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# LIVE IT UP 1

VCE PHYSICAL  
EDUCATION  
UNITS 1 & 2  
4TH EDITION



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# LIVE IT UP 1

VCE PHYSICAL EDUCATION | UNITS 1 & 2  
4TH EDITION





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4TH EDITION

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## studyon



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# HOW TO USE THIS RESOURCE

**INQUIRY QUESTION**  
Everyone needs to move, no matter what their cultural background, ethnicity or nationality. How do we develop a culture of inclusiveness that encourages physical activity for all Australians?

## 16

### CHAPTER Cultural diversity and inclusion in physical activity



The Australian Sports Commission describes inclusion as 'providing a range of options to cater for people of all ages, abilities and backgrounds, in the most appropriate manner possible'. Inclusion is about strategies to make people feel welcome at sporting events or within organisations. An inclusive sporting club or event is one that encourages participation both in the activity and the administration. Inclusion is different to diversity. Diversity is a term used to explain variation in nationality, ability, education and ethnicity. Inclusion is about how this diversity is catered for by the sporting organisation/event.

**KEY KNOWLEDGE**

- The role of the social-ecological model and/or the Youth Physical Activity Promotion Model in evaluating physical activity promotion and sedentary behaviour reduction initiatives and strategies
- The key concepts associated with the selected contemporary issue associated with participation in physical activity and/or sport in society
- Individual, social, policy and environmental influences on participation in physical activity and/or sport in reference to the selected issue
- Local, national and/or global perspectives of the selected issue
- Historical, current and future implications of the selected issue
- Government, community and/or personal strategies or programs designed to promote participation in physical activity and/or sport

**KEY SKILLS**

- Identify contemporary issues associated with participation in physical activity and sport
- Participate in and reflect on physical activities that illustrate the participatory perspective of the selected issue
- Collect information on a selected issue related to physical activity and/or sport in society from a range of sources such as primary data, print and electronic material
- Analyse the historical, current and future implications on the issue identified
- Apply the social-ecological model or Youth Physical Activity Promotion Model to analyse and evaluate strategies and programs associated with the selected issue
- Draw informed conclusions and report in a suitable format on the socio-cultural and environmental influences that impact on participation in physical activity and/or sport based on research findings

**CHAPTER PREVIEW**

**Influences**

- Individual
- Social
- Policy
- Environmental

**Implications**

- Historical
- Current

**Perspectives**

- Local
- National
- Global

**Future implications**

**Applying the social-ecological model**

- Individual
- Social environment
- Policy
- Physical environment
- Case study

An engaging image introduces each chapter to capture students' interest. The Key Knowledge and Key Skills from the VCE Physical Education Study Design (Units 1 and 2, 2017–2021) that are covered in this chapter are listed, along with a chapter preview diagram that gives a snapshot of the chapter content at a glance.

All lessons come complete with clear and colourful diagrams to assist visual learners. Key terms are bolded and definitions can be found in the margins. studyON references are placed beside key concepts to direct students to summaries and practice questions online.

## 6.1 Cardiovascular system: structure and functions of the heart and blood vessels

**KEY CONCEPT** The cardiovascular system transports essential nutrients to all body tissue, delivers oxygen in the required amounts to varied body sites, and removes waste products created by the metabolism of nutrients. It does this by the heart pumping blood through a network of blood vessels around the body.

**Functions of the cardiovascular system**

The body depends on the efficient functioning of the cardiovascular system. The cardiovascular system consists of the heart and blood vessels working together to transport gases and nutrients around the body. This system has five important functions:

- It circulates blood to all parts of the body
- It transports water, oxygen and nutrients to the cells
- It transports wastes including carbon dioxide away from the cells
- It helps maintain correct body temperature
- It helps fight disease through the white blood cells and antibodies contained in the blood

**Structure of the heart**

The heart is a pump designed to circulate blood throughout the cardiovascular system (Figure 6.1).

The heart has four chambers — two atria and two ventricles.

- The atria are the upper chambers that receive blood.
- The ventricles are the lower chambers that pump blood.

