CONTENT STRAND: HEALTHY, SAFE AND ACTIVE LIFESTYLES

TOPIC 10
Fit for life

10.1 Overview

10.1.1 Introduction
There is an increasing number of alarming statistics being released across not only Australia, but also the world, relating to the state of our health and wellbeing. Physically, there are rising obesity and sedentary behaviour rates, especially among adolescents. It is vital that people of all ages begin to change their lifestyle and adopt healthier behaviours in order to lead a happier, healthier life.

You may find increasing your amount of physical activity to be challenging at times. In this topic you will explore a range of activities you can undertake to adopt behaviours allowing you to participate in lifelong physical activity. This might include goal setting, exploring various types of recreational activity, learning about different cultures and the types of physical activity you may participate in.

on Resources

- eLesson: Fit for life (els-2972)
- Digital doc: Key terms glossary (doc-29344)

ESSENTIAL QUESTION
Whether it is competitive or non-competitive, individual, team, recreational or simply for health and fitness, a form of lifelong physical activity is essential for our health and wellbeing. How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

SYLLABUS OUTCOMES
A student:
- designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity (PD5-8)
- critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity. (PD5-6)

302 Jacaranda Active Outcomes 2 NSW Australian Curriculum PDHPE Stage 5
10.2 Lifelong physical activity

In Australia the average life expectancy is 85 years for females and 80 years for males. Will it always be this way? One factor that contributes significantly to overall health and wellbeing is physical activity throughout your lifespan.

10.2.1 Types of physical activity

Physical activity is something that we need to engage in regularly throughout our lives. Fortunately, there are many forms from which to choose. Now is the time to develop knowledge and basic skills in a wide range of activities, knowing that as we get older, we will probably narrow our selections based on friendships, challenge and personal interests. What is available and how do we choose?

Exercise remains essential to maintaining health throughout our lives, but what are your exercise habits like? Use the Fitness habits quiz weblink in the Resources tab to find out.

During our school years, we experience many types of physical activity. Some of these are in the form of games such as soccer, touch football and netball, which we may play in competitions. We also develop skills in other areas, such as aquatics, dance and recreational interests. Fundamental skills such as balance and coordination are the backbone of all these specialised activities.

Physical activity needs to be embedded in our lifestyle. Being involved in many types of physical activity at school is relatively easy because physical education, sport and cultural programs are in place that either require or seek our participation. However, in the context of the average lifespan, our school years are very short. Being physically active for the rest of our lives requires considerable thought and planning. It is important to develop the skills to plan and prepare for and participate in physical activity at a young age to encourage continued involvement throughout a lifetime.

Some activities cover a wide range of categories. For example, squash can be competitive, non-competitive, individual, fitness-based or simply recreational. Being involved in a variety of activities is preferable to ensure maximal health benefits, ongoing challenges, and that our interests are constantly being developed.

Complete the Lifelong physical activity worksheet to identify what activities you enjoy and what activities you will be able to participate in throughout your life.

Resources

- Weblink: Fitness habits quiz
- Digital doc: Worksheet 10.1 Lifelong physical activity (doc-29338)
How can you be active throughout your whole life?

By maintaining aerobic activity throughout our lives, we have the best chance of avoiding heart disease and type 2 diabetes.

10.2.2 Lifelong health and fitness

Aerobic activity is the best form of activity to improve health. This is because sustained activity makes the heart, blood vessels and muscles work over a longer than normal period of time. When this type of physical stress becomes regular, many parts of the body become better at what they do. For example, the heart becomes stronger and is able to pump blood more efficiently. How can you choose fitness activities that will do the best for your health?

Lifelong physical activity contributes significantly to our health and fitness. In fact, the sole reason some people engage in physical activity is to maintain or improve their health. Without activity, many of the systems in the body can deteriorate and leave us in poor health. Maintaining good fitness depends on the amount of physical activity we do at the current point in our lives. Once we stop, that level of fitness gradually deteriorates. Good health and fitness developed during our adolescent years are a foundation we can build on, not a structure that will exist without maintenance and repair for the rest of our lives.
A lack of aerobic activity can lead to an increase in weight, making it more difficult for the heart to pump blood to where it is needed. Like the muscles that support us and help us move, the heart is also a muscle that needs to be worked. Muscles that do not work become smaller and less able to do their job.

Most of our body systems begin to decline naturally from about our mid-20s onwards, as part of the ageing process. This is why activity to promote and develop good bodily health is important. Any decline impacts gradually on our quality of life. One of the biggest health problems Australians face today, for example, relates to adult-onset type 2 diabetes. This lifestyle illness is directly related to diet and exercise. Lack of exercise contributes to obesity, which interferes with the body’s ability to control sugar in the blood. Adult-onset type 2 diabetes, if not controlled, can impair circulation, putting body parts such as the kidneys, eyes, heart and feet at risk of damage.

**HEALTH FACT**
People who play sport during adolescence are much more likely to be physically active adults.

### 10.2.3 Measuring fitness capabilities
Fortunately, it is not difficult to find activities that can improve health and fitness. Physical fitness includes both health- and skill-related components. Activities that aim to develop the health-related components of fitness are beneficial to overall health. To determine a thorough fitness profile, we need to measure fitness capabilities across a number of areas.

Use the Larrissa Miller, Andrew Bogut and champion snooker player Neil Robertson weblinks in the Resources tab to see these sportspeople in action. In small groups, discuss the main fitness components these athletes would display.

![Australian gymnast Larrissa Miller competes on bars during the preliminary round of the 2015 World Gymnastics Championships.](image1)

![Champions in many sports, such as basketballer Andrew Bogut, have well-developed fitness components.](image2)

**Resources**
- Weblink: Larrissa Miller
- Weblink: Andrew Bogut
- Weblink: Neil Robertson
10.2.4 Health-related fitness components

Health-related fitness relates to the level of fitness we need to maintain good physical health during our daily activities. It is made up of several fitness components.

