survival Life Saving

### LEARNING OUTCOMES

The student will:  
(in relation to Learning Outcomes 1-7 in a practice situation)

1. check casualty for responsiveness
2. demonstrate the sequence of resuscitation
3. demonstrate the action for the casualty vomiting
4. administer mouth to mouth and mouth to nose expired air ventilation
5. place casualty in the recovery position
6. demonstrate cardio pulmonary resuscitation
7. explain and demonstrate how to treat a casualty for choking, bleeding and shock
8. undertake first aid training
9. demonstrate water confidence skills.

### TEACHER GUIDELINES

- ▶ Time to practice EAR or CPR on a mannequin, which could be purchased, borrowed or hired, should be provided.
- ▶ Some of the more able students could attain life saving awards, e.g. the Bronze Medallion Award Syllabus (R.L.S.S)
- ▶ First aid courses organised by outside organisations e.g. Irish Heart Foundation, Order of Malta, Red Cross, St. John's Ambulance could be used.
- ▶ As first aid is a common outcome in a number of courses, the time allocation for first aid should be spread between different courses.

## Unit 3: Pool Hygiene

### LEARNING OUTCOMES

The student will:

1. list the infections against which hygiene precautions must be taken in various recreation and leisure environments, especially swimming pools
2. assist in testing and monitoring the water in the pool, and describe the procedures and chemicals involved
3. describe the factors that contribute to a clean environment i.e. swimming pool.

### TEACHER GUIDELINES

- ▶ The co-operation of the Science Department would be very helpful in delivering this unit. There is a need for some theory sessions to cover the chemistry involved in water monitoring. Students could carry out their own water monitoring exercise in school.
- ▶ Visits to the local pool, and interviews with the manager/staff could help achieve all the learning outcomes of this module.



## Unit 4: Career Opportunities

### LEARNING OUTCOMES

The student will:

1. examine the range of career opportunities in the area of aquatics and identify the pathways to such careers
2. list the organisations involved in promoting aquatics in Ireland
3. examine the potential resources and facilities in their locality for aquatics
4. develop the skills outlined by external organisations in pursuit of their awards, e.g. the Club Helpers' Award (I.A.S.A.)

### TEACHER GUIDELINES

- ▶ The Vocational Preparation and Guidance Course could assist with some of these outcomes. Various activities associated with aquatics are helpful in job acquisition e.g. life-saving skills.
- ▶ Interviews with the employees, including management, at the local pool could be undertaken.
- ▶ Swimming coaching and teaching can be experienced at an elementary level following the courses of external organisations, e.g. the Club Helpers' Award (I.A.S.A.).

## Teaching Strategy

Teachers need to ensure that all safety aspects are adhered to strictly. Pupils should be encouraged to take responsibility for their own safety and the safety of their fellow students. Each student should understand that they will have a personal programme, which takes account of their own needs and abilities. Progress should largely be under their own control.

The sequence of the units is less important than the integration of the theoretical and practical aspects of the course. The theoretical aspects can be brought to life during the practical sessions.

## RESOURCES

Many of the learning outcomes could be achieved in the school environment. Access to a swimming pool and its equipment would be essential. Visits to local leisure facilities would be useful or 'guest speakers' e.g. pool manager would be of great assistance. The first aid course and life support award would best be served by an outside group e.g. St John's ambulance as they would have the equipment necessary to provide the students with the relevant experiences, i.e. manikin for EAR or CPR practice.

It may be necessary to use 'outside' staff for other aspects of the course e.g. water skills. Flexible timetabling would also be necessary, i.e. block sessions. Financial assistance will be needed to cover expenses such as travel, equipment, rental of facilities etc. For students who wish to achieve external certification a fee to cover the assessment of the students by outside examiners will apply.

**JOURNALS:**

*Leisure Management Ireland*, (ILAM, Ireland, Parkview House, 65 Crumlin rd, Dublin 12)

**WEB-SITES:**

There are numerous web-sites on different aspects of Aquatics.

