

KHE 109 INTRODUCTION TO OUTDOOR SPORTS

MODULE ONE

UNIT 1 INTRODUCTION TO OUTDOOR SPORTS

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1.0 INTRODUCTION

There is substantial scientific evidence related to contribution of outdoor environment and outdoor activities to young children's learning as well as development in early childhood education literature (Wolfgang, 2004). Most of the researchers expressed their ideas about why they considered outdoor environment as so valuable for young children's whole development including gross and fine motor skills, intellectual skills, social skills as well as sensory skills since they believed that the whole development of children could be well supported in outdoors as long as they are appropriately adopted for children (Davies, 1996; Haas, 1996; Henniger, 1993; Louv, 2005). For instance, Davies (1996) indicated that outdoor activities, naturally, offer children a chance to do exercise by using their fine and gross muscles and mostly require being active within the environment. Parallel to that idea, Fjortoft and Sageie (2000) stated that the environment including natural elements provides many opportunities for children to develop their motor skills, such as coordination, balance and agility as well as protect children from childhood obesity

2.0 OBJECTIVES

At the end of this unit you should be able to:

1. Explain the concept of outdoor sports

3.0 MAIN CONTENT

3.1 CONCEPT OF OUTDOOR SPORTS

Outdoor education is often synonymous with outdoor recreation. Many scholars agreed that both terms are very similar (Priest, 1988). These things proved to be true when Western State Coll. of Colorado, Phipps, & Cash (1991) explained that various terms such as outdoor education, environmental education, wilderness education, experiential education, adventure education, adventure activities, risk activities, outdoor pursuits, outdoor activities, wilderness pursuits, tourism, commercial recreation, and natural resource management have been used to describe different aspects of outdoor recreation.

The word outdoor recreation encompasses all aspects of natural environments and adventure; it means a greater use of available natural resources. This underscores the

important role of the environment in recreation vis-à-vis the need to preserve a quality environment that will be conducive to the best interests of man. (Okoli 2001: 170). Outdoor recreation or outdoor activities are leisure pursuits engaged in outside, especially in (but not limited to) natural or semi-natural settings in and out of town. Examples include adventure racing, back-packing, cycling, camping, canoeing, caving, fishing, hiking, horseback riding, photography, running, sailing, skiing and surfing. During this, human behaviour becomes obvious that the outdoor recreation leaves their impact not just on the body, but also on the minds of the people.

In Nigeria, outdoor recreation cannot be seen and perceived as a new phenomenon in the life of the people. Since time immemorial, Nigerians have been engaging in different play activities unconsciously during their leisure hours. Playgrounds, village and market square, are used as centres for cultural displays, traditional ceremonies, as well as for different kinds of socio-religious functions. Nigerians of all sub-cultures have always had relaxation and leisure as part of their life-style. Most of the activities were locally based including the exhibition of youthful prowess in wrestling and village traditional dancing (Okoli, 2001:63).

Classification and Characteristics of Recreation Activities in Nigeria.

The recreation activities in Nigeria could be broadly classified as modern or indigenous. The characteristics of recreation activities in Nigeria are discussed using the following criteria; location of leisure activity or facility, space requirement for the activity, characteristics of the participants and operational basis for the activity.

- i. **Location of Recreation Activity:** Certain modern and indigenous activities have similar locational characteristics. Modern activities such as picnic, camping and indigenous activities like games take place in the country side.
- ii. **Space Requirement:** Modern activities such as golf, polo require large open space while indigenous activities like *dara* (Hausa) *ayo* (Yourba) take smaller space to pursue.

iii. **Characteristics of the Participants:** Age, sex and status are the three components of participant's characteristics in this discussion.

Age: Modern sporting activities like soccer, basketball and indigenous sports like *Kokawa* (Hausa) are more associated with the youth, while golf and *ayo* (Yoruba) are associated with the grown up or older people. **Sex:** In traditional setting females participate more in home based activities than their male counter parts. Similarly, males participates more in active games than females sports such as soccer, boxing etc are widely associated with males and handball with females.

Status: In Nigerian context, modern leisure time activities like golf, polo etc. are dominated by certain class of people – the rich

iv. **Operational Basis:** Traditionally, indigenous recreation activities are operated on non-subscription basis while modern spectator sports require payment for subscription as gate fees etc. Most modern activities have standardized space size while traditional or indigenous activities have no such standards.

4.0 SUMMARY

In this unit, you have been taught the concept and classification of outdoor sport. In subsequent lessons, you will learn about the meaning and purposes of outdoor sports.

5.0 TUTOR-MARKED ASSIGNMENT

1. Explain the concept of outdoor sport?
2. List the classification of outdoor sport
3. Relate the concept of outdoor sports with cultural sport activities in Nigerian communities

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UNIT 2

MEANING AND PURPOSE OF OUTDOOR SPORT

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- 2.0 Objectives
- 3.0 MainContent
- 3.1 Meaning of Outdoor Sport
- 3.2 Purpose of Outdoor Sport
- 4.0 Summary and Conclusion
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- 6.0 References

1.0 INTRODUCTION

In unit one, you have been introduced to outdoor sport. In this unit, you are going to learn about the meaning and purpose of outdoor sport

2.0 OBJECTIVES

At the end of this unit you should be able to:

1. Explain the meaning of outdoor sport;
2. Discuss the purposes of outdoor sport;

3.0 MAIN CONTENT

3.1. MEANING OF OUTDOOR SPORT

Outdoor sport or outdoor activity refers to recreation engaged in out of doors, most commonly in natural settings.

The activities themselves – such as fishing, hunting, backpacking, and horseback riding - characteristically determine where they are practiced.

They are pursued variously for enjoyment, exercise, challenge, camaraderie, spiritual renewal, and an opportunity to partake in nature. Though the activities are inherently lean to sports they nonetheless do not all demand that a participant be an athlete, and competition generally is less stressed than in individual or team sports organized into opposing squads in pursuit of a trophy or championship.^[a] When the activity involves exceptional excitement, physical challenge, or risk, it is sometimes referred to as "adventure recreation" or "adventure training", rather than an extreme sport.

Other traditional examples of outdoor recreational activities include hiking, camping, mountaineering, cycling, canoeing, caving, kayaking, rafting, rock climbing, running, sailing, skiing, sky diving and surfing. As new pursuits, often hybrids of prior ones, emerge, they gain their own identities, such as coastering, canyoning, fastpacking, and plogging.

The term sport is used interchangeably with physical activity and based upon the inclusive, broad definition of the Council of Europe (1992) that describes sport as

“All forms of physical activity which, through casual or organised participation, aim at

expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels” .

3.1. Purposes of Outdoor Sports

There is widespread knowledge and a body of evidence-based research on the importance of physical activity especially for physical and mental health and wellbeing . Furthermore, there is growing evidence on the benefits for people of being in nature or having contact with the natural environment.

Experts from different fields have highlighted the benefits of outdoor sports that often go beyond being active in a non-natural environment. Beyond the health enhancing effects of physical activity and nature, outdoor sports are also associated with social benefits including the intra- and interpersonal development for young people, crime reduction, and active citizenship as they provide unique opportunities within the natural and social environments. They connect individuals with nature, with other people and with themselves and so achieve a range of positive effects simultaneously.

In the context of urbanization, insufficient activity levels, sedentary behavior, and an increasing disengagement between people and the natural environment, it raises the question if and how outdoor sports can be part of the solution. However, there is a gap in the evidence base to better understand the benefits of outdoor sports as a whole and therefore support investment in health enhancing physical activity (HEPA) in the natural environment.

The benefits were grouped into six broad categories including physical health, mental health and wellbeing, education and life-long learning, active citizenship, crime-reduction, and anti-social behavior as well as additional benefits.

i. Physical Health Benefits

As per physical activity in general, outdoor sports are associated with a range of positive health benefits. This includes general health related factors such as increased fitness and better cardiovascular function, as well as reduced blood pressure, obesity, resting heart rate, and a positive influence on other health markers. Those health-enhancing

effects result in a reduced risk for several major diseases like heart attack, 13 types of cancer, stroke, and type 2 diabetes. Leisure-time physical activity however is also associated with higher risks of malignant melanoma and prostate cancer.

ii. Mental Health and Wellbeing Benefits

Several research teams highlight the positive effects on general mental health and psychological stability of being active in the natural environment. Evidence was also provided of impacts on overall wellbeing, quality of life, happiness, and life satisfaction.

Overall, green and blue environments seem to have especially positive effects that go beyond the benefits of being physically active in a non-natural environment.

In this context, Thompson, Coon, Boddy, Stein, Whear, Barton, and Depledge [3] conducted a systematic review of the comparative effects of participating in indoor and outdoor activity that confirms these effects. Reported effects of exercising in natural environments were that participants had greater feelings of revitalization and positive engagement, decreases in tension, confusion, anger, and depression.

Studies that analyze the influence of outdoor sport and recreation on special affective states show positive effects for mood, resilience, feelings of revitalization, and positive engagement as well as restoration for people living in cities.

Negative affective states like stress, depression, anxiety, tension, confusion, anger, rumination, loneliness, and neuroticism could be reduced by participation in outdoor sports. Furthermore, many positive experiences are described such as pleasure and enjoyment, meditation, independence, basic psychological needs of autonomy, competence and relatedness, experiences of flow, comfort and intense emotions, enhanced feeling of body, discovering the pleasure of achievement, vital strength and a higher will to live in drug addicts, and of course an intense nature experience. As a possible negative effect, feelings of calmness and tranquility may be decreased following outdoor exercise.

iii. Benefits in Education and Life-Long Learning

Outdoor sports provide an environment that leads to an intense contact with oneself, others and nature and therefore are discussed for having impacts on interpersonal and intrapersonal development as well as influencing the relation of humans with nature.

Intrapersonal development was highlighted in the literature as being about the physical, mental, cognitive, emotional, social, behavioral, and spiritual aspects of self. It includes personal skills and improved motor skills, an increased emotional intelligence, personal responsibility, mindfulness and an enhanced spiritual, sensory, and aesthetic awareness.

iv. Active Citizenship

As outdoor sports provide opportunities and places for social interaction, contacts, and relations they can lead to increased social connectedness and are therefore associated with various benefits of active citizenship. This includes volunteering and community benefits such as the construction and maintenance of local community life, identity, and pride. In this context, outdoor sports are also described as a contributor to bonding capital for families, groups, and communities

v. Crime Reduction and (Anti-) Social Behavior

Outdoor sports can be used to increase pro social behavior, reduce smoking, alcohol and substance misuse, or prevent youth delinquency. Experiences of controlled risk are furthermore discussed as a mechanism to help to improve the behavior and habits of adults with drug addiction or other social exclusion factors.

vi. Additional Benefits

Two aspects have been described as additional results in many studies. One important aspect that has been underlined in many studies and project evaluations was that outdoor sports support physical activity throughout the entire lifecycle. Outdoor sports were shown to be used as a tool to successfully activate sedentary, non-active people, promote active and healthy lifestyles, and are able to influence positive attitudes towards physical activity.

As outdoor sports have connections to lifetime activity-habits, they can foster sport adherence over the life course and help people to find and maintain an active way of life. In

a systematic review, Thompson, Coon, Boddy, Stein, Wear, Barton, and Depledge [3] raised the question as to whether physical activities in outdoor settings are more beneficial compared to indoor ones.

4.0 SUMMARY

In this unit, you have been taught the meaning and purposes of outdoor sport. In subsequent lessons, you will learn about the meaning of intra school competition.

5.0 TUTOR-MARKED ASSIGNMENT

1. Tell the meaning of outdoor sport?
2. Mention some of the natural environment suitable for outdoor sport
3. Explain five benefits of outdoor sport

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MODULE TWO

UNIT 1: MEANINGS OF INTRAMURAL SCHOOL COMPETITION; RECEATION; RECEPTIONAL ACTIVITIES; AND LEISURE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Meaning of Intramural School Competition
 - 3.2 Meanings of Recreation and Recetional Activities
 - 3.3 Leisure
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

In unit 2, we discussed the meaning and purposes of outdoor sports. In this lesson, you learn about the meanings of intramural school competition, recreation, recreation activities and leisure.

2.0 OBJECTIVES

After studying this unit, you should be able to do the following things:

1. Meaning of intramural school competition;
2. Meaning of recreation and recreational activities
3. Meaning of leisure.

3.0 MAIN CONTENT

3.1 MEANING OF INTRAMURAL SCHOOL ACTIVITIES

INTRAMURAL COMPETITION IN ATHLETICS

This means competition in athletic activities among the pupils of one single school. There are various purposes or values of the intramural programme i.e. (both participation and competition) and this shows that it is a very important aspect of the total education experiences which the school provides for the students.

In some schools, the intramural athletic competition is called annual inter-house competition. Hence some schools organize theirs only once in a year. As part of education, it should be more than once. Every school should provide for it.

PROBLEM IN ORGANISING INTRAMURAL ATHLETICS COMPETITION IN SCHOOLS

Students in Nigeria have some problems in organizing competitions in physical education for their pupils. These problems cannot be used as ready excuses to deny the students of the rich educational experiences inherent in athletic competitions. Some of the problems are discussed here:-

1. Facilities and equipment: There is no school in Nigeria which has not got a play field of about 80m x 100m, unless schools in urban areas where land space is a problem. A space of this size is enough to train an athlete to compete at any level in

sports. Construction of track round such a field or throwing pitches for field events should not present problems to schools. In unit 5 of this module a good guide is presented on how to construct track and field of play for use in schools. For equipment, like hurdle stands and jumping stands, schools are encouraged to learn how to improvise these items with local materials. Local carpenters can help schools to solve their problems in this area. Other items of equipment like javelin, shot put and discus require money. School heads and Parents-Teachers Associations should raise money for these items.

2. Time Allotment: The problem of time to organize intramural athletic competitions can easily be tackled with the co-operation of heads. Weekends or school holiday periods can offer the opportunity for this. The end of school terms can be used for organizing intramural competitions in the schools.
3. Awards: Schools may complain of money with which to buy materials for prize awards to winners during competitions. At the school level, schools should not encourage material/cash award in any subject including physical education. Certificates designed by teachers can be presented to the students who perform well on the school intramural sports day.

HOW TO ORGANISE INTRAMURAL ATHLETICS COMPETITION

The intramural athletic competition, whether it is called inter-house, inter-class or inter-club competition should be the concern of everybody in the school, teachers and students inclusive. It should not be a programme for a few students selected on the basis of one good attribute or the other. Arrangement should be made to provide for, almost every student in the school to take part in the competition. Hence for any one event, provision should be made for the high level performers, the intermediate and the low performers. Each category should compete at its own level.

The organization of intramural athletic competition should be the collective responsibility of the staff in the school and can be handled in the following way:- Organizing Committee, Action on setting up an intramural organizing committee is

initiated by the teacher in charge of games, usually known as the games/sports master or mistress. He/She consults with the Heads of the school for this purpose. Membership of such a committee which is mainly ad-hoc comprises the following: The Head or his appointed (Chairman) the Games master/mistress (Secretary) and about 3-5 other teachers depending on the size of the school.

This committee decides on the following:-

The events for the competition:-

- Number of entries per participant
- Officials
- Date