The health-related components of fitness are:

- aerobic endurance
- muscular strength
- local muscular endurance
- flexibility
- body composition.

Fitness components are aspects of fitness that affect performance in any sport or recreational activity. To analyse what is required for basketball, gymnastics, snooker or any other physical activity, you need to recognise the fitness components most relevant to the activity. This is because fitness is specific to performers’ needs; for example, the fitness required by an elite gymnast is different from the fitness needed to cycle to school. Once you know the specific fitness demands of a particular activity, you can physically prepare for the activity.

**Aerobic endurance** is the capacity of the body to keep up continuous physical activity over an extended period of time at a low to medium intensity. This requires efficient functioning of the heart and lungs and can be increased through participation in activities such as jogging, cycling and swimming.

**Muscular strength** is the ability of the muscles to exert a single maximal force to overcome resistance. The resistance may be a body part, the weight of the whole body, or an item external to the body. The heavier the weight the muscle can lift and the more resistance it can overcome, the more strength it is said to have. Strength assists performance in many sporting and recreational activities.

**Local Muscular endurance (LME)** is the ability of a muscle or muscle group to sustain or repeat a force over a long period of time. LME for a specific movement may be increased by increasing the time the force is sustained. LME is required in many activities and sports but is crucial in team games and long-duration events such as triathlons.

**Flexibility** is the range of movement about a joint. It varies from joint to joint within the body. Flexibility is greatest at birth and diminishes from then on, though to a lesser extent in active people.

Good flexibility reduces the amount of muscle stiffness and soreness, and reduces the chance of injury. Gymnasts and dancers often show outstanding levels of flexibility.

**Body composition** refers to the ratio of fat to non-fat components in the body. Body fat consists of essential fat in and around organs such as the heart, and storage fat found in fat cells around the body. Non-fat components make up your lean body weight and include muscle, bones and organs.
10.2.5 Skill-related fitness components

Skill-related fitness relates to the level of fitness we need for involvement in physical activities such as sport. Skill-related fitness components include speed, balance, agility, coordination, reaction time and muscular power.

Speed can refer to whole-body speed (100-metre sprint), where the aim is to move from point A to point B as quickly as possible, or part-body speed (discus throw), where one or more parts of the body move as quickly as possible to complete a movement.

**Balance** is the ability to remain in a state of static or dynamic equilibrium; skiers, horse-riders, gymnasts and surfers need good balance.

**Agility** is the ability to start, stop and change body positions quickly without losing balance; trampolinists and dancers require agility skills. Games that involve dodging opponents also require agility, such as netball, basketball and hockey.

**Coordination** is the ability to link a series of actions into a flowing movement pattern with appropriate timing and accuracy. Hand–eye coordination is vital to racquet sports; football players need to coordinate the placement of the ball onto the kicking foot; basketballers need to coordinate the timing of the release of the ball while making a jump shot. All sports need coordination skills.

**Reaction time** is the time that it takes for an athlete to respond to the signal that movement is required; for example, a sprinter’s reaction to the sound of the starting signal, or the time it takes for a soccer goalie to leap into action to save a goal.

**Muscular power** is the combination of strength and speed. A powerful movement is achieved as quickly as possible, while imparting as much strength as possible. Jumping and throwing activities rely on muscular power.

It is important to test health- and skill-related fitness components before starting a fitness plan, so the base level of fitness in each area is known. There are various tests to check the components of fitness listed in table 10.1.

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<th>TABLE 10.1 Fitness tests</th>
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<tr>
<td><strong>Fitness components</strong></td>
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<td>Aerobic endurance</td>
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**DID YOU KNOW?**
The multi-stage fitness test is also known as ‘Beep Test’ and ‘Yo-Yo Test’, and was developed by L. A. Leger and J. Lambert in 1982.
10.2.6 The principles of training

To improve fitness, we need to be aware of four important principles — overload, progression, specificity and reversibility. These are commonly known as the ‘principles of training’.

Overload

The principle of overload involves making exercise sessions progressively harder. Overload should be applied when the body has adapted to stress and you are finding the exercise easier. In order for body functions to improve, they need to be moderately stressed by exercise. The body responds by gradually adapting to the stress level being imposed on it. The body then becomes comfortable in an exercise zone that previously caused some discomfort.

Progression

Progression is essential for fitness improvement. Increase your workload gradually for best results. Do not try to progress too rapidly, otherwise you may injure yourself or find yourself tiring too quickly. Add a push-up, run an extra few metres or run a little faster each time you train. You will soon notice a gradual improvement.
Specificity
Specificity means looking at the type of fitness you want to improve. If it is cardiorespiratory fitness, perform an activity that makes the heart work harder such as cycling or running. If it is flexibility, use activities that work on increasing muscle elasticity, such as stretching programs. If you want to improve a component of fitness, you need to specifically target that area with the correct type of exercise.

Reversibility
Reversibility reminds us that all fitness gains will be lost if we do not continue our fitness program. The loss will be gradual and usually governed by the time it took to develop. In other words, the more slowly you build up, the more gradual the loss.

DID YOU KNOW?
Yoga has many benefits, some of which include increased flexibility, lubrication of joints, stimulation of major organs through massage, detoxification and enhanced muscle tone. The meditative practice also strengthens our emotional and mental state.

10.2.7 Developing a successful training program
Determining the training methods that will be incorporated into your training program is the next step to increasing your fitness. It is important to understand each method when designing an appropriate and successful training program.

For training programs to be successful, they must be properly planned and correctly apply the training principles and methods, so that the athlete achieves maximum results.

Training methods describe different types of training undertaken to achieve the desired improvement in fitness. The methods include:

- resistance or weight training
- plyometric training
- circuit training
- interval training including HIIT
- continuous training
- flexibility training.

Use the Star training eLesson in the Resources tab to watch some clips showing different types of training. For each clip, determine what type of training the athlete is doing.

Resources

eLesson: Star training (eles-0762)
10.2.8 Designing training sessions
The most important part of the training program is the actual training sessions. All training sessions should include:

- warm-up component
- conditioning component
- stretching and cool-down component.