**Heart anatomy diagram:** Labels include Superior vena cava, Right atrium, Tricuspid valve, Right ventricle, Inferior vena cava, Deoxygenated blood, Oxygenated blood, Aorta, Pulmonary artery, No lungs, Pulmonary vein, Left atrium, Bicuspid valve, Left ventricle, Septum, and Pump lungs.

**Heartbeat plus:** **Heartbeat** is one contraction and relaxation of the heart muscle. **Heart rate (HR)** is the number of times the heart contracts or beats per minute (bpm). **Stroke volume (SV)** is the amount of blood ejected from the left ventricle with each heartbeat (contraction of the heart). It is measured in millilitres per beat (mL/beat). **Cardiac output (CO)** is the amount of blood ejected from the left ventricle of the heart per minute. It is the product of heart rate (HR) multiplied by stroke volume (SV), so  $CO = HR \times SV$ , and is measured in litres per minute (L/min). For example,  $72 \text{ bpm} \times 70 \text{ (mL/beat)} = 5.04 \text{ L/min}$ .

**Functioning of the heart**

The heart is an involuntary muscle; that is, we do not have conscious control over its functioning. It works by the continual contraction and relaxation of the atria and ventricles. When the heart contracts, it forces blood out of the heart via the ventricles and into the arteries. This is called **systole**. When the heart relaxes, it fills with blood from the veins. This is called **diastole**. The **cardiac cycle** is made up of the atria contracting (oppose) while the ventricles relax (diastole), and the ventricles contracting (oppose) while the atria relax (diastole).

**Features of the heart**

- It is located slightly to the left of the centre of the chest (between the two lungs) and is protected by the rib cage (Figure 6.2).

**Heartbeat plus:** **Heartbeat** is one contraction and relaxation of the heart muscle. **Heart rate (HR)** is the number of times the heart contracts or beats per minute (bpm). **Stroke volume (SV)** is the amount of blood ejected from the left ventricle with each heartbeat (contraction of the heart). It is measured in millilitres per beat (mL/beat). **Cardiac output (CO)** is the amount of blood ejected from the left ventricle of the heart per minute. It is the product of heart rate (HR) multiplied by stroke volume (SV), so  $CO = HR \times SV$ , and is measured in litres per minute (L/min). For example,  $72 \text{ bpm} \times 70 \text{ (mL/beat)} = 5.04 \text{ L/min}$ .

**studyON** **The heart** Content summary practice questions

### 12.3 Applying the social-ecological model: a settings based approach

#### Tennis Victoria (Tennis Australia)

Get into Cardio Tennis is a program targeting women who are sedentary or have low levels of physical activity. The program incorporates low impact movements patterns using tennis racquets and balls in a fun, social environment. It can be delivered to large groups and run in a variety of settings such as workplaces and local parks.



FIGURE 12.30 The aim of cardio tennis is to get fit while having fun.

#### VicHealth's TeamUp

TeamUp is a free app that promotes structured physical activity and recreational opportunities to the community. It aims to make physical activity enjoyable, accessible and social. TeamUp aims to remove many of the barriers that prevent people being active, including cost, transport, time and social connections. Both individuals and sporting organisations can use the app.



FIGURE 12.31 TeamUp is a program that encourage people to exercise together.

#### How VicHealth's initiatives target the social-ecological model

Some ways that VicHealth's community-based physical activity interventions target the different layers of the social-ecological model appear in the following list.

- Individual interventions
  - Viable programs target a wide range of activities to motivate a broad group of individuals as well as removing individual barriers, such as cost, time and lack of education about the benefits of exercising.
  - More skills and self-efficacy are promoted.
- Social environments interventions
  - The programs work alongside a wide variety of community groups and sporting organisations in an inter-sectoral approach to promote safe physical activity.
  - The social aspects of engaging in physical activity is fostered in formal and informal sports and recreational activities.

- Physical environment interventions
  - Many programs are implemented in any physical environment, increasing the access to appropriate places to exercise in all communities.
  - Sports clubs are given funding to purchase safe and functional sports equipment, and training and playing facilities for the community to enjoy.
  - Policy interventions
  - Money is provided for the funding of free apps that promote physical activity.
  - Funding is spread across a wide variety of interventions, increasing the likelihood of more people responding positively to one or more of these strategies.

