

### CURRICULUM LINKS

VCE

Health and Human Development

Unit 1

Youth health and development

Area of Study 3

Challenges for youth

### OBJECTIVES

On completion of this activity students will be able to

- identify what is meant by challenge
- make links between challenge and participation.

### DURATION

1 hour

## INTRODUCTION

The transition from childhood to adulthood brings about enormous changes in physical, social, emotional and intellectual development. Optimal health and development in youth sets the health status of adults. However, there are many challenges to maintaining optimal health and development in youth<sup>1</sup>

This activity will identify and focus on the challenges and barriers for young people to participate in physical activity and sport. Students will investigate at least one challenge and explore the impacts of physical, social, economic and political factors that impact on personal health and development outcomes.

## ACTIVITY

- Discuss and determine what is meant by 'optimal health and development'.
- Provide students with, and discuss, data from the *Australian Institute of Health and Welfare*<sup>2</sup> that indicates links between
  - Socio-economic status and health status
  - Gender and health status
  - Location and health status
  - Ethnicity and health status
- Discuss the similarities and differences in health status of different groups in Australia.
- Discuss the importance of participation in sport and physical activities to optimise health and development
- Conduct a class discussion and develop a concept map that encapsulates some of the enablers and barriers that may influence participation in sports and physical activities – particularly those sports included in the Commonwealth Games. Consideration should be given to physical, social, economic and political factors that create barriers and enablers.
- Students write a report that identifies strategies that could be implemented to increase participation in sport and physical activity by all young people at a local and national level.

### Consider

- Physical size (for example, can everyone safely and successfully participate in their sport of choice?)
- Emotional capacity to participate (for example, what emotional qualities are required to participate at various levels of the sport?)
- Gender (for example, profile of male and female sports, funding differentiation)
- Religion (for example, does faith impede participation?)

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<sup>1</sup> Study Design. Health and Human Development p.12

<sup>2</sup> *Australian Institute of Health and Welfare* <http://www.aihw.gov.au>

#### RESOURCES

- Data from the *Australian Institute of Health and Welfare* website
- Copies of a local government directory
- Student worksheet: *Rising to the challenge*

#### REFERENCES

*Australian Institute of Health and Welfare* [www.aihw.gov.au](http://www.aihw.gov.au)

Victorian Curriculum and Assessment Authority VCE Studies Health and Human Development Study Guide

<http://www.vcaa.vic.edu.au/vce/studies/healthnhuman/healthSD04.pdf>

- Policy (for example, are some genders/ages/people excluded from participation)
- Economic (for example, is the cost of participation prohibitive for some groups in society? Do low socio economic groups have the time, energy to participate in some sports? Can homeless people participate in sport? Does the young person have to work?)
- Geographic (for example, can people in rural and remote areas fully participate in sports)
- Protective factors (for example, family, school, medical services available)
- Equity (for example, are some sports and athletes treated more favourable than others?)
- Using copies of a local government directory, have students identify the range of sporting and recreational opportunities that are available to themselves and others. Discuss some of the barriers to participation and access of these opportunities in the local area.

#### Discuss

- How does the availability or absence of sporting and recreational facilities impact on participation?
- How well do these available sporting and recreational options match the sports at the Commonwealth Games?
- Develop a concept map on the board that generates ideas about how a young person and their family could increase their levels of participation in sport and physical activity. (They should consider the earlier discussions about barriers and enablers to participation and counter these with strategic initiatives that would improve access and participation for all)

#### ASSESSMENT

Student's report should describe

- The link between sport and physical activity and optimal health and development
- Identified enablers and barriers to participation in sport and physical activity with identification and consideration of physical, social, economic and political factors that impact on participation.
- Feasible strategies that could be implemented to provide access and participation in sport and physical activity for all young Australians.
- Equity (for example, are some sports and athletes treated more favourably than others?)

#### DEEPER LEARNING

Visit Athlete's corner on the *Starting Blocks* CD-ROM and listen to what Jodi Willis-Roberts, one of Australia's greatest achievers in Paralympic history, has to say about participation for people with a disability.