Warm-up
Before beginning any training program, a warm-up must be completed, including flexibility exercises. Similarly, at the completion of training, a cool-down should be performed.

Warm-ups should be dynamic and include a series of movement drills or activities that build from low to moderate intensity. The activities should enable the athlete to move all body parts and joints through the range of movement performed during the game or performance. The warm-up should be specific to the physical activity that will follow. For example, soccer players place an emphasis on activities that take the groin and hamstring muscles through their full range of movement because of the fast, forceful kicking actions and sidestepping movements in a match. Gymnasts place emphasis on activities that take the lower back through its full range of movement, because many of the skills they will perform will hyperextend the spine.

Conditioning
The training session must include developing or maintaining the specific fitness components required for the particular sport or activity.

Stretching
Static stretching stretches the muscle to a comfortable limit and holds it there for a minimum of 15 to 20 seconds. At least three repetitions of each static stretch should be completed. There should be no bouncing in this method. Bouncing can take the extended joint beyond its safe limit and cause muscle soreness or tearing.

Cool-down
If you suddenly stop strenuous physical work, blood may pool in the extremities of your body, causing dizziness or muscle stiffness. This can be avoided by gradually decreasing the intensity of the physical work by doing a slow five-minute jog, cycle, swim or walk and finishing the session with static stretching. Static stretching during the cool-down helps increase flexibility and may reduce muscle stiffness and soreness. Stretching should involve all major parts of the body and specifically address key areas for your sport/activity as well as you as an individual.

10.2.9 Settings for exercise
It is important to remember that there are endless types of activities, which require minimal equipment, that you can utilise to improve your physical fitness and health. These activities can be aerobic (walking, jogging, shuttle runs), strength-based (push-ups, sit-ups, burpees, plank) or may focus on flexibility. These activities also do not always require specialised facilities to engage in, as you can utilise your surroundings no matter whether you live in an apartment block, in the city or out on a farm.

Ways that you can use natural settings in your community include:

- creating a fitness circuit at the local park
- walking on the local beach or along the river with friends
- jogging at the local oval
- cycling on pathways or roads within your town.

If you can recognise that any space provides an opportunity for physical activity, you will be more likely to engage in lifelong physical activity; your location is never an excuse not to be active.
10.2 Activities

Fitness circuit

1. Participate in the following fitness circuit as a class. Each station is completed for 30 seconds with a 10-second rest between rotations.
   *(a) Push-ups*
   *(b) Sit-ups*
   *(c) 10-m jogging shuttles*
   *(d) Body weight squats*
   *(e) Plank hold*
   *(f) Slalom run*

2. How could the overload principle be implemented in future sessions using the circuit above?

3. What components of fitness were addressed in the circuit?

4. Design and implement your own circuit using non-specialised equipment (e.g. equipment found around the home, garden, or park). Incorporate the natural environment in your circuit (e.g. place it in your garden, a park, a paddock or the beach). State who is the target audience for your circuit and why (e.g. parents with children, older adults, or a particular cultural group).

5. Complete the **Mapping your resources** worksheet to identify settings for exercise in your local town.

6. Consider what public facilities could be updated in your local community to encourage locals of varying ages to engage in physical activity. Write a letter to your local council or MP justifying the need to improve these spaces for those within the community. For example, including a Liberty Swing or other equipment at the local playground for young people with a disability.

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**on** Resources

- **eLesson:** Measuring fitness (eles-0764)
- **Digital doc:** Worksheet 10.2 Mapping your resources (doc-29339)

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10.2 Check and challenge

**Explain**

1. Identify the health-related components of fitness.
2. Why is it important to use the overload principle if we want to improve our fitness?
3. Explain how the principle of reversibility relates to maintaining our level of fitness.

**Elaborate**

4. Describe two health problems that arise from a lack of physical activity.
5. What is the principle of specificity? Use an example to show how it would relate to improving cardiorespiratory fitness.
6. Use the **Target heart rate calculator** weblink in the Resources tab to see how hard you need to work during aerobic activity to gain a fitness benefit. During your exercise over a sustained period, your heart rate should be between the two values.

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**on** Resources

- **Weblink:** Target heart rate calculator
10.3 Promoting healthy lifestyles

Setting goals and planning will support your efforts and lead to positive outcomes in your endeavours to improve and maintain your health.

10.3.1 Goals — the foundation of successful exercise planning

Elite athletes spend a lot of time setting, measuring, evaluating and readjusting goals. They are aware of how important this is to success. While we do not need to go to the same lengths when we plan for regular physical activity, the importance of planning is still significant. Planning regular physical activity provides an opportunity to measure our progress. Have you ever tried creating or using an exercise plan? Use the Exercise plan weblink in the Resources tab to see three plans that you might like to try.

In our younger years, most of our physical activity was planned by our parents. We may have been taken to places such as parks and beaches, on camping holidays or to participate in particular sports as part of the family routine and interests. However, during adolescence, the influence of parents and other authority figures gradually decreases as individuals take more responsibility for various aspects of their lives, including personal health.

Most of us would like to improve in some aspects of our lives — for example, to be fitter or to lose weight. To do this, we must make these goals part of an action plan. We may wish to lose weight, but if we do not actively do anything about it, such as eating less and exercising more, weight reduction will not happen. Positive results develop from effective goal setting and establishing ways of achieving these goals.

Goals represent the driving force and provide motivation to change. They can alter the way we live and can transform our lives. In practice, goals can turn wishes into reality. Goals influence our behaviour and assist in the development of self-discipline. The setting of goals represents a commitment we must back up with effort and possibly sacrifice. A commitment to incorporate moderate physical activity into our lifestyle, for example, could result in us becoming fitter, healthier, raising our self-esteem and, perhaps, living longer — but this commitment will require organisation, time and effort.