#### TEST your understanding

- 1 List the three most common settings used for physical activity programs.
- 2 For each of the settings listed in the first question, give an example of an external program that is offered to schools to support movement and physical activity?
- 3 In what type of setting do local councils predominantly aim to promote healthy levels of activity?
- 4 Describe how policies can have an impact on the level of physical activity in a setting of your choice.

#### APPLY your understanding

- 1 You are a principal of a primary school. Use the social-ecological model to describe two strategies for each layer of the model that will promote greater levels of moderate to vigorous exercise at the school.
- 2 You are a principal of a primary school. Use the social-ecological model to describe two strategies per layer of the model that will reduce levels of sedentary behaviour in the classroom.
- 3 You join a new company as an employee and notice that many of your colleagues are engaging in unhealthy behaviour, such as sitting down most of the day and driving to and from work. List the benefits your employer may gain if people are more active and less sedentary.
- 4 You are the president of a local sports or recreation club and want to offer members of the community who are disabled a chance to play at your club. Your task is to:
  - List the type of sports or recreation club.
  - List the Disability and Sport website in your eBookPLUS.
  - Identify a category of disability you would like to target (e.g. visually impaired, hearing impaired, paraplegic, intellectual impairment).
  - List the Play by Rules website in your eBookPLUS.
  - List the seven areas of inclusion to help you plan how you are going to include your target group into your club.
  - Present your findings to the class using an appropriate presentation tool.
- 5 Indigenous Australians are often less active than non-Indigenous Australians. Use the Closing the Gap website in your eBookPLUS to research an existing program that aims to promote physical activity within this disadvantaged population group. Explain how the program works.
- 6 You are a sports coach. You are asked to help you plan how you are going to include your target group into your club.
  - What is the aim of this non-profit organisation?
  - Describe one initiative the organisation has implemented to encourage people from culturally diverse backgrounds to be physically active. Explain what benefits the initiative brings to the participants and the wider community.
  - Develop a sports program for your community that could encourage people from culturally diverse backgrounds to participate.

#### eBook PLUS

Website  
Disability and Sport  
Play by the Rules  
Closing the Gap  
Sports Without Borders

For more information on programs for culturally and linguistically diverse communities see chapter 16.

### Two levels of questions — Test your understanding and Apply your understanding

— encourage students to practise and apply the concepts they are learning. In the Apply your understanding questions, students have an opportunity to engage in practical activities to apply and consolidate the theory they have learned. Digital documents, interactivities and eLessons are placed within sections of content that can be enhanced by presentation in a different form, to ensure students of varying learning styles are catered for.

## CHAPTER 4 REVISION

- Identify the action word
- Identify key terminology
- Identify key concepts
- Identify key marking scheme

#### STRATEGIES TO DECODE THE QUESTION

- 1 Identify the action word
- 2 Identify the action word
- 3 Identify the action word
- 4 Identify the action word

#### KEY TERMINOLOGY

- Identify the action word
- Identify the action word

#### HOW THE MARKS ARE AWARDED

- Identify the action word
- Identify the action word

#### KEY SKILLS

- Explain a variety of combinations of musculoskeletal injuries
- Describe and implement the correct application of techniques and physiological strategies in a variety of sporting activities to maintain optimal functioning of the musculoskeletal system

#### UNDERSTANDING THE KEY SKILLS

- Injuries can be classified as acute, chronic and overuse
- Injuries can be caused by an external force (direct trauma) or an internal force (indirect trauma)
- Physiological strategies to prevent injury include the body's natural defence mechanisms
- Physiological strategies to prevent injury include the body's natural defence mechanisms

#### PRACTICE QUESTION

Australian Cricket Captain Michael Clarke (2011–13) was named as the most successful Test batsman in the world. During his career, Clarke was injured by a number of injuries. Clarke has three separate injuries of his right hand during his career.

#### 1. Identify each of Clarke's injuries and explain the risk of injury.

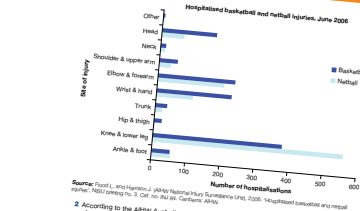
1. Identifying Injury
2. Identifying Injury
3. Identifying Injury

#### PRACTISE THE KEY SKILLS

- 1 Describe each of the three classifications of injury and how they occur.
- 2 Outline a physiological strategy that could be utilised to reduce the risk of sustaining an injury.
- 3 Outline two physiological strategies that could be used to prevent injuries in sport.