**USEFUL ADDRESSES:**

**IASA Institute of Leisure and Amenity Management (ILAM)**, Parkview House, 65 Crumlin rd, Dublin 12.

**House of Sport**, Long Mile rd, Dublin 12.

**The Sports Council for Northern Ireland**, House of Sport, Upper Malone rd, Belfast, BT9 5LA.

**Irish Sports Council**, 21 Fitzwilliam Square, Dublin 2.

**National Coaching and Training Centre**, University of Limerick, Plassey, Limerick.

**Health and Safety Authority**, 10 Hogan Place, Dublin 2.

# KEY ASSIGNMENTS

MODULE 3: AQUATICS

## CHECKLIST

I carried out a 'water test' in a swimming pool.

OR

I prepared a timetable for aquatic sessions.

I devised water-based games as part of the class group.

OR

I organised/supervised a group of students preparing for an aquatic session.

I interviewed a person working in the area of aquatics.

I demonstrated E.A.R. on land and in shallow water.

MODULE 4

**OUTDOOR EDUCATION**



## MODULE 4:

# OUTDOOR EDUCATION

### PURPOSE

On successfully completing the module, it is hoped that participants will have a positive self-concept concerning taking part in Outdoor Pursuit activities and an awareness of the need for safety. The students will have acquired sufficient skills to ensure their competence in participating at their chosen level, with the potential for advancing to a higher level if desired. The module will enable them to seek employment in areas of Outdoor Education or pursue further education on PLC courses in Adventure Skills or diploma courses in Outdoor Education.

Safety considerations will be central and each pupil will be facilitated in ensuring his/her contribution to the safety of the group is optimised.

The module will examine the potential for career opportunities in the area of Outdoor Education.

### PREREQUISITES

It is desirable that students will have completed the Outdoor Education module of the Leaving Certificate Applied Leisure and Recreation (Physical Education) course.

## AIMS

This module aims:

- to enable students experience and enjoy Outdoor Education activities
- to help students develop skills in one Outdoor Pursuits activity and meet the requirements of that National Governing Body
- to provide students with the opportunity to sample two other Outdoor Education activities (one land based, one water based)
- to help students develop and maintain an appropriate level of physical fitness, motor skills and sport skills
- to encourage students to take responsibility for their own health and physical well being
- to develop a positive attitude towards continued participation in physical activities, seen as a life long concept
- to cultivate leadership and organisational skills in the students
- to nurture and promote a positive and caring attitude towards the natural and local environment in the students
- to provide students with the opportunity to examine the environmental impact of outdoor pursuits
- to promote effective personal and social relationships
- to assist students develop cross-curricular links

- to help students develop self-confidence and self esteem through exposure to situations which require initiative and active participation in problem solving
- to equip students with the necessary skills to plan and undertake an expedition trip
- to familiarise students with potential hazards encountered in outdoor environments and the procedures to deal with such hazards
- to provide students with a knowledge of first aid
- to develop an awareness of leisure facilities available in the community
- to help students examine the career opportunities associated with outdoor pursuits in the leisure and tourist industry.

## UNITS

Unit 1: Personal Skill Development

Unit 2: The Expedition

Unit 3: An Environmental Study

Unit 4: Career Opportunities

Unit 5: Safety Procedures



## Unit 1: Personal Skill Development

### LEARNING OUTCOMES

The student will be able to:

1. develop the skills outlined in the modules of Year 1 outdoor pursuits award in one of the activities listed below:
  - rock climbing
  - canoeing
  - hill walking
  - orienteering
  - sailing
  - snorkelling
2. examine and experience two other outdoor pursuits activities (one land and one water) from the list above
3. care for and maintain the equipment.