Before you start setting your goals, complete the Overcoming barriers to participation worksheet to identify and overcome any barriers you may experience so you are able to achieve your goals. After you have completed this, analyse the barriers and why they appear by completing the Analysing barriers to fitness worksheet. This will help you to set realistic goals in the activities section.

Resources

- Digital doc: Worksheet 10.3 Overcoming barriers to participation (doc-29340)
- Digital doc: Worksheet 10.4 Analysing barriers to fitness (doc-29341)
- Weblink: Exercise plan
HEALTH FACT

According to the NSW Schools Physical Activity and Nutrition Survey (SPANS) 2015, 59% of adolescents were in the healthy fitness zone for cardiorespiratory fitness but only 35% were for muscular fitness.

In planning for regular activity as part of our lifestyle, we need to become familiar with goal-setting techniques. Goals serve as a guide, a focus or something to work towards. They emerge from our own feelings, aspirations and desires for self-improvement, and are driven by our level of commitment and motivation. While other people might be able to assist, the goal setter is the one in the ‘driver’s seat’. The individual alone has the control and determines whether the goals will be achieved.

Goals can be short term or long term. Short-term goals can be achieved within a few days or weeks. Achieving short-term goals is a step towards achieving long-term goals. As each short-term goal is accomplished, our motivation increases and the achievement of the long-term goal becomes more realistic. A long-term goal is the end result of a series of short-term goals. It is achieved over a much longer timeframe, possibly years, and many factors may limit its achievement.

Goals belong to individuals or groups. Broadly, there are three types:

1. **Personal goals** are owned by one person. They are set by the individual and are specific to what that person wants to achieve.
2. **Group goals** are shared by two or more people. They might relate to a team that wants to achieve a specific objective, such as to win a premiership.
3. **External goals** are goals that are imposed on us from another individual or group, such as a coach.

**10.3.2 Get SMARTER**

There are a number of principles that are important in effective goal setting. Using the acronym SMARTER will help you remember these principles and apply the process.

- **S**: **Specific**. If, for example, you are wanting to improve your fitness, be specific about what you are aiming to achieve. Analyse where you are now. If necessary, do a basic pre-test to evaluate your level of fitness. Write down the results so you have a point of reference. To help you get started, list the benefits you hope to gain from your activity program — for example, improved body image, more energy, confidence, enjoyment, relaxation, companionship and weight control or reduction.
- **M**: **Measurable**. Develop a way of measuring your results. You need to be able to monitor your progress so you remain focused on your goals. If you are unable to measure progress or see any improvement, you may lose interest. Positive results reinforce belief in your program and provide encouragement for continuation.
- **A**: **Achievable**. Make sure your goal is achievable by breaking down how you will do it. Once you know what you want to achieve, develop a strategy or ‘action plan’. This plan lists what you intend to do (activity types), considering the costs and time available. The program should be flexible in terms of time and require regular sessions. There should also be a plan for some form of alternative exercise in
case a session is missed through inclement weather or similar factors. Finally, the program needs to be simple and easy to implement. Programs that require lots of equipment, money, time, transport or organisation are much more difficult to sustain.

- **R:** *Realistic.* Set realistic goals by avoiding activities that you will not continue. The goals you set should not be too easy or too hard, otherwise you are likely to lose interest. Make the goals achievable and sufficiently challenging to remove you from your comfort zone but not overly difficult, denying you the experience of success.

- **T:** *Timeframe.* Allocate time during the day (for example, lunchtime) when you will embark on the program. Also establish an end time or deadline for finishing the program.

- **E:** *Evaluate.* Periodically evaluate your progress. You may find that certain barriers exist that you did not anticipate, and they may require a readjustment of your goals.

- **R:** *Reward.* When you are successful, congratulate yourself with something that will help keep you motivated.

### 10.3.3 Strategies for success

In order to support individuals in achieving success and enhancing their lifestyle, there are many strategies, campaigns and support networks that encourage people of all ages to lead healthy, safe, active and balanced lifestyles.

According to a recent study, participants who used fitness apps were much more active compared to non-users and even had a lower body mass index. The study’s authors believe apps help people overcome barriers such as a lack of understanding or organisation, which leads to better exercise habits. Over time, these improved habits can mean big changes.

The figure below shows the top four fitness apps listed in 2018 that individuals used to enhance their fitness or involvement in physical activity.

- **(a) Couch to 5K**
- **(b) My Fitness Pal**
- **(c) ActiveX**
- **(d) Sleep Cycle**

Today’s society is increasingly technology based; health and fitness apps can help people engage in positive lifestyle behaviours, using the technology to support and encourage them along the way.

Use the [Sworkit](#) weblink in the Resources tab and perform a workout with your class!
10.3 Activities

Developing a SMARTER plan
1. (a) You are now convinced of the need to increase your activity level! Use the principles of goal setting to develop a plan that will assist you to regularly exercise in the future. Your action plan must incorporate short-term goals (daily exercise) and lead to a level of fitness that you are comfortable with and can maintain. Use the SMARTER goals formula as your guide:
   - S — be specific in what you want to achieve
   - M — generate a way of measuring your progress
   - A — develop an achievable plan
   - R — be realistic — is your action plan a possibility or a probability?
   - T — establish your timeframe
   - E — be prepared to evaluate progress
   - R — reward yourself for success.

   (b) Discuss your plan with your parents or guardians so they can support you in your efforts by helping to remove barriers and perhaps assisting with rewards.

Evaluating health apps
2. The apps listed in section 10.3.3 have all been created to promote fitness or participation in lifelong physical activity. In groups, evaluate their degree of effectiveness by answering the following questions.
   - (a) Is it easily accessible?
   - (b) What is the cost?
   - (c) Is there equipment required?
   - (d) Can you participate in the activities in a safe environment?
   - (e) Does your group believe that all individuals who access this app will continue to engage in regular physical activity by using it? Explain why/why not.

Design your own!
3. Your local government is concerned about the rise in obesity, sedentary behaviour and increased mental health issues. In small groups, design your own intervention that will promote healthy, safe, active and balanced lifestyles for people within your community.

