

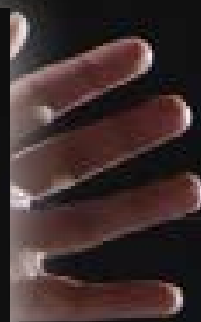
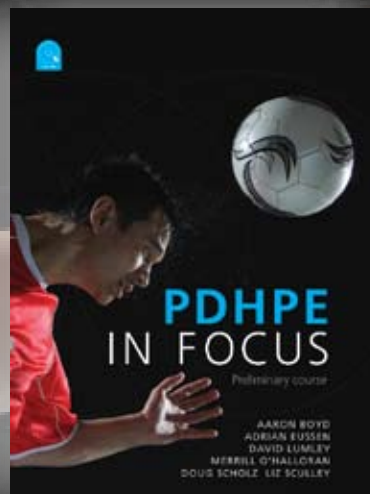
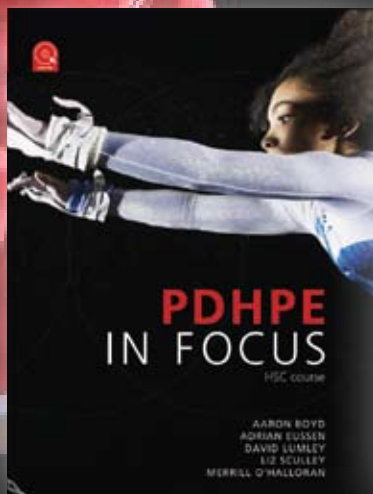
NEW

## FOCUS ON RESULTS

Complete coverage for the revised  
NSW Stage 6 PDHPE syllabus



# PDHPE IN FOCUS



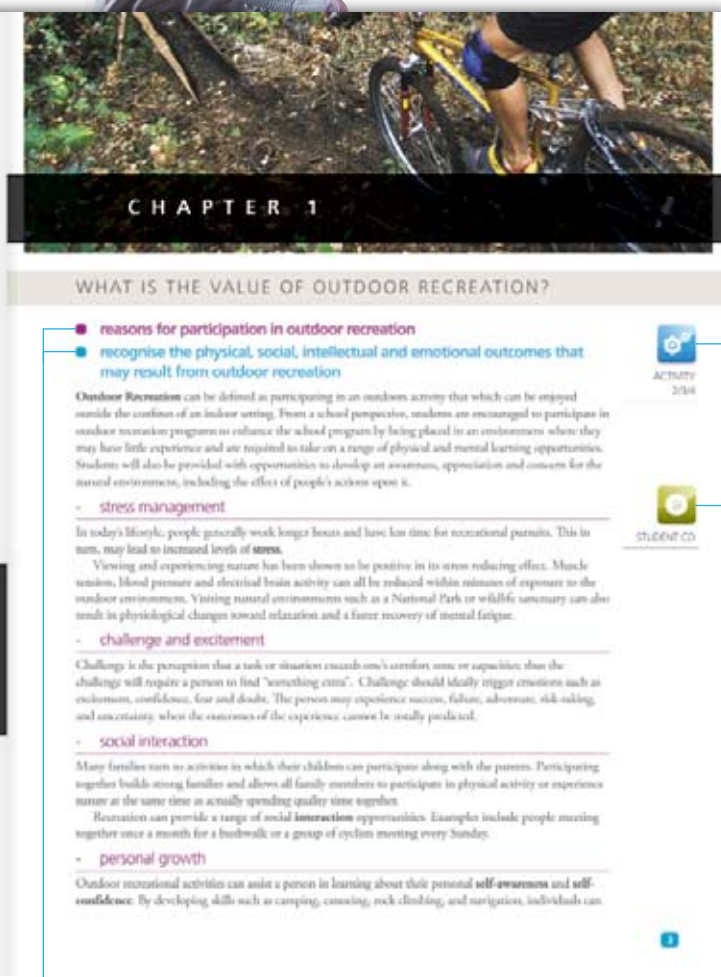
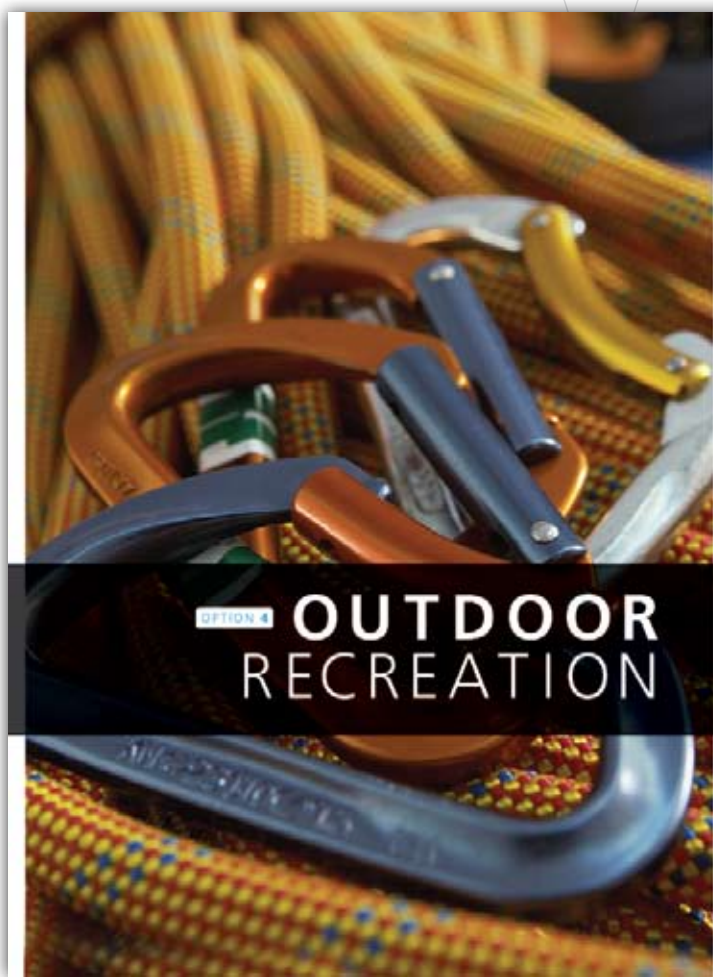
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# FOCUS ON RESULTS