### TEACHER GUIDELINES

- ▶ This is a practical unit the skills and content of which are laid down in the syllabus of the National Body Awards of the chosen activity. These syllabi are available from the Association For Adventure Sports (A.F.A.S.) at House of Sports, Long Mile Road, Dublin. It will not be possible to achieve Certification at foundation level in some activities in the time provided e.g. hill walking/mountain skills and rock climbing. Students should keep a log of their activities in these areas.
- ▶ Many of the learning outcomes could be achieved in the schools own or immediate environment, i.e. local park, forest, sand dune or mountain area.
- ▶ Many of the learning experiences could also be delivered on a residential trip. It would help to notify the centre of your requirements including learning outcomes.
- ▶ It is important that the students are involved in decision making at all stages as this gives them a sense of 'ownership' ensuring greater participation.
- ▶ The assistance of the Construction and Manufacturing Studies teacher could be enlisted for the equipment maintenance component.

## Unit 2: The Expedition

### LEARNING OUTCOMES

The student will be able to:

1. undertake a two day one night expedition
2. plan an appropriate route for the expedition with safety considerations as paramount
3. research and prepare menu options, with consideration to nutritional needs, cooking efficiency, handling transport etc
4. prepare personal and group equipment,
5. involve themselves in the financing, fund raising, and transport arrangements of the expedition
6. prepare a safety plan for the expedition
7. examine the question of access and trespass
8. consider the weather forecast and its implications for the expedition
9. record and report the expedition experience.

### TEACHER GUIDELINES

- ▶ Revise the campcraft elements, covered in Year 1 Leisure and Recreation Outdoor Education Module.
- ▶ The expedition could form part of a residential programme.
- ▶ The expedition could be land based i.e. a hike or bicycle trip, or water based i.e. river or sea trip.
- ▶ Carefully planning your expedition will yield greater dividends in terms of learning experiences, enjoyment and safety.
- ▶ While a sense of challenge is very important, safety considerations cannot be sacrificed.
- ▶ The group may examine potential problems and arrive at an 'Action Plan' for the expedition.
- ▶ The degree of difficulty would depend on their previous experience and skill level. The assistance of the Hotel Catering and Tourism teacher could be enlisted to help with the food and cooking considerations.

### Unit 3: The Environmental Study

#### LEARNING OUTCOMES

The student will be able to:

1. develop a concern for and respect of the natural and built environment leading to a willingness to be involved in its care and protection
2. undertake, as a group, an environmental study. Possible suggestions may include the following:
  - river study - stages, flow, speed, content, etc.
  - flora & fauna - identification and classification
  - geology - measure scree size, shape, etc.
  - historical settlements,
  - land use patterns - plot them on a map
  - afforestation/reforestation,
3. identify the organisation involved in environmental protection at local, national and international levels
4. outline steps which can be taken to overcome potential damage to the environment resulting from outdoor activities
5. practice the 'Country Code'.

#### TEACHER GUIDELINES

- ▶ This unit lends itself to an integrated cross-curricular approach with inputs from other departments such as Science and Geography.
- ▶ Fieldwork would play a very important part in such an approach e.g. conservation projects or environmental impact study of an Outdoor Adventure Activity.
- ▶ The importance of conservation and care for the environment should be emphasised throughout all outdoor sessions.
- ▶ During preparation for the expedition 'Action Plan', areas such as access/trespass, flora and fauna of the area, environmental damage, or management could be examined.
- ▶ The environmental study could form part of the expedition. Presentation of such a study would be very important.

## Unit 4: Career Opportunities

### LEARNING OUTCOMES

The student will be able to:

1. examine the range of career opportunities in the Outdoor Adventure 'Industry' and identify the pathways to such careers
2. list the tourism potential of Outdoor Adventure activities, e.g. activity holidays, heritage trails etc.
3. describe the lifelong health and lifestyle benefits of participating in Outdoor Adventure Activities
4. carry out a simple research survey (questionnaire, interview, etc.) on the duties and lifestyle of a person working in the Outdoor Pursuits Industry
5. name the organisations involved in promoting outdoor education at local and national level.