   Ensure that in your intervention design brief you include the following details:
   - target audience
   - what the intervention aims to achieve
   - how it will be delivered.

   The Australian Physical Activity and Sedentary Behaviour Guidelines are designed to increase physical activity and decrease the amount of sedentary behaviour among people of all ages in Australian society. Use the weblink in the Resources tab to explore the aims and structure of the guidelines to help with your thinking about the design of your intervention.

Resources

Weblink: Australian Physical Activity and Sedentary Behaviour Guidelines

10.3 Check and challenge

Explain
1. What are goals? Explain the importance of goals in helping us achieve our desires.
2. Explain the difference between short-term and long-term goals.
3. List and briefly describe the principles of goal setting.
4. Why do you think there is an increasing number of health and fitness apps available in today’s society? Explain your view.
10.4 Recreational activity

Recreational activity can be a very satisfying part of lifelong physical activity. There is a huge range of activities from which you can choose, and you can determine your level of involvement in any number of pursuits that offer enjoyment, challenge and personal development.

10.4.1 Recreational experiences
Recreational activity is a fundamental element of lifelong physical activity. Recreational activities are things we do in our spare time. They are activities we choose for enjoyment, as well as personal satisfaction, challenge and experience. There are many benefits that arise from participating in recreational activity. These include:
- a break from normal routine
- the opportunity to improve fitness
- experiencing fun and enjoyment
- a reduction of stress
- the opportunity to make new friends
- experiencing a sense of achievement
- developing new skills
- identifying our talents.

Some popular forms of recreational activity include bushwalking, aerobics, swimming, surfing, walking, cycling, dancing and yoga, but there are many, many more!

There are many types of recreational activities from which to choose.

10.4.2 Why try recreational activity?
People participate in recreational activity for a range of reasons:
- Challenge. Most of us like to have our abilities challenged — particularly our physical abilities. Challenges make us test ourselves and often incorporate an element of risk. When we respond to challenges, we match a task against our abilities to see if we measure up. If we succeed, we experience a sense of achievement. If we do not succeed, we can still see the effort as worthwhile because we will have gained valuable experience and strengthened our character, which we can draw on when facing future challenges.
- Adventure. Recreational activity provides us with many opportunities to experience adventure. This involves learning new skills, meeting new people and moving beyond the comfort zone of our daily
lives. Camping, bushwalking, canoeing, rock climbing and abseiling are some examples of activities that provide these opportunities and others, as well as offering physical challenges beyond our everyday experience.

- **Relaxation.** Recreational activities provide us with the opportunity to relax and recharge our energy. Taking a break from our everyday routines and using our minds and bodies in different ways makes us more productive when we return to our work and study.

- **Improve social skills.** Engaging in recreational activities enables us to take on different roles within a physical activity context. Participating in group activities allows us to work as part of a team or may provide leadership opportunities that we can draw on in other parts of our daily lives. These experiences allow us to grow within a group setting, as well as develop further as an individual.

### 10.4 Activities

#### Planning a recreational activity

1. (a) Imagine you are about to go on an overnight camp. Plan everything that would be required for your trip, including:
   - informing people of where you are going
   - getting permission to use the campsite
   - organising equipment
   - buying food
   - planning activities
   - organising transport to and from the site
   - ensuring that there are first aid supplies
   - allocating special responsibilities to individuals within the group.

(b) What social benefits would you hope to achieve from the experience?

(c) What opportunities would the camp create for developing leadership skills?

(d) Would a camp of this nature be worthwhile as a lifelong activity or would some aspects need to be modified? Describe what you would modify.

#### Orienteering

2. Orienteering is a popular recreational activity that employs skills such as using a compass and map-reading to navigate around a predetermined course.

   Use the [Learn orienteering](#) weblinks in the Resources tab to learn how to use a compass, use a map and a compass together and see some suggestions for preparing and conducting an orienteering session. If your local environment is suitable and safe, organise and run an orienteering event for your class.

#### Initiative challenges

3. For each of the initiative challenges (a-c) below, within your group allocate the following roles:
   - Group organiser (instructs the rest of the group as to how to complete the challenge)
   - Active participant (comes up with strategies to complete the activities more efficiently)
• Passive participant (participates in the activity and follows instructions)
• Teacher/facilitator (teaches the activity to a different group of students).

Try to adopt a different role for each of the challenges.

(a) All tied up
In groups of about ten students, form a circle and link right hands with the person opposite you, and then link left hands with a different person. Now try to untangle without letting go of one another's hands.

i. What skills did you need to use to solve the problem?
ii. How important are these skills in group and team activities?

(b) Amazing Race
Using the school facilities, develop an ‘Amazing Race’ course that resembles a circuit but takes each individual around the school oval and surrounding area. As a class, develop activities for ten stations. A student is not allowed to move to the next challenge until the current one has been accomplished. As an example, the first station may require people to land a frisbee in a hoop, or an area marked by cones, that is 10 metres away. When successful, the student can then progress to a second challenge — rolling a hoop part way down the oval and back without allowing it to fall over. The winner is the person who has the least number of attempts or the shortest time at each station. Following this, individuals can be put into teams. The team is not allowed to progress until each member is successful at each station. (To incorporate ICT skills, each station could include a QR code that needs to be scanned by a device in order to gain access to the station’s activity and the location of the next station.)

i. List the skills that were required for successful completion of the circuit.
ii. What were the most enjoyable parts of the challenge activity?
iii. To what extent do you think good teamwork contributed to the success of the second activity?

Planning a challenge circuit

Station 1.

(Hoop throw)

Station 1.