PDHPE in Focus is an all new series written specifically for the revised NSW Stage 6 PDHPE syllabus, which is being implemented in 2009. Devised by a respected author team of senior PDHPE educators, PDHPE in Focus covers all core modules and options with completely new content.

## A UNIQUE APPROACH

The comprehensive format of PDHPE in Focus is designed to help teachers and students successfully navigate the new syllabus, with content directly linked to syllabus dot points. Up-to-date statistics, case studies and articles place topics within context and provide relevance for today's students. Sample student answers (available on the Student Resource CD-ROM) are linked to topics throughout the texts and provide examples of actual Band 5–6 answers to help with exam preparation.



Colour-coding is used to differentiate syllabus dot-points. Purple text refers to 'students learn about' and blue text refers to 'students learn to' columns in the syllabus

Icons highlight when related material is available on the Student Resource CD-ROM

# FREE STUDENT RESOURCE CD-ROM

The accompanying Student Resource CD-ROM is a valuable tool that aims to strengthen students' understanding of the topic by making available materials such as sample student answers, verb scaffolds, weblinks, video examples, module summary points and study aids such as acronyms.

## KEY FEATURES

- A PDF copy of the text book
- Sample student answers to exam-style questions with marking criteria
- Verb scaffolds – linked to sample answers and accompanied by blank templates to assist with responses
- Module summary points
- Additional material for some modules
- Helpful acronyms to help with syllabus revision
- Links to useful research and up-to-date statistics online

Icons indicate when an activity is connected to a 'students learn to' dot point

Links to recent research

Review questions at the end of each chapter provide students with continual revision using Board of Studies verbs

# ONLINE LEARNING CENTRE

The PDHPE in Focus Online Learning Centre is now live! Visit [www.mhhe.com/au/pdhpeinfocus](http://www.mhhe.com/au/pdhpeinfocus) for series updates, news on added content, author information, sample material and information on related titles.



## eNEWSLETTER

Be the first to hear about series developments and updates to the OLC — subscribe to our PDHPE in Focus eNewsletter and have news delivered to your inbox! Head to <http://mcgraw-hill.com.au/schools/subscribe/> and register your details today.

PDHPE IN FOCUS HSC COURSE

improve their interpersonal and intrapersonal skills.

Not all people participating in outdoor activities are interested in learning about nature or improving physical skills. Instead, they may be seeking to learn more about themselves and how they interact with those around them. For these people, the outdoor recreational experience is all about their own personal growth.