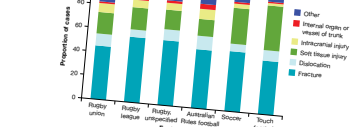
#### KEY SKILLS EXAM PRACTICE

- 1 Identify a direct, indirect or overuse injury.



Source: Fyfe L, and Hamstra J. (2013) Non-football related injuries in 2011-12 season. Australian Cricket Board.

1 According to the ABCR Australian Injury Register 2011-12 report, all codes of hospitalisation are accounted for in the ABCR report. The types of injuries sustained are outlined in the graph below.



2 From the graph, identify the most common type of injury sustained across all football codes. 1 mark

3 Classify the type of injury identified in part 2. 1 mark

4 According to the ABCR Australian Injury Register 2011-12 report, all codes of hospitalisation are accounted for in the ABCR report. The types of injuries sustained are outlined in the graph below.

5 Soft tissue injuries that may occur in the sport and amongst a mean level of injury are outlined in the graph below. 2 marks

6 Identify an acute, chronic or overuse injury that can be sustained such as an entrapment, indirect contact, such as an internal

## CHAPTER 4 REVISION

- Injuries occur to soft tissue such as skin, ligaments, tendons and muscles, and to hard tissue such as bones. Common types of injuries include cuts, abrasions, tears, strains, sprains, lacerations and dislocations.
- Measures can be taken to minimise the risk of injuries occurring in sport and to make the return to training as efficient as possible.
- Musculoskeletal conditions affect the bones, muscles, joints and ligaments of the body and often limit the capacity and mobility of an individual.
- The most common diseases and conditions in Australia affecting the musculoskeletal system include arthritis, osteoporosis and back pain.
- Arthritis is characterised by inflammation around the joints, causing pain and stiffness. The most common forms are juvenile arthritis, osteoarthritis and rheumatoid arthritis.
- Osteoporosis is characterised by the thinning and weakening of bones and is more common in women and people over 55 years of age.
- Back pain can affect bones, joints, tissues and nerves of the back and often stems from overuse, injury, weakness, degeneration or postural misalignment.
- Common preventative measures for musculoskeletal conditions include participation in regular physical activity, maintenance of healthy body weight, limiting sedentary behaviour and using a nutritious diet.
- Sports injury prevention includes the following strategies: pre-participation screening, physical preparation of athletes, an appropriate warm-up and cool-down, use of protective equipment, correct footwear, taping and the use of braces.
- The structure of training programs and the types of recovery techniques have a significant role to play in the prevention of sports injuries.
- Protective equipment is most effective if it is worn during training and games, and the connectivity, fit and appropriateness for the sport, size and age of the athlete and is regularly checked and maintained.

#### MULTIPLE CHOICE QUESTIONS

- 1 A muscle strain is an example of:
  - (A) an acute injury
  - (B) a chronic injury
  - (C) an overuse injury
  - (D) a direct injury
- 2 Excessive movement of a joint is most likely to result in which type of injury?
  - (A) Contusion
  - (B) Laceration
  - (C) Dislocation
  - (D) Fracture
- 3 Which of the following is an example of an overuse injury?
  - (A) Broken wrist
  - (B) Shin splints
  - (C) Concussion
  - (D) Muscle strain
- 4 The most common form of arthritis is:
  - (A) juvenile arthritis
  - (B) osteoporosis
  - (C) rheumatoid arthritis
  - (D) osteoarthritis
- 5 Risk factors for developing osteoporosis include:
  - (A) sedentary behaviour
  - (B) poor calcium intake
  - (C) increasing age
  - (D) all of the above
- 6 A common preventative measure against developing influenza affecting the musculoskeletal system is:
  - (A) regular participation in physical activity
  - (B) consuming a diet high in calcium
  - (C) maintaining poor posture
  - (D) protecting your back when lifting heavy objects
- 7 Which of the following is NOT an important consideration for the physiological preparation of an athlete in injury prevention?
  - (A) Warm-up
  - (B) Cool-down
  - (C) Taping a joint
  - (D) Appropriate fitness levels
- 8 The role of pre-participation screening is to:
  - (A) check your strengths and weaknesses
  - (B) determine medical history that could impact on physical activity
  - (C) improve your questioning skills
  - (D) see how fit you are
- 9 A helmet is a preventative measure to reduce the risk of what type of injury to the head?
  - (A) Contusion
  - (B) Dislocation
  - (C) Concussion
  - (D) Sprain