(Hoop throw)

(Hoop roll)

(c) Blinded walk
Using markers and barriers such as hurdles and gym mats, make an obstacle course that is approximately 40 metres long. Divide the class into teams and appoint a leader for each team. All other members of the team need to be blindfolded. The task is for the team leader to lead the group up the course and back again. On the way back, one person in the team loses the use of their legs, and the whole team must be responsible for getting the person home.

i. Discuss how activities such as this develop initiative.
ii. In small groups, develop a challenge activity. Arrange for the class to perform each of the activities.
10.4 Check and challenge

**Explain**
1. Outline the benefits that can be gained from participation in recreational activity.

**Elaborate**
2. Choose two recreational activities that provide adventure and challenge. Describe the skills that you would need to develop before taking part in the activities.

10.5 Cultural significance of physical activity

Many activities available to you have their origins deep in other cultures. Australia is fortunate to have large groups of people from other parts of the world who have settled here. Along with their skills, they have also brought their sports and recreational interests, all of which enrich our culture.

10.5.1 Origins of activities

Have you ever thought about the origins of the games you play or the activities in which you participate? Most have their origins outside of Australia and many have been modified to suit Australian conditions. However, some cultural groups within Australia still engage in sports and activities that were made popular in their homeland.

Have you ever taken the time to observe a tai chi routine? There is a focus on balance, serenity and gentleness of movement. This ancient Chinese martial art aims to relax the mind and body. Use the Tai chi weblink in the Resources tab to watch the clip of this gentle routine. Do you see a place in your recreational schedule for this type of activity?

Australia is a multicultural society. Many ethnic groups keep aspects of their culture alive through activities such as festivals, marches and dances. Such events offer an opportunity for people to participate in physical activity and exercise, as well as preserving aspects of their cultural heritage.
Dances are especially popular and are normally expressions of themes such as joy, celebration, birth, death or protest. All cultures have some form of dance tradition. In some places in the world, dances are still being performed in the exact manner that they were hundreds of years ago. In other parts of the world, performances have changed over time, reflecting a blending of cultures or changes in traditions.

In Australia, many people enjoy dance as a form of exercise and as a social and/or competitive pursuit. Classes exist for all manner of dance styles including ballroom, ballet, tap, rock and roll, jazz ballet, line dancing and salsa. Bush dances and other social dances offer an opportunity for physical activity and social engagement, and other classes such as Zumba, Bollywood and traditional Middle Eastern belly dancing enable participants to experience traditional dance forms from other cultures and incorporate these into a varied exercise program. Dance’s many forms make it a perfect addition to a lifelong activity plan!

Dance is just one of many forms of activity that have cultural significance. Activities such as yoga, from India, and Asian martial arts, such as karate, judo and tai chi, have also been embraced by people of different ages as part of their physical activity routines. Games from around the world such as gridiron from the United States and Gaelic football from Ireland are also popular with many people. Games such as these can be relatively easy to learn, particularly if we possess skills in similar activities such as soccer, Australian Rules football and rugby, which we can adapt to these different formats.
10.5.2 Indigenous contribution to sport

The contributions of Aboriginal and Torres Strait Islander peoples have been integral to the development of the current sporting landscape in Australia. The first ever team of Australian athletes who competed overseas was an Aboriginal cricket team. According to the National Museum of Australia, the team was made up of 13 Aboriginal men from Victoria; in 1868 they played in 47 matches against English opponents, winning 14, losing 14 and drawing 19.

Since 1868, Indigenous Australians have achieved astonishing feats on the sporting field at the national and international level. Some of these are outlined in the timeline below.

**Inquiry**

**A brief timeline of Aboriginal and Torres Strait Islander sporting success**

- 1958 — Faith Thomas becomes the first Indigenous Australian female to represent Australia in sport (Cricket)
- 1962 — Jeffrey ‘Mitta’ Dynevor becomes the first Aboriginal Australian to win a Commonwealth Games gold medal (Boxing)
- 1964 — First Indigenous Olympians: Michael Ah Matt (Basketball), Adrian Blair and Francis Roberts (Boxing)
- 1968 — Lionel Rose becomes the first Aboriginal Australian to be a world champion boxer
- 1971 — Evonne Goolagong Cawley wins her first two of seven grand slam tennis tournaments
- 1973 — Arthur Beetson becomes the first Aboriginal player to captain a national team (Rugby League)
- 1986 — Marcia Ella Duncan is the first Aboriginal woman to represent Australia in netball
- 1990 — Cliff Lyons becomes the first Indigenous Dally M Medal winner for player of the year (Rugby League)
- 1992 — Samantha Riley becomes the first female Indigenous Olympian and medallist (100m Breaststroke)
- 1993 — Gavin Wanganeen becomes the first Aboriginal Australian to win the Brownlow Medal (AFL)
- 1996 — Nova Peris becomes the first Indigenous gold medallist as part of the women’s hockey team
- 2000 — Cathy Freeman becomes the first Indigenous gold medallist in an individual event (400m)
- 2014 — Patty Mills becomes the first Aboriginal and Torres Strait Islander to be NBA Champion with the San Antonio Spurs
- 2018 — Harley Windsor is the first Indigenous Winter Olympian (Figure Skating)
- 2018 — Ash Gardner and Dan Christian captain the women’s and men’s Aboriginal XI cricket squads on the 150th Anniversary of the 1868 UK tour.

The example set by the Indigenous athletes listed above has not only made Australia noticeable in the global sporting arena, but also has the power to inspire younger generations of Indigenous Australians to participate in physical activity and compete at the highest level. The performances of these athletes allow Indigenous communities to feel a sense of pride and connection and can have a positive impact on their health and sense of wellbeing. Individual success can also have the ability to lift the spirits of an entire town or region. For example, the New South Wales town of Tingha, which has a population of less than 900 people, has produced three NRL players in the past 20 years — Nathan Blacklock (St George-Illawarra, NSW, Australia), Preston Campbell (Penrith Panthers, Cronulla Sharks, Gold Coast Titans) and Bevan French (Parramatta Eels).
10.5.3 Participation across different sports and activities

Australia’s landmass not only provides diversity in its landscape, but also through the sports in which we participate. The following tables show the top activities for Australian children and adults.

