



## *Leisure & Recreation*

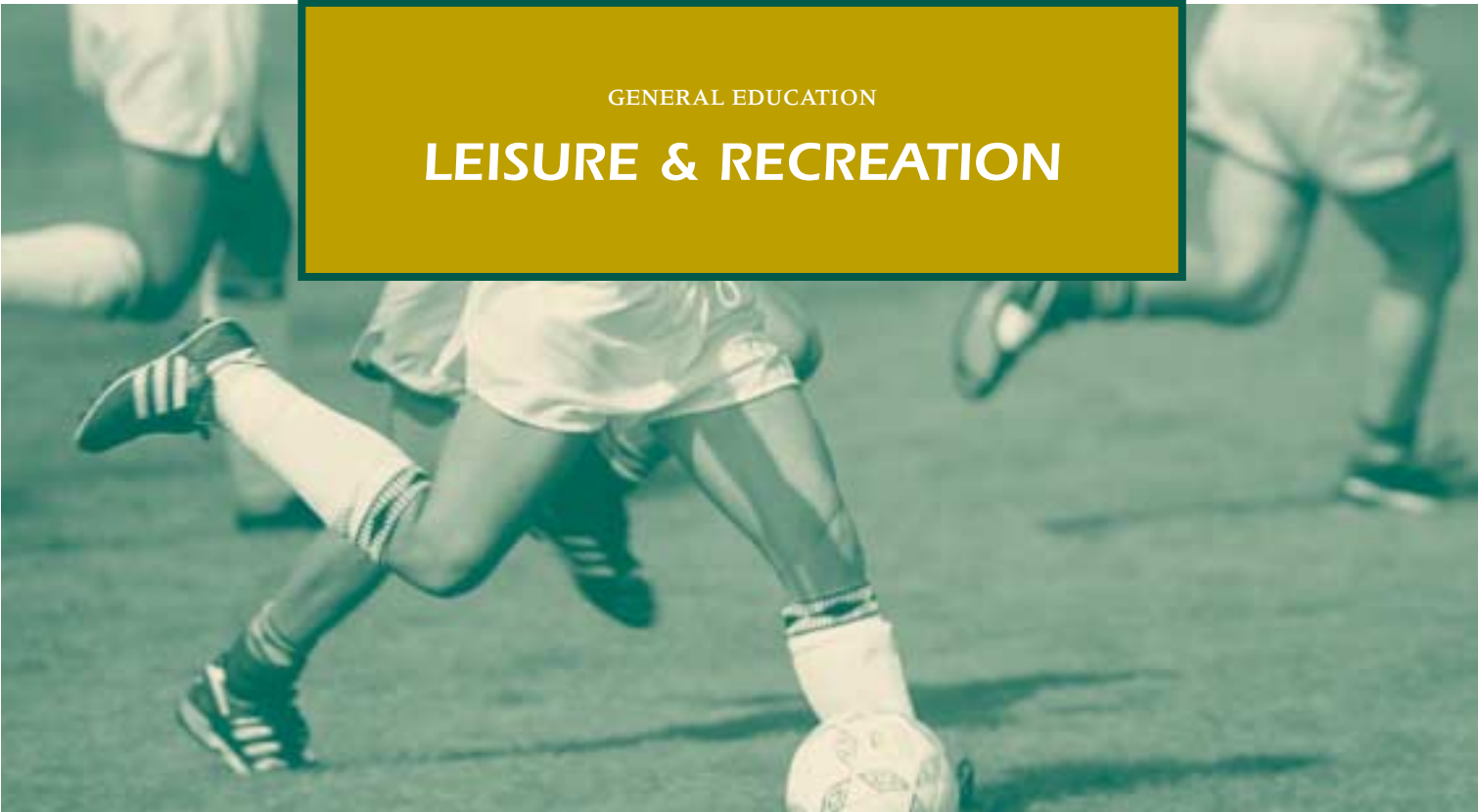




LEAVING CERTIFICATE APPLIED

GENERAL EDUCATION

# LEISURE & RECREATION





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## INTRODUCTION

### RATIONALE

The Leisure and Recreation Course is designed to enable Leaving Certificate Applied students to acquire and develop skills which will encourage them to participate in active leisure pursuits. The modules will broaden students' perspectives of leisure and recreation activities and offer them opportunities to participate in a range of physical activities.

The modules also encourage co-operation between students and allows for the development of personal and social skills. The Leisure and Recreation course promotes long-term learning and motivates the students to choose a life-style that is active, healthy and meaningful.

## NUMBER AND SEQUENCE OF MODULES

Any two modules can be selected for the Leisure and Recreation syllabus. The modules can be taken in any sequence.