### TEACHER GUIDELINES

- ▶ Input from the Vocational Preparation and Guidance teacher would be very helpful for this unit.
- ▶ Students could complete job-seeking exercises in relation to positions in the Outdoor Pursuits industry.
- ▶ A visit to or by an outdoor pursuits member of staff could cover a lot of the material in this unit.
- ▶ Information may be obtained from 'Bord Failte'.
- ▶ A.F.A.S. would also have a lot of information on the centres; who is running them, location, staffing levels etc.

## Unit 5: Safety Procedures

### LEARNING OUTCOMES

The student will be able to:

1. demonstrate the safety procedures in the event of an accident
2. adhere to basic safety principles when taking part in Adventure Activities
3. examine the International Distress Signals, and 'call out' procedure
4. list the contents of a First Aid pack and Emergency Food Ration pack
5. experience bivouac construction
6. examine hyperthermia in terms of its presentation, recognition and treatment
7. observe good safety practices
8. obtain a basic knowledge of First Aid.

### TEACHER GUIDELINES

- ▶ Many of the outcomes could best be achieved during the activities themselves either as part of the Award Syllabus of the National Body or during the expedition.
- ▶ Safety procedures are best covered when their relevance is apparent i.e. during the activities.
- ▶ There is a need for some theoretical sessions in this unit i.e. First Aid.
- ▶ The First Aid course could be delivered over a number of courses of the Leaving Certificate Applied.
- ▶ Students should assemble their own first aid kits.

## Teaching Strategy

Teachers need to ensure that the emphasis is on how the activity relates to the pupil as opposed to how the pupil relates to the activity. The learning experiences should be structured in such a way as to facilitate interpersonal development; i.e. pupils encouraged to take responsibility for the whole group as well as for their own activities. Each student should understand how the activities have a 'personal programme' which takes account of their own needs and abilities, and improvement which is to a large extent under their own control. Theory should be viewed as having particular relevance for individuals rather than being learned for its own sake.

The sequence of the units is less important than the integration of the theoretical and practical aspects of the course. The theoretical aspects can be brought to life during the practical sessions.

## RESOURCES

### EQUIPMENT

Lack of equipment should not prohibit the satisfactory implementation of the module. The equipment could be rented (e.g. Youth Club), or the course could be run in conjunction with an outdoor pursuits centre, local sailing club or with the support of a National Body e.g. Irish Canoe Union which has canoes available throughout the country to promote canoeing.

### TIME-TABLING

Flexibility in the timetable would be needed, to allow for outside 'experts' and extended practical sessions.

### FINANCIAL ASSISTANCE

To cover travel expenses outside 'experts', subsidising residential trips etc.

### BOOKS

*Silver Bullets* - (Self-confidence activities) by K. Rohnke - Project Adventure Inc.

*Canoe Games* by Dave Ruse - A and C Black of London (teaching games for canoeing)

*City Adventure* by Dave Ruse - A and C Black of London (Urban adventure activities)

*Canoeing and Kayaking* by Marcus Bailie - Crowood Sports Guide (Skills of Canoeing) and River Hazards information

*Leading and Managing Groups in the Outdoors* by Ken Oglive - N.A.O.E. Publication

*More than activities* by Roger Greenaway - Advice Consultancy, Stirling Scotland

*Mountain Leadership* by Eric Langmuir - (Information on all aspects of hill-walking)

*Mountain Navigation* by Peter Cliff- (best book on navigation available)

*The spur book of survival and rescue* (ideas on bivouac basic navigation skills)

*The spur book on Charts and Sea Navigation* (ideas on sea navigation)

Harveys' Publications for information and mapping materials for orienteering - 12/16 Main Street, Doune, Perthshire, FK166b, Scotland

## **VIDEOS**

Orienteering videos available from Harveys include:

Orienteering and understanding maps

Basic orienteering techniques

Rough and fine orienteering using a compass

Choosing and following a route

Go orienteering

Rock climbing videos include:

Rockcourse - (Introduction to rockclimbing)

Moving over stone - (Introduction to rockclimbing)

The British Canoe Union supply various teaching and skill videos

Come canoeing/kayaking handling - B.C.U. with Richard Fox - B.C.U.