**TABLE 10.2** Top 10 activities based on organised club participation for children in Australia, 2016

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of population</th>
<th>% of club sport population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>12.0%</td>
<td>28.8%</td>
</tr>
<tr>
<td>Australian Rules football</td>
<td>7.1%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Netball</td>
<td>5.9%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Basketball</td>
<td>5.5%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Cricket</td>
<td>4.4%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Tennis</td>
<td>4.2%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Swimming</td>
<td>4.2%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Athletics, track and field</td>
<td>2.7%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Rugby league</td>
<td>2.5%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>2.4%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>


**TABLE 10.3** Top 20 organised out of school activities for children in Australia, 2017

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>31.8%</td>
</tr>
<tr>
<td>Soccer</td>
<td>14.1%</td>
</tr>
<tr>
<td>Australian Rules football</td>
<td>8.8%</td>
</tr>
<tr>
<td>Dancing (recreational)</td>
<td>8%</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>7.6%</td>
</tr>
<tr>
<td>Basketball</td>
<td>7.3%</td>
</tr>
<tr>
<td>Netball</td>
<td>6.6%</td>
</tr>
<tr>
<td>Tennis</td>
<td>6.0%</td>
</tr>
<tr>
<td>Athletics, track and field</td>
<td>5.5%</td>
</tr>
<tr>
<td>Cricket</td>
<td>5.4%</td>
</tr>
<tr>
<td>Rugby league</td>
<td>3.1%</td>
</tr>
<tr>
<td>Karate</td>
<td>2.8%</td>
</tr>
<tr>
<td>Dance Sport</td>
<td>2.8%</td>
</tr>
<tr>
<td>Touch football</td>
<td>2.6%</td>
</tr>
<tr>
<td>Hockey</td>
<td>2.4%</td>
</tr>
<tr>
<td>Fitness/gym</td>
<td>1.8%</td>
</tr>
<tr>
<td>Martial arts</td>
<td>1.7%</td>
</tr>
<tr>
<td>Rugby union</td>
<td>1.7%</td>
</tr>
<tr>
<td>Surf lifesaving</td>
<td>1.4%</td>
</tr>
<tr>
<td>Taekwondo</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

*Source: AusPlay data from ‘Children’s Participation in Organised Physical Activity Outside of School Hours’, April 2018. © Australian Sports Commission*

**TABLE 10.4** Top 20 activities for adults in Australia, 2016

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td>42.6%</td>
</tr>
<tr>
<td>Fitness/gym</td>
<td>32.1%</td>
</tr>
<tr>
<td>Athletics, track and field*</td>
<td>15.8%</td>
</tr>
<tr>
<td>Swimming</td>
<td>14.5%</td>
</tr>
<tr>
<td>Cycling</td>
<td>11.7%</td>
</tr>
<tr>
<td>Soccer</td>
<td>5.8%</td>
</tr>
<tr>
<td>Bush walking</td>
<td>5.4%</td>
</tr>
<tr>
<td>Golf</td>
<td>5.2%</td>
</tr>
<tr>
<td>Tennis</td>
<td>4.8%</td>
</tr>
<tr>
<td>Yoga</td>
<td>4.4%</td>
</tr>
<tr>
<td>Basketball</td>
<td>3.4%</td>
</tr>
<tr>
<td>Cricket</td>
<td>3.3%</td>
</tr>
<tr>
<td>Netball</td>
<td>3.2%</td>
</tr>
<tr>
<td>Surfing</td>
<td>2.7%</td>
</tr>
<tr>
<td>Australian Rules football</td>
<td>2.5%</td>
</tr>
<tr>
<td>Pilates</td>
<td>2.5%</td>
</tr>
<tr>
<td>Fishing (recreational)</td>
<td>2.1%</td>
</tr>
<tr>
<td>Touch football</td>
<td>2.0%</td>
</tr>
<tr>
<td>Canoeing/kayaking</td>
<td>1.6%</td>
</tr>
<tr>
<td>Dancing (recreational)</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

*Source: AusPlay © Australian Sports Commission*

*Athletics, track and field includes jogging and running*
The tables on the previous page reflect the choices Australians make regarding their regular physical activities. For example, for adults, recreational walking and going to the gym are the most popular activities. This may be because these are activities that they are more readily able to schedule into their busy daily lives along with work and family commitments. The most popular activity for children is swimming. Australia’s climate and the fact that the vast majority of its population lives along the coast means that swimming is an important skill for children to learn while they are growing up.

Personal preference also plays a significant role in determining the types of physical activities in which people choose to participate. Consider for yourself — would you prefer to participate in an individual or a group activity, a recreational or a competitive activity? Your answers may depend on your familiarity with particular activities, your previous experiences in similar activities or your willingness to try new things.

### 10.5.4 Diversity in Australian sport

Australia is a multicultural society. You only have to look around your community and you will see people of different races. We are home to the oldest continuous culture (Aboriginal and Torres Strait Islander peoples) but we have also embraced a high level of migration from a range of countries throughout our more recent history. Due to this, we have been able to embrace a variety of different sports suitable for people of all ages and abilities.

Soccer is one of the sports in Australia with the highest participation levels, with a growing number of juniors taking up the sport due to the skills it teaches and enjoyment of the game. In 1977, migrants from countries such as Croatia, Italy and Greece established the national soccer league reflecting the sport’s cultural and sporting importance in their home countries. These migrants have been a part of the movement that has seen soccer grow to its current high participation rates. In 2017, a study by AusPlay revealed that more than 1.1 million children and adults play soccer; much of this is attributed to the success on the world stage by the Matildas and Socceroos.
Australian Rules football (AFL) is another sport that is popular, especially in Victoria, South Australia, Western Australia and the Northern Territory. There is still much debate as to the origins of AFL, with roots to Gaelic Football (Ireland), Rugby League and Rugby Union. However, there are also strong links to an Indigenous Australian game called ‘marngrook’ which is from the Gunditjmara language (also known as Dharawal wurrung; this language group is from southwestern Victoria). Marngrook was played with a ball made from possum skin filled with charcoal and tied with kangaroo-tail sinew. While there were no goals, the major element of the game was to kick the ball high into the air then leap to catch it, which some historians say inspired the ‘marks’ of AFL. Tom Wills is the man who has been credited with being the founder of AFL. Tom was raised as the only white child in his area and played with Indigenous children on his father’s property, speaking their language and joining in their games. It is with this information that historians can suggest the strong link between marngrook and AFL.