- |           |   |
|-----------|---|
| Module 1: | Physical Activity for Performance.        |
| Module 2: | Physical Activity for Health and Fitness. |
| Module 3: | Physical Activity for Recreation.         |

## CONTENT OF PROGRAMME

The activities relating to the content of Modules One and Two should be taken from the Table of Activities given below. The table has been divided into six different categories of activities. To ensure that the students experience participation in a wide range of activities, it is recommended that at least TWO activities, each one from a different category are included in each module. The two activities selected for the first module should be different from the two activities selected for the second module. (It is acknowledged that where resources are limited this may not be achievable. In these circumstances, teachers may choose activities from the same category.) It is important to select activities appropriate to each module.

In Module Three, Unit 1, where schools perceive that within existing resources all possible activities are on offer it may be possible for these students to engage in 'Games Making'. In 'Games Making' the students are given the opportunity to work as part of a group to invent, construct and develop a game that they can call their own.



<b>GAMES</b>	<b>WATER BASED ACTIVITIES</b>	<b>GYM ACTIVITIES</b>	<b>DANCE</b>	<b>ATHLETICS AND INDIVIDUAL ACTIVITIES</b>	<b>OUTDOOR EDUCATION</b>
Invasion Games e.g. Soccer	Swimming	Ed. Gym	Contemporary	Running	Land-based activities e.g.
Basketball	Diving	Olym. Gym	Folk	Throwing	Hill walking
Hurling	Polo	Trampolining	Irish	Jumping	Rock climbing
Hockey	Synchronised swimming etc.	Sports acrobatics etc.	Aerobic etc.	Judo	Orienteering etc.
G. Football, etc.				Yoga	
<b>Net Games e.g. Tennis</b>				Weight Training	<b>Water-based activities e.g.</b>
Volleyball				Pitch and Put	Surfing
Badminton				Walking etc.	Wind-sailing etc.
<b>Field Games</b>					
Rounders					
Baseball					
Golf etc.					

## DESCRIPTION OF MODULES

### **Module 1**

This module offers the student the opportunity to develop his/her skills in performance and understanding in at least two activities. The student is assisted in selecting and combining skills that enables him/her to perform the activity at an appropriate level. On completion of the module the student should be capable of demonstrating effective performance in challenging contexts. The student should also have the ability to plan and implement a programme of work to improve his/her own performance and that of others.

### **Module 2**

This module introduces the student to the concept of health-related fitness. It gives the student the confidence to make choices that will help him/her to lead a healthy life and respond positively to the challenges they encounter. Students are given an understanding of the benefits of physical activity as a means of maintaining health and fitness.

### **Module 3**

This module is designed to help the student to plan, develop and participate in a programme of physical leisure and recreational activities not already on offer in the school. It will also help him/her to identify a range of physical leisure and recreational activities available in the community. The module also allows for the development of personal and social skills. Through this module the student should come to appreciate the benefits of maintaining a healthy and active lifestyle.

LEISURE & RECREATION

MODULE 1

# PHYSICAL ACTIVITY FOR PERFORMANCE

## MODULE 1:

# PHYSICAL ACTIVITY FOR PERFORMANCE

### PURPOSE

This module is designed to enable Leaving Certificate Applied students to participate in at least two activities at a level that is appropriate to their ability. The module allows for the development of personal and social skills and promotes improvement of performance and leadership skills.

### PREREQUISITES

None.

## AIMS

The student will:

- Experience enjoyment, success and achievement.
- Develop self-confidence and a positive self-image.
- Acquire the knowledge and skill necessary to participate in sports and other physical activities in a healthy and safe manner.
- Develop and maintain an appropriate level of physical fitness and sports skills.
- Develop a positive attitude towards continued participation in physical activities, seen as a lifelong concept.
- Cultivate leadership, organisational skills and communication skills.
- Develop personal and social relationships in sports and recreational activities.
- Acquire a basic knowledge of first aid.

## UNITS

Unit 1: Skill and Performance

Unit 2: Application to Personal Performance

Unit 3: Organisation and Officiating

## Unit 1: Skill and Performance

### LEARNING OUTCOMES

The student will:

1. demonstrate a range of skills in the selected activity at the appropriate level using the correct technique
2. perform the skills in context
3. understand and perform appropriate tactics/sequences in relation to the activity
4. where appropriate, explain and experience the role of different positions
5. understand the rules in relation to the activity
6. practise correct safety procedures when participating in the activity
7. practise correct procedures for use, storage and maintenance of equipment.