Canoeing the basic Skills - Australian coaching film - B.C.U.

## **WEBSITES**

Many of the Adventure Sports National Governing Bodies have websites addresses. There are also numerous websites addresses on all the adventure activities.



# KEY ASSIGNMENTS

MODULE 4: **OUTDOOR EDUCATION**

## CHECKLIST

I maintained a logbook of activities, including the following: date, time, duration, and activity, weather conditions, skills taught and personal experiences.

I completed an Environmental Study as part of a group.

I produced a report about the expedition.

I carried out an interview with a member of staff in the outdoor adventure industry.



MODULE 5

**GAMES 1 (INVASION)**

## MODULE 5:

### GAMES 1 (INVASION)

(Students should select two games from this module)

#### PURPOSE

On successfully completing the module, it is hoped that participants will have a positive self-concept about taking part in Games, and an awareness of the need for safety. They will have acquired sufficient skills to ensure their competence in participating at their chosen level with the potential for advancing to a higher level if desired.

Safety considerations will be central and each pupil will be facilitated in ensuring his/her contribution to the safety of the group is optimised. The module will examine the potential for career opportunities in the broad area of games. The module will equip students to achieve certification at preliminary/foundation level at their chosen game by the Games National Governing Body.

Basketball	Netball
Hockey	Olympic handball
Gaelic Football	Rugby
Hurling	Soccer

#### CHARACTERISTICS

- Opponents occupy the same area of play simultaneously and usually in the equal numbers.
- Opponents generally compete for the space on the field of play.

- In defence direct interception occurs through:
  - bodily contact
  - blocking the passage of opponents
  - interfering with opponents' implements while these are being manipulated by the opponents
- In offence, direct interception occurs through:
  - avoiding or using the opponents' interceptive behaviour
  - controlling the implements of play, e.g. the ball, and field space
  - Skills and strategies are influenced strongly by these factors.

### PREREQUISITES

None.

### AIMS

This module aims:

- to provide opportunities for students to experience and enjoy their chosen game
- to help students develop and maintain skills appropriate to the chosen game
- to provide opportunities for students to cultivate leadership and organisational skills
- to help students identify career opportunities in their chosen game,
- to familiarise students with leisure facilities available in their community
- to develop a balanced attitude to sport among the students
- to help students develop a sense of 'fair play'

## UNITS

- Unit 1: Personal Skills/Techniques
- Unit 2: Tactics/Strategy
- Unit 3: Theory/Law
- Unit 4: Leadership and Organisation in the Game
- Unit 5: Career Opportunities

## Unit 1: Personal Skills/Technique

### LEARNING OUTCOMES

The student will be able to:

1. develop skills/techniques appropriate to their level in the chosen game, including:
  - passing
  - shooting/scoring
  - controlling
  - tackling
2. display a working knowledge of the principles of the chosen game.

### TEACHER GUIDELINES

- ▶ This unit is best delivered through practical sessions, with students encouraged to take increasing control of their activity sessions.
- ▶ The students should be placed in situations where they must take responsibility and be decisive.
- ▶ The use of video recording and observations of live game situations should be encouraged.
- ▶ The sports Governing Body should be consulted if validation by them is required.

## Unit 2: Tactics/Strategy

### LEARNING OUTCOMES

The student will be able to:

1. implement the principles of attacking and defensive play, including:
  - ATTACK  
Create Space (width and depth);  
Possession; Penetration; Support;  
Deception; Scoring; Flair/Skill
  - DEFENCE  
Denying Space; Stance/Balance;  
Intercepting; Pressure; Marking
2. explain and experience the roles of different positions
3. explain and analyse the different team/game playing positions, outlining the advantage/disadvantage of each.