- **self-sufficiency**

Self-sufficiency can be viewed as an individual's ability to rely on their own resources. Throughout the experience, the participant is actively required to take initiative, investigate, experiment, be creative, solve problems and accept responsibility for decisions. For these people, the outdoor recreational experience is all about their own personal growth.

- **skills needed for other outdoor activities**
- **canoeing and kayaking skills**

Canoeing and kayaking are activities that cater for all types and walks of people. They may be experienced by people looking for a social outing with a group of friends, on a school outdoor education camp or in a competitive manner.

### Activity

**Activity 1 (Page 34)**  
Complete the table below by identifying two outdoor activities for each of the following reasons for participation in outdoor recreation.

REASONS	OUTDOOR ACTIVITIES
Stress management	1. _____
	2. _____
Challenge and excitement	1. _____
	2. _____
Social interaction	1. _____
	2. _____
Personal growth	1. _____
	2. _____

OUTDOOR RECREATION CHAPTER 1

### Activity cont.

**Activity 2 (Page 34)**  
Use the following website to identify the most popular recreational activities and compare male and female outdoor recreational patterns.

[www.austlii.edu.au/au/other/dfat/special/australia/australia.htm](http://www.austlii.edu.au/au/other/dfat/special/australia/australia.htm) (then type '173.0' into the Google search)

**Activity 3 (Page 36)**  
Using an outdoor activity of your choice, discuss the physical, social, intellectual and emotional outcomes that may result from participating in an outdoor recreation experience.

**Activity 4 (Page 37)**  
List a range of outdoor recreation service providers available in your local area. Select one provider from your list and investigate how you and your friends could become involved in this activity.

Once the basic skills of balancing, paddling and directing the canoe or kayak have been mastered, enthusiasts will be able to plan their canoeing or kayaking experience.

- **abseiling skills**

Abseiling is the technique of descending through the use of a fixed rope. This is performed mainly after a climb or where there is difficult access (e.g. sea cliffs) to the start of a climb.

- Some of the more commonly used tools and devices include:
  - Belaying is one of the climbing techniques in rock climbing. It means the climber during their climb.
  - Tubular - One of the common types used. The tubular type has two holes for the climbing rope to pass through. It is also lightweight, easy to use, and works well with single or double ropes. This is a metal loop with a spring loaded or sewed gate and is usually made of aluminium. Carabiners are designed to feature

### Review Questions

1. List five reasons why people participate in outdoor recreation.
2. Describe how school students may benefit from participating in outdoor recreation?
3. Outline the physiological changes that occur from participating in outdoor recreation.
4. Compare the reasons of challenge/excitement and social interaction.
5. Using specific outdoor examples, explain the personal growth benefits that can be achieved.
6. Investigate how appreciation of the environment can enhance a person's understanding of the outdoors.
7. Assess the health and fitness benefits of participating.

## ABOUT THE AUTHORS

**AARON BOYD** is an experienced PDHPE teacher, having taught the subject for 15 years and marked PDHPE HSC examinations for 12 years. He is the Head of Administration at Abbotsleigh School for Girls in Sydney.

**ADRIAN EUSSEN** is currently the K-12 PDHPE Adviser for the Archdiocese of Sydney Catholic Schools. A teacher for 20 years, he is an experienced senior HSC marker and spent time as a PDHPE Advice Line Coordinator. Adrian is a regular presenter at PDHPE conferences and contributor to Board of Studies meetings.

**DAVID LUMLEY** has taught PDHPE in Sydney for over 25 years and is currently the Head Teacher of PDHPE at Kellyville High School. He has been a senior marker for the HSC since 1996 and has contributed to a range of Board of Studies syllabuses.

**MERRIL O'HALLORAN** has spent the last 17 years as PDHPE Head of Department at Loreto Normanhurst in Sydney's north. Working on

the PDHPE Committee at the Association of Independent Schools, she has assisted in the planning and implementation of Professional Development courses and PDHPE Conferences.

**LIZ SCULLEY** has been actively involved in PDHPE education for more than 15 years and is presently Director of Sport at Sarah Redfern High School in Sydney. Liz has presented at UTS to NSW PDHPE teachers and used her experience in computer education in the review and development of PDHPE teaching software.

**DOUG SCHOLZ** was a passionate PDHPE educator, senior HSC marker and former President of the New South Wales PDHPE Teachers' Association. Doug was integral to the development of the PDHPE in Focus series and we are fortunate to have benefited from his years of experience and expertise in his contributions to PDHPE in Focus Preliminary Course.

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