### TEACHER GUIDELINES

- ▶ Assist in the improvement of technique in an appropriate range of skills in the particular activity e.g. discrete skills for the game, dance or individual activity.
- ▶ Provide the conditioned situation in which the skills together with the relevant strategies are to be performed. e.g. games: conditioned game dance/gym: sequence work
- ▶ The rules and regulations are introduced to the students in a systematic way as they participate in the activity. Students should record these as they progress through the activity.
- ▶ Throughout the course the students should learn to take responsibility for their own safety and that of others. Attention should be drawn to particular situations when the need arises.
- ▶ Students should be required to wear appropriate clothing and use the correct equipment and learn the procedures for use, storage and maintenance of equipment.

## Unit 2: Application to Personal Performance

### LEARNING OUTCOMES

The student will be able to:

1. devise and implement basic and progressive practices that contribute to the development and acquisition of skills as appropriate
2. demonstrate an awareness of the safety aspects of the activity
3. understand the importance of warm-up and cool-down
4. draw up a personal training schedule
5. appreciate play/performance of others through observation.

### TEACHER GUIDELINES

- ▶ Students should be introduced to ways that will assist them in devising different practices for their activity. This would include recording practices already learned and in small groups devising different practices. This enables them to become independent learners.
- ▶ Sensitise students to the safety aspects of the activity.
- ▶ Enable students to plan and design appropriate exercises/sequences for warm-up and cool-down.
- ▶ Assist the students in designing a personal training programme
- ▶ Allow students to observe the work of others and guide them in their recognition of the components of movement analysis, e.g. games: attacking/defending strategies; dance sequence or moves in yoga.

### Unit 3: Organisation and Officiating

#### LEARNING OUTCOMES

The student will:

1. explore the various roles in officiating or judging the performance of
2. understand the rules and principles applying to the activity
3. understand the organisation and structure of the activity at local, regional and national level
4. demonstrate a knowledge and understanding of basic first aid.

#### TEACHER GUIDELINES

- ▶ Through supervision allow students to officiate, applying the rules already learned.
- ▶ Assist students to investigate the different structures of the activities and the purposes for these structures.



## RESOURCES

### **EQUIPMENT**

The equipment needed for completion of the module may be available in the school. Use of audio-visual equipment for dance may be necessary.

Extra support may be available from the National Governing Body of Sport.

### **TIME-TABLING**

Flexibility in the timetable is necessary to allow for activities that may take place off the school site or for other activities that require longer time than the normal class period.

### **FINANCE**

To cover travel, visits to particular facilities etc.

Many books on coaching games and other activities are available in bookshops.

### **GOVERNING SPORTS BODIES**

The Governing Sports bodies of different sport organisations can supply information on training programmes and school programmes that they may have available.



# KEY ASSIGNMENTS

MODULE 1: PHYSICAL ACTIVITY FOR PERFORMANCE

## CHECKLIST

I have recorded the basic rules and principles as they apply to one activity I have participated in.

I have kept a record of the skills I have learned during this module.

I have demonstrated and performed three skills that I have learnt in one of the chosen activities.

As part of a group I have organised a practice exercise for one of the chosen activities.

MODULE 2

**PHYSICAL ACTIVITY FOR HEALTH  
AND FITNESS**

## MODULE 2:

# PHYSICAL ACTIVITY FOR HEALTH AND FITNESS

### PURPOSE

This module is designed to enable Leaving Certificate Applied students, through their participation in a number of physical leisure and recreation activities, to understand the importance of exercise to the maintenance of fitness and the promotion of a healthy and active lifestyle. It gives students the skills and knowledge to understand the benefits of participation in physical activity as a lifelong activity. The module also allows for the development of personal and social skills.

### PREREQUISITES

None.

## AIMS

This module aims to enable the student to:

- Participate in a number of physical activities
- Understand the benefits of regular exercise.
- Understand the components of health-related-fitness.
- Identify the benefits of regular aerobic activity and regular exercise for flexibility and muscular strength and endurance.
- Understand the principles of training in developing physical fitness.
- Understand the importance of warm-up and cool-down when participating in activity.
- Develop the skills and knowledge to become independent learners.
- Develop the skills and knowledge to design his/her individual health-related-fitness programme.

## UNITS

Unit 1: Cardiovascular Endurance.

Unit 2: Flexibility.

Unit 3: Muscular Strength and Endurance.

Unit 4: Designing the Fitness Programme.

## Unit 1: Cardiovascular Endurance

### LEARNING OUTCOMES

The student will be able, through their participation in at least two physical leisure and recreational activities, to:

1. explain the function of the heart
2. explain the physical changes that take place during exercise
3. monitor their heart rate
4. develop a basic understanding of the Frequency, Intensity, Time and Type (FITT) principle in relation to cardiovascular endurance
5. design a personal programme to improve cardiovascular endurance fitness.