### TEACHER GUIDELINES

- ▶ Many of the learning outcomes of this unit could be achieved through participation in a game where the relevance of the outcomes could best be illustrated.
- ▶ The important tactics/strategies could be developed in small-sided games, where maximum ball contact can be achieved. These games may be 'conditioned' appropriate to the skills being taught and/or the needs of the students, (e.g. no tackling). Intervention by the coach/teacher is an essential element in the transmission of 'correct' tactics/skills.

### Unit 3: Theory/Law

#### LEARNING OUTCOMES

The student will be able to:

1. explain the rules applying to the activity
2. outline the dimensions of the field of play,
3. explain the basic principles of play
4. prepare for participation in the game as regards dress, facilities and equipment.

#### TEACHER GUIDELINES

- ▶ While this is essentially a theoretical unit, the rules and principles learned in this unit should have a practical application.
- ▶ Observation of the game may be arranged through simulation, a video or live game. During their observations students would identify situations where rules were breached and make interpretations of the rules appropriate to particular situations, and explain the rules of the activity covering situations requiring the intervention of the officials.

## Unit 4: Leadership and Organisation in the Game

### LEARNING OUTCOMES

The student will be able to:

1. describe the qualities which contribute to leadership
2. describe the various roles of the coach
3. outline the responsibilities of a coach for safety
4. identify aspects of technical performance in a game situation
5. organise and coach a group of participants in one aspect of the game
6. describe the influences of emotional and personality factors on sports performance.

### TEACHER GUIDELINES

- ▶ This is a practically based unit in which theoretical knowledge is related to practical involvement.
- ▶ Mini games could be used.
- ▶ Basic principles of safe practice should be explained and related to practical exercises. Students need to develop an understanding of what to observe in a skilled act; this may be achieved by observing live game situations or relevant videos of games, with advice from the tutor/coach.



## Unit 5: Career Opportunities

### LEARNING OUTCOMES

The student will:

1. examine the health and lifestyle benefits of lifelong participation in sports
2. examine the range of career opportunities in games and sports, and identify the pathways to such careers
3. identify organisations involved in promoting sport in their local area and nationally.

### TEACHER GUIDELINES

- ▶ Students could identify career opportunities in the area of games, and be aware of the pathways to such careers.
- ▶ They could complete job-seeking exercises in relation to the 'sports' industry; the help of the Vocational Preparation and Guidance teacher would be useful.
- ▶ Interviewing coaches and other people working in the world of sport can be a very useful exercise.

### **Teaching Strategy**

Teachers need to ensure that the emphasis is always on how the activity relates to the pupil. The learning experiences should be structured in such a way as to facilitate interpersonal development; i.e. pupils encouraged taking responsibility for the whole group as well as for their own activities. Each student should understand how the activities have a personal programme, which takes account of their own needs and abilities, and that their improvement, is to a large extent under their own control. The theory should be viewed as having particular relevance for individuals rather than being learned for its own sake.

The sequence of the units is less important than the integration of the theoretical and practical aspects of the course. The theoretical aspects can be brought to life during the practical sessions.

It may be necessary to enlist the assistance of qualified coaches provided by the National Governing Body of the chosen game.

## **RESOURCES**

### **EQUIPMENT**

The equipment needed for completion of the module may be available in the school. If not the course could be run in conjunction with the various games associations.

### **TIME-TABLING**

Flexibility in the timetable would be needed, to allow for outside 'experts' and extended practical sessions.

### **FINANCE**

To cover certification, outside 'experts' travel, etc.

### **WEBSITES**

Many of the Games National Governing Bodies have websites addresses.