AFL has strong links to an Indigenous Australian game called marngrook.

Both cricket and rugby can be connected to Australia’s British heritage, while sports such as basketball and baseball are linked to a North American influence. Netball is also influenced by Australia’s British past; originally known as women’s basketball, the game is now played in many countries, although concentrated in those with British roots or a history of British colonisation.

Cricket and netball have strong British roots.
10.5 Activities

Table tennis
1. Table tennis (also known as ping-pong) originated in England around the late 1800s. It is now a major global sport with millions of participants and many worldwide tournaments. It is particularly popular in Asia and Europe.

   Form teams of two and organise to play a round robin table tennis tournament within the class.

Sport in your community
2. (a) What are the most popular sports for males and females in your community?

   (b) Why do you think these are the most popular? (e.g. history, local success, television exposure)

   (c) Are there any opportunities in your local area to participate in non-traditional sports or activities?
      (e.g. cheerleading, martial arts)

Martial arts investigation
3. Investigate a type of martial art from around the world. Research its history and when it was first introduced into Australia. See if you can identify another form of martial art not readily heard about or seen in Australia. Report back about this.

Indigenous Australians and sport
4. Research and report on a famous Indigenous Australian and their contributions to sport in Australia.

Activities from Asia
5. Participate in a low-intensity activity that originated from Asian culture, such as tai chi (China) or yoga (India).

   Identify and then link the physical, social and emotional benefits of participating in the activity. Explore the importance of your chosen activity to the culture it has derived from.

Resources

- Weblink: Marngrook Football Match

10.5 Check and challenge

Explain
1. Explain the benefits of Australia being a multicultural society in terms of sporting opportunities.

2. Give reasons for why soccer and Australian Rules football have the highest level of participation in a club sport for children in Australia.

3. Suggest reasons to explain why children and adults participate in different types of activities.

Evaluate
4. Evaluate the effects of Indigenous sporting success on all Australians — both Indigenous and non-Indigenous.
10.6 Review

10.6.1 Summary

• Remaining physically active is a lifelong challenge.
• There are many types of physical activities from which to choose.
• Recreational activity is chosen for enjoyment and satisfaction. It includes many forms such as orienteering, camping and surfing.
• Regular physical activity throughout our lives is essential to maintain health and fitness.
• Physical fitness can be either health- or skill-related. There are a number of components of fitness which can be tested with specific fitness tests.
• A successful training program must include the correct training method for the fitness component you are trying to build and include a warm-up, conditioning and cool-down component.
• Initiative and challenge activities are good for team building, leadership development and problem-solving.
• Many popular forms of activity, such as dance and Gaelic football, have considerable cultural significance.
• SMARTER is an acronym to help us remember goal-setting priorities.
• Managing time, locating resources and overcoming barriers may represent hurdles in developing and maintaining participation in an activity program. However, they should be seen as challenges rather than obstacles.
• Indigenous Australians have contributed significantly to Australia’s sporting identity.
• Sporting success by Indigenous Australians has the potential to boost the wellbeing of individuals and communities.
• Walking and fitness/gym activities are the most popular forms of physical activity undertaken by adult Australians.
• Swimming and soccer are the most popular forms of physical activity undertaken by Australian children.

ESSENTIAL QUESTION

Whether it is competitive or non-competitive, individual, team, recreational or simply for health and fitness, a form of lifelong physical activity is essential for our health and wellbeing. How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

Evaluate your initial response to the essential question after having studied this topic.

10.6.2 Key terms

- **aerobic activity**: activity that is sustained, thus strengthening the heart and lungs
- **aerobic endurance**: capacity of the body to keep up continuous physical activity over an extended period at a low to medium intensity
- **agility**: the ability to start, stop and change direction rapidly at maximum speed, without losing balance
- **balance**: the body’s ability to control movement, whether it is static or dynamic
- **body composition**: in this context, the ratio of fat to non-fat components in the body
- **competitive (activity)**: has a focus on winning and may be organised on a team or individual basis
- **coordination**: motor skills component of fitness involving control of movement such as hand–eye coordination
- **flexibility**: the range of motion of specific joints and the muscles that act on them; may be static or dynamic
- **goal setting**: the act of listing intentions and targets in an organised, achievable format
- **goals**: a purpose that a person directs effort towards — for example, improving fitness
- **local muscular endurance (LME)**: ability of the muscle or muscle group to sustain or repeat contractions for a long period of time
Muscular power is a combination of speed and strength. When strength is exerted quickly, it is called power.

Muscular strength is the exertion of a single maximal force by a muscle or muscle group.

Non-competitive (activity) has a focus on enjoyment or fitness or improving our health rather than gaining superiority.

Reaction time is the time taken to respond to, or initiate movement after, a given signal or cue, for example, a starter’s signal.

Recreational activity is an activity chosen for enjoyment and self-satisfaction.

10.6 Check and challenge

To answer questions online and to receive immediate feedback and sample responses for every question, go to your learnON title at www.jacplus.com.au Note: Question numbers may vary slightly.

Key terms quiz

Multiple choice quiz

Check your understanding

1. Why is it important that individuals are able to undertake physical activity through their lifespan?
2. What are the principles of training?
3. Evaluate the opportunities for physical activity made available in your local area.
4. Explain the SMARTER acronym and why it is useful.
5. Explain the benefits of participating in recreational activity.

Resources

- Digital doc: Worksheet 10.5 Key terms quiz (doc-29342)
- Digital doc: Worksheet 10.6 Multiple choice quiz (doc-29343)
- Digital doc: Key terms glossary (doc-29344)