At the end of each chapter is a substantial revision section which will assist all students in revising content. Key Skills are covered in detail, with an explanation, practice question and strategies, and further Key Skills exam practice. Students will also find a full chapter summary, a set of multiple choice questions and practice exam questions invaluable in revising each topic.

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# PREFACE

*Live It Up 1, Fourth Edition* is an exciting and valuable resource for teachers of senior Physical Education. The student textbook and support material have been written for the re-accredited Victorian Certificate of Education Physical Education Study Design (2017–2021). This edition contains resources suitable for the modern educational environment. The supporting eBook uses the advantages of digital technologies to provide students and teachers with stimulating and engaging learning activities.

The author team of *Live It Up 1, Fourth Edition* is made up of highly experienced, practising teachers. The Australian Council for Health, Physical Education and Recreation (ACHPER) Victorian Branch acknowledges Michelle O’Keeffe, Kirsty Walsh, Vaughan Cleary, Sam Millar and Mark Quinlan for their outstanding contribution to the development of this learning resource.

ACHPER is the professional association for educators working in physical education, health education, sport and recreation. It supports educators in these areas in terms of professional learning, resources and other services, aiming to promote healthy lifestyles.

*Trevor Robertson*  
President  
ACHPER, Victorian Branch



# Unit 1



## The human body in motion

### OUTCOME 1

Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions, and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

### OUTCOME 2

Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function, and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

**INQUIRY QUESTION**

Is this physical activity, sport or exercise?



# Introduction to the concepts of physical activity, sport and exercise



VCE Physical Education is the study of movement. Some topics relate to sports performance and others focus on factors that influence the participation in and outcomes of movement.

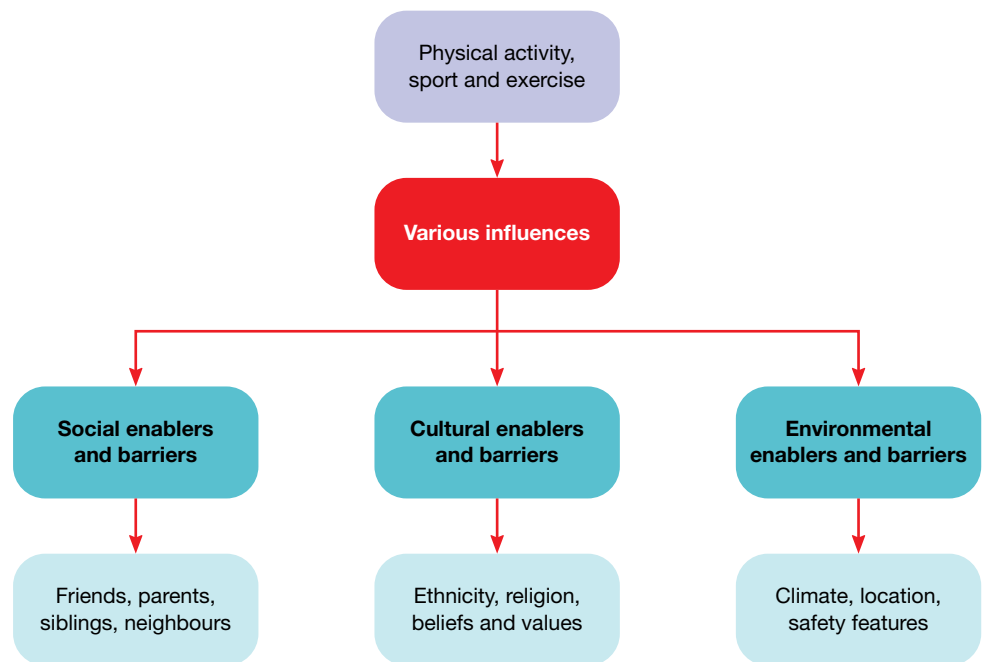
## KEY KNOWLEDGE

- ▶ The concepts of physical activity, sport and exercise
- ▶ Social, cultural and environmental enablers and barriers to movement such as family, peers, socioeconomic status, level of education, cultural values, geographic location and access to facilities