# KEY ASSIGNMENTS

MODULE 5: GAMES 1 (INVASION)

## CHECKLIST

I maintained a logbook of the skills learned and exercises undertaken in one of my chosen games

I demonstrated the following skills in one of my chosen games

- passing
- shooting
- tackling
- controlling

As part of my group, I coached a small group of participants in one aspect of one of my chosen games,

I compiled a list of the organisations involved in promoting one of my chosen games locally and nationally.



MODULE 6

**GAMES 2 (NET/FIELDING)**

## MODULE 6:

### GAMES 2 (NET/FIELDING)

(Students should select two games from this module)

#### PURPOSE

On successfully completing the module, it is hoped that participants will have a positive self-concept about taking part in Games, and an awareness of the need for safety. They will have acquired sufficient skills to ensure their competence in participating at their chosen level with the potential for advancing to a higher level if desired.

Safety considerations will be central and each pupil will be facilitated in ensuring his/her contribution to the safety of the group is optimised. The module will examine the potential for career opportunities in the broad area of games. The module will equip students to achieve certification at preliminary/foundation level at their chosen game by the Games National Governing Body.

Archery	Rounders
Badminton	Squash
Cricket	Table Tennis
Handball	Tennis
Volleyball	

**CHARACTERISTICS**

- Participants perform in isolation against an existing standard or movement task.
- The activities provide specific challenges for performers, which are intrinsically motivating.
- Standard of performance are commonly stated in an objective, measurable manner making them also assessable to spectators who are therefore also able to judge the performance.

The performers have some sense of competing against others, but it is the standard other competitors attain that they strive to better.

**PREREQUISITES**

None.

**AIMS**

This module aims:

- to provide opportunities for students to experience and enjoy their chosen game
- to help students develop and maintain skills appropriate to the chosen game
- to provide opportunities for students to cultivate leadership and organisational skills
- to help students identify career opportunities in their chosen game
- to familiarise students with leisure facilities available in their community
- to develop a balanced attitude to sport among the students
- to help students develop a sense of 'fair play'

## UNITS

- Unit 1: Personal Skills/Techniques
- Unit 2: Tactics/Strategy
- Unit 3: Theory/Law
- Unit 4: Leadership and Organisation in the Game
- Unit 5: Career Opportunities



## Unit 1: Personal Skills/Technique

### LEARNING OUTCOMES

The student will be able to:

1. develop skills/techniques appropriate to their level in the chosen game, including:
  - passing/striking
  - scoring
  - controlling
  - serving
  - returning serve
  - footwork
2. display a working knowledge of the principles of the chosen game.

### TEACHER GUIDELINES

- ▶ This unit is best delivered through practical sessions, with students encouraged to take increasing control of their activity sessions.
- ▶ The students should be placed in situations where they must take responsibility and be decisive.
- ▶ The use of video recording and observations of live game situations should be encouraged.
- ▶ The sports Governing Body should be consulted if validation by them is required.

## Unit 2: Tactics/Strategy

### LEARNING OUTCOMES

The student will be able to:

1. implement the principles of attacking and defensive play, including:
  - ATTACK  
Creating Space; Support; Recognising defence; Flair/Skill
  - DEFENCE  
Denying Space; Creating time; Positioning; Stance/Balance
2. explain and experience the roles of different positions
3. explain and analyse the different team/game playing positions outlining the advantage/disadvantage of each.

### TEACHER GUIDELINES

- ▶ Many of the learning outcomes of this unit could be achieved through participation in a game where the relevance of the outcomes could best be illustrated.
- ▶ The important tactics/strategies could be developed in small-sided games, where maximum participation can be achieved. These games may be 'conditioned' appropriate to the skills being taught and/or the needs of the students.
- ▶ Intervention by the coach/teacher is an essential element in the transmission of 'correct' tactics/skills.

### Unit 3: Theory/Law

#### LEARNING OUTCOMES

The student will be able to:

1. explain the rules applying to the activity
2. outline the dimensions of the court/field of play
3. explain the basic principles of play
4. prepare for participation in the game as regards dress, facilities and equipment.

#### TEACHER GUIDELINES

- ▶ While this is essentially a theoretical unit, the rules and principles learned in this unit should have a practical application.
- ▶ Observation of the game may be arranged through simulation, a video or live game. The students would identify situations where rules were breached and make interpretations of the rules appropriate to particular situations and explain the rules of the activity covering situations requiring the intervention of the officials.

## Unit 4: Leadership and Organisation in the Game

### LEARNING OUTCOMES

The student will be able to:

1. describe some of the qualities which contribute to leadership
2. describe the various roles of the coach
3. outline the responsibilities of a coach for safety
4. identify aspects of technical performance in a game situation
5. organise and coach a group of participants in one aspect of the game
6. describe the influences of emotional and personality factors on sports performance.

### TEACHER GUIDELINES

- ▶ This is a practically based unit in which theoretical knowledge is related to practical involvement.
- ▶ Basic principles of safe practice should be explained and related to practical exercises. Students need to develop an understanding of what to observe in a skilled act; this may be achieved by observing live game situations or relevant videos of games, with advice from the tutor/coach.

## Unit 5: Career Opportunities

### LEARNING OUTCOMES

The student will:

1. describe the health and lifestyle benefits of lifelong participation in sports
2. examine the range of career opportunities in games and sports, and identify the pathways to such careers
3. identify organisations involved in promoting sports in their local area and nationally.

### TEACHER GUIDELINES

- ▶ Students could identify career opportunities in the area of games, and be aware of the pathways to such careers.
- ▶ They could complete job-seeking exercises in relation to the 'sports' industry; the help of the Vocational Preparation and Guidance teacher would be useful.
- ▶ Interviewing coaches and other people working in the world of sport can be a very useful exercise.

### **Teaching Strategy**

Teachers need to ensure that the emphasis is always on how the activity relates to the pupil. The learning experiences should be structured in such a way as to facilitate interpersonal development; i.e. pupils encouraged taking responsibility for the whole group as well as for their own activities. Each student should understand how the activities have a personal programme, which takes account of their own needs and abilities, and that their improvement is to a large extent under their own control. The theory should be viewed as having particular relevance for individuals rather than being learned for its own sake.

The sequence of the units is less important than the integration of the theoretical and practical aspects of the course. The theoretical aspects can be brought to life during the practical sessions.

It may be necessary to enlist the assistance of qualified coaches provided by the National Governing Body of the chosen game.

## **RESOURCES**

### **EQUIPMENT**

The equipment needed for completion of the module may be available in the school. If not the course could be run in conjunction with the various games associations.

### **TIME-TABLING**

Flexibility in the timetable would be needed, to allow for outside 'experts' and extended practical sessions.

### **FINANCE**

To cover certification, outside 'experts' travel, etc.

### **WEBSITES**

Many of the Games National Governing Bodies have websites addresses.



# KEY ASSIGNMENTS

MODULE 6: GAMES 2 (NET/FIELDING)

## CHECKLIST

I maintained a logbook of the skills learned and exercises undertaken in one of my chosen games.

I demonstrated three basic skills in one of my chosen games.

As part of my group, I coached a small group of participants in one aspect of one of my chosen games.

I compiled a list of the organisations involved in promoting one of my chosen games locally and nationally.



Published by The Stationery Office  
To be purchased directly from:  
Government Publications Sales Office,  
Sun Alliance House,  
Molesworth Street, Dublin 2.  
Or by mail order from:  
Government Publications, Postal Trade Section,  
4-5 Harcourt Road, Dublin 2.  
Tel: 01-647 6834/5 Fax: 01-475 2760  
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Price: £1.50



This programme has been funded by the European Social Fund

Designed by: Langley Freeman Design Group Limited  
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