### TEACHER GUIDELINES

- ▶ Through their participation in aerobic activity ask the students to describe the body changes that occur during exercise. Early introduction to the principles of warm-up and cool-down is important.
- ▶ Introduce students to the RPE scale. Demonstrate to the student how to monitor their own heart rate. Students should keep a record of their own heart rate over a week.
- ▶ While students participate in aerobic exercises they should be gradually introduced to the FITT principle. Students should start to keep a diary of their daily activity and over a period of time they will assess their own level of activity.
- ▶ Assist students to design a programme that is suitable to their level of aerobic fitness.
- ▶ Students should be aware that their own progress is more important than comparison to others.
- ▶ Discuss with students the importance of cardiovascular endurance in everyday activities.

## Unit 2: Flexibility

### LEARNING OUTCOMES

The student will be able, through their participation in at least two physical leisure and recreational activities, to:

1. state the importance of flexibility for everyday activities
2. explain the importance of warm-up and cool-down
3. identify the movements of the major joints
4. develop a basic understanding of the FITT principle in relation to flexibility
5. demonstrate a range of safe exercise specific to flexibility
6. design a personal programme that improves flexibility.

### TEACHER GUIDELINES

- ▶ Through appropriate exercises students are given an understanding of the concept of flexibility and its importance to the maintenance of mobility.
- ▶ Through the chosen activity introduce students to the appropriate and correct stretching technique for warm-up and cool-down.
- ▶ Through activity students identify the specific movements of major joints.
- ▶ Introduce students to FITT principle and to the principle of designing a programme for developing their own flexibility.
- ▶ Discuss with the students the importance of flexibility in everyday activities.
- ▶ Assist students design a programme that is suitable to their level of fitness.

### Unit 3: Muscular Strength and Endurance

#### LEARNING OUTCOMES

The student will be able, through their participation in at least two physical leisure and recreation activities, to:

1. explain muscular strength and endurance
2. explain muscle function and identify the different movements of the joints
3. demonstrate the proper body alignment for sitting, standing, carrying and lifting
4. develop a basic understanding of the FITT principle as it relates to muscular strength and endurance
5. identify and design circuits that will improve muscular strength and endurance.

#### TEACHER GUIDELINES

- ▶ Through exercises explain the difference between muscular strength and muscular endurance.
- ▶ Allow students explore the movements of the different joints and to record the names of the major muscle groups over a period of time.
- ▶ Introduce students to the correct body alignment for sitting, standing, carrying and lifting and give them exercises that will improve their posture.
- ▶ Assist students in planning a programme that includes circuits for the development of muscular strength and endurance.



## Unit 4: Designing the Fitness Programme

### LEARNING OUTCOMES

The student will be able, through their participation in at least two physical leisure and recreation activities, to:

1. design a fitness programme which would meet his/her individual requirements
2. decide on the type of physical exercises that are appropriate to his/her individual needs
3. perform correctly the stretching and other exercises required for their fitness programme
4. keep a diary of their fitness schedule.
5. demonstrate a knowledge and understanding of safety procedures when exercising.

### TEACHER GUIDELINES

- ▶ Allow students assess his/her fitness levels by documenting the regularity with which they participate in physical activity.
- ▶ Ensure that they use the FITT principle when designing the programme. Remind students that the programme must be realistic and discuss why "too little" is better than "too much" at the start of any programme.
- ▶ Ensure that exercises and circuits for flexibility and muscular strength and endurance are appropriate and correct.

## RESOURCES

### **EQUIPMENT**

The equipment needed for completion of the module may be available in the school. Use of audio-visual equipment for dance may be necessary.

### **TIME-TABLING**

Flexibility in the timetable is necessary to allow for activities that may take place off the school site or for other activities that require longer time than the normal class period.

### **FINANCE**

To cover travel, visits to particular facilities etc.

Many books on health related fitness are available in bookshops.



# KEY ASSIGNMENTS

MODULE 2: PHYSICAL ACTIVITY FOR HEALTH AND FITNESS

## CHECKLIST

I have monitored my heart rate for a week.

I have recorded and participated in activities that develop aerobic fitness.

I have kept a diary of my fitness programme.

I have led a group in warm up and cool down exercises related to the chosen activity.



MODULE 3

**PHYSICAL ACTIVITY FOR  
LEISURE AND RECREATION**



## MODULE 3:

# PHYSICAL ACTIVITY FOR LEISURE AND RECREATION

### PURPOSE

This module is designed to help the students to plan, develop and participate in a programme of physical leisure and recreational activities not already on offer in the school. It will also help them to identify a range of physical leisure and recreational activities available in the community. The module also allows for the development of personal and social skills. Through this module the students should come to appreciate the benefits of maintaining a healthy and active lifestyle.