## KEY SKILLS

- ▶ Define and participate in a range of physical activities, sports and exercise
- ▶ Describe the social, cultural and environmental influences on movement

## CHAPTER PREVIEW



# 1.1 Physical activity, sport and exercise



**KEY CONCEPT** Physical activity, sport and exercise refer to different types of movement. It's important to identify the influences that either enable people to exercise or prevent them from doing so.

## study on

Unit 1

**Physical activity, sport and exercise**

AOS 1

Topic 1

Concept summary and practice questions

Concept 1

Physical Education is the study of human movement. There are different reasons for studying this. We study the relationship between movement and health, and movement and performance. Some movements are performed to maintain good health and others are performed to gain a competitive advantage in sports. The emphasis of studying movement for health is different from the emphasis of studying movement for sports performance. For this reason, it is helpful to be able to categorise the types of movement. For example, physical activity is not the focus for an athlete; they are focused on sporting performance. A person training for a fun run is more focused on regular and planned exercise rather than increasing their general amount of physical activity.

The terms physical activity, sport and exercise are often used interchangeably. While they all involve movement, they are different in their application. Sport is organised and competitive, exercise is often associated with activities people participate in to increase their fitness, and physical activity is a broad term relating to various forms of movement.

VCE Physical Education covers a range of topics related to maximising sports performance, the effects of exercise on the body and physical activity participation. Many of the content areas in VCE Physical Education will relate to all three: physical activity, sport and exercise. At times, the content will relate to only one of these areas.

**Physical activity** is any movement of the body produced by skeletal muscles, resulting in energy expenditure.

**Physical activity** is any activity that involves or requires some form of physical exertion. It includes sport, play, active transport, chores, games, fitness activities, recreation and some forms of work. Some examples of physical activity include children playing in the playground, adults walking to work or a family bike ride.



**FIGURE 1.1** Bike riding is a form of physical activity.

**Sport** comprises a range of activities that are highly organised and involve rules, complex skills and tactics, physical exertion and competition between participants. Examples of sport include playing on a basketball or hockey team.



**Sport** is a range of activities that are highly organised and involve rules, complex skills and tactics, physical exertion and competition between participants.

**FIGURE 1.2** Competitive sports such as basketball involve rules and skills that require training to master.

**Exercise** is physical activity that is planned or structured. It involves repetitive body movement done to improve or maintain one or more components of fitness. Participation in a Zumba class, going for a run or doing weight training are examples of exercise.



**Exercise** is defined as physical activity that is planned or structured, involving repetitive body movement done to improve or maintain one or more components of fitness.

**FIGURE 1.3** A Zumba class is an example of exercise.

**TABLE 1.1** Comparison of physical activity, exercise and sport

All	Physical activity	Sport	Exercise
Involve movement	Any body movement that results in energy expenditure	Highly organised Involves rules, complex skills, tactics and competition	Planned, structured, repetitive body movements Often aimed to improve fitness



### TEST your understanding

- 1 Take a brief look at the other chapters in Unit 1 of this textbook. Create a table with three columns and two rows. Label the columns 'physical activity', 'sport' and 'exercise'. In each column, list a chapter number and outline how a topic from that chapter may relate to each of these headings.
- 2 Use a Venn diagram to show the similarities and differences between physical activity, sport and exercise.
- 3 For each of the following, indicate whether it is an example of physical activity, sport or exercise.

Activity	Physical activity	Sport	Exercise
Gardening			
Walking to the shops			
Playing badminton			
Running laps of an oval			
Going for a ride along a bike path			
Using the stairs rather than the escalator			
Playing four-square			
Using the treadmill at the gym			
Swimming laps			
Digging holes			
Doing pushups			
Playing for a soccer club			
Climbing a tree			
Doing sprints			
Riding a horse			
Body-boarding			

#### eBook plus

##### Interactivity

Sport, exercise, activity?

**Searchlight ID: int-6615**



# 1.2 Social, cultural and environmental enablers and barriers to movement



**KEY CONCEPT** The factors that affect movement are complex. For example, a person's physical activity behaviour is the result of a complex interaction between their personal beliefs, the influence of those around them and their environment. The determinants of movement in sports are also complex: the game score, position of other players, weather, and the player's confidence, genetics and training history are some of the factors that combine to produce movement.

There are many factors that influence a person's participation and success in physical activity, sport and exercise. These factors include two categories: 1) sociocultural factors and 2) environmental factors. Some of these factors are listed in table 1.2 below. **Sociocultural influences** are a combination of social and cultural factors. Social influences refers to power structures within society and social interactions and relationships, as well as political and economic factors. The cultural component relates to shared ways of thinking and acting (ideas, values, beliefs and behaviours) which differ from one culture to another or within cultures.

**Environmental influences** relate to the characteristics of the environment where people live and spend their time. Environmental influences could relate to policy or the built/natural environment. Examples of policy-related factors may be school policies about physical activity and active play. Policies related to road safety such as car speeds in built up areas could also influence physical activity. The built environment relates to human-made facilities such as recreation centres, bike paths, gyms and ovals. The natural environment includes factors such as the weather, oceans, rivers and proximity to outdoors.

Sociocultural and environmental influences can have a positive or negative effect on a person's movement. These are referred to as enablers and barriers.

An **enabler** is something or someone who makes it possible for a particular thing to be done. It has a positive effect on one's physical activity behaviour or outcome of movement.

A **barrier** is something that prevents progress or makes it difficult for someone to achieve something. It has a negative effect on one's physical activity behaviour or outcome of movement.

**Sociocultural influences** are the combination of social and cultural influences on an individual. Social influences include the interactions an individual has with family, peers and teachers. The cultural component relates to shared ways of thinking and acting (ideas, values, beliefs and behaviours).

**Environmental influences** are characteristics of the environment in which people live and spend their time that either enable exercise or create a barrier which can prevent people from exercising.

An **enabler** is something or someone that has a positive effect on one's physical activity behaviour.

A **barrier** is something or someone that has a negative effect on one's physical activity behaviour.

**TABLE 1.2** Sociocultural and environmental factors that influence movement

Sociocultural factors	Environmental factors
<b>Social</b> Income Level of education Ethnicity/race Gender Socioeconomic status	Access to facilities Geographical location Distance to recreational facilities Safety Weather
<b>Cultural</b> Cultural norms Ethnicity National traditions	

### study on

- Unit 1
  - AOS 1
  - Topic 1
  - Concept 2
- Social and cultural enablers and barriers (physical activity)**  
 Concept summary and practice questions

There are factors that are unique to each individual such as their physiology, genetics, maturation rates and physical ability/disability. These factors are not covered in detail in this chapter but are referred to in other chapters of books 1 and 2. For the purpose of this chapter, they are also classified as sociocultural influences.

## 1.2 Social, cultural and environmental enablers and barriers to movement

### study on

Unit 1

AOS 1

Topic 1

Concept 3

**Environmental enablers and barriers (physical activity)**  
Concept summary and practice questions



**FIGURE 1.4** A skate park is a human-made facility that encourages physical activity.

Table 1.3 provides some examples of how sociocultural and environmental factors can be enablers or barriers to movement.

**TABLE 1.3** Examples of sociocultural and environmental enablers and barriers

	Barrier example	Enabler example
<b>Social</b>		
<b>Income</b>	Low family income may prevent a child from participating in swimming lessons. This will reduce the likelihood of the child swimming for exercise or activity.	High family income could enable a child to have regular coaching with expert coaches, providing an opportunity for the child to develop into an elite tennis player.
<b>Education</b>	A child who attends a school without a PE teacher may not learn the fundamental movement skills needed to play sport. This may reduce their participation because they don't have the skills or confidence to play sport.	Knowledge that weight-bearing exercise influences bone density may result in an older adult being more likely to be active.
<b>Gender</b>	Girls may be less likely to develop skills in a particular sport because boys are given more opportunities and receive better coaching in that sport; for example, Australian Rules football.	Males are more likely to develop skills in sports such as rugby because they have more opportunities and male role models in that sport.
<b>Family</b>	Children whose parents don't value the importance of physical activity may have fewer opportunities to be active.	Children who play a lot of sport with their siblings may be more likely to develop the skills needed to be active.
<b>Peers</b>	A lack of interest in sports and activity within a friendship group would provide fewer opportunities for an adolescent to be active.	Using a Fitbit to compare the number of steps with friends may encourage an individual to be active.
<b>Cultural</b>		
<b>Ethnicity</b>	Some ethnic groups may value participating in sport, or particular sports, more than others. This may prevent them from developing skills in other sports or, if the sports that they are familiar with are not accessible, they may be inactive.	People of a particular ethnicity may be genetically suited to particular sports. Therefore, they may find it easy to participate in that sport. For example, people from Kenya are typically good at endurance sports, so excel at long-distance running.
<b>Cultural norms</b>	Girls may be placed at psychological and social risk in some sections of society if they choose to participate in certain sports, due to cultural norms.	Australia's pride in sporting achievement means that the government provides funding to programs that encourage physical activity, providing Australians with more opportunities to be active.
<b>Environmental</b>		
<b>Access to facilities</b>	Living in a high-rise apartment could reduce opportunities to be active within the local environment.	A workplace with an onsite gym provides employees with more opportunities to be active.
<b>Safety</b>	Absence of street lights would discourage some from being active when it is dark.	Bike lanes on the road would make riding safer and increase the number of people cycling to work.
<b>Weather</b>	Rain will reduce the likelihood of people exercising, due to discomfort and increased inconvenience.	Mild sunny days can encourage activity because there is less risk of sunburn and people tend to be more motivated.



### TEST your understanding

- 1 Explain the phrase 'sociocultural influences on movement'.
- 2 Identify two sociocultural factors that are not listed in table 1.2.
- 3 Describe how these two factors can influence movement.
- 4 Define the terms 'enablers' and 'barriers'.
- 5 Identify two possible subcategories that may exist under the heading of 'environmental influences on movement'. Provide an example of each.

### APPLY your understanding

- 6 (a) As a class or in groups, brainstorm a separate list of sports, physical activities and exercises that you could do at school.  
 (b) Form groups of six or eight students.  
 (c) From the list that you established during the brainstorm, choose at least one physical activity, one form of exercise and one sport in which your group will participate.  
 (d) Split your group into pairs. Each pair will then run a 15-minute group personal training session for the rest of the group. In preparation for your session, you will write up a lesson plan that includes key points of communication, details and timing of activities and considerations for safety. Please remember to stay true to your form of activity.  
*In your planning, please remember that your priority is to show an example of physical activity, sport or exercise so that the members of the group can discover the similarities and differences between these.*  
 (e) After all groups have had their turn, head back to the classroom and make some notes about the similarities and differences between physical activity, sport and exercise.  
 (f) Following this task, an extension activity could be for the teacher to choose a group for each category (physical activity, sport and exercise) to run their session with the whole class. This will provide students with participation in a wider range of activities.
- 7 Draw up three tables, each with six rows and two columns.  
 (a) Label the three tables 'Physical activity', 'Sport' and 'Exercise'.  
 (b) Label the columns 'Equipment' and 'How it could be used'.  
 (c) Make a visit to the PE store room at your school. Identify equipment that could be used for physical activity, sport and exercise, and outline how it could be used. An example is provided below.

PHYSICAL ACTIVITY	
Equipment	How it could be used
Skipping ropes	Skipping ropes available for use at lunchtime

- 8 (a) Make a list of the physical activity, exercise and sport in which you have participated over the last three to five days.  
 (b) Put these activities into three categories — physical activity, exercise and sport.  
 (c) Create a table with three columns (an example is provided for you below). Think of the enablers and barriers to participation that influenced your activity over this period. Identify each factor, indicate whether it is sociocultural or environmental and explain how this factor influenced your behaviour.

Factor	Sociocultural or environmental	Explanation