### PREREQUISITES

None.

## AIMS

The student will:

- Experience enjoyment and success from participation in physical activity.
- Acquire the knowledge and skills necessary for participation in selected activities in a healthy and safe manner.
- Develop a positive attitude towards continued participation in physical activities as a life-long concept.
- Develop a school based programme of physical recreational activity
- Develop and maintain an appropriate level of fitness.
- Develop personal and social relationships through involvement in active recreational pursuits.
- Develop an awareness of the facilities available in the community.

## UNITS

Unit 1: Developing a school based physical recreational activity programme

Unit 2: Recreational Activities in the Community

Unit 3: Recreation and Health.

## Unit 1: Developing a school based physical recreational activity programme

### LEARNING OUTCOMES

The student will be able to:

1. identify and select at least two physical recreational activities not already on offer that could be developed within the school
2. plan an introductory and developmental programme for these two activities
3. implement and participate in the programme of planned activities related to these two activities
4. evaluate the effectiveness of the school based physical recreational activity programme.

### TEACHER GUIDELINES

- ▶ Brainstorm the physical recreational activities already on offer in the school. Brainstorm possible new activities e.g. orienteering, fitness course with stations, walking trails or if relevant games for understanding (see the Department of Education & Science and the PEAI resource 'Games for Understanding').
- ▶ It is important to be realistic and take account of the resources available in the school, the skill levels of the students and available expertise.
- ▶ This evaluation should include an assessment of the social and physical benefits arising from planning and implementing the programme.



## Unit 2: Recreational Activities in the Community

### LEARNING OUTCOMES

The student will be able to:

1. identify the range of physical leisure and recreational activities that take place within his/her local community
2. identify a number of physical leisure and recreational activities in the community in which the group could participate
3. organise a visit to a suitable physical leisure and recreational location/centre
4. participate in a range of activities on offer from this location/centre
5. identify the level of participation of family and friends in physical leisure and recreational activities in the local community.

### TEACHER GUIDELINES

- ▶ Students research the range of recreational activities available in the local community, e.g. in sports clubs, health clubs, walking trails, orienteering, hill-walking, etc.
- ▶ Working in small groups, students list activities available for their age group.
- ▶ Enable the students to organise a visit to a physical leisure and recreational location/centre. This could be done in co-operation with the teacher of Vocational Preparation and Guidance.
- ▶ Enable students to research the physical leisure and recreational activities of families and friends e.g. examine the range or level of participation.

## Unit 3: Recreation and Health

### LEARNING OUTCOMES

The student will be able to:

1. identify the role of exercise in the promotion of good health
2. identify the relationship between stress and relaxation
3. participate in stress reducing activities
4. explain the effects of exercise and healthy eating on weight maintenance
5. develop a personal profile in relation to exercise.

### TEACHER GUIDELINES

- ▶ Link with the Social Education teacher.
- ▶ Students identify the health risks of a sedentary lifestyle. Ask them to calculate the amount of time they spend on sedentary activities and the amount of time spent on physical activity during the day.
- ▶ Emphasise the benefit of regular exercise in increasing energy levels and in helping to reduce stress.
- ▶ Allow the students to identify and encourage them to participate in activities such as yoga, progressive muscular relaxation techniques etc.
- ▶ Students should keep a diary of the junk food they eat on a regular basis and then calculate the amount of exercise needed to burn off these snacks e.g. for a person weighing 40kg thirty minutes jogging will burn approx. 232 Kcal.  
This topic should be treated in a sensitive manner.
- ▶ Enable students to identify the physical activities in which he/she participates. Where necessary encourage them to increase the level or range of participation.

## RESOURCES

### **EQUIPMENT**

The equipment needed for completion of the module may be available in the school. Use of audio-visual equipment for dance may be necessary.

### **TIME-TABLING**

Flexibility in the timetable is necessary to allow for activities that may take place off the school site or for other activities that require longer time than the normal class period.

### **FINANCE**

To cover travel, visits to particular facilities etc.

Many books on leisure and recreational activities are available in bookshops.



# KEY ASSIGNMENTS

MODULE 3: PHYSICAL ACTIVITY FOR LEISURE AND RECREATION

## CHECKLIST

I have identified a range of physical recreational activities in my local community.

I have maintained a diary of my participation in physical activities.

I have identified the social and physical benefits of participation in recreational activities.

I have participated in a programme of physical leisure and recreational activities planned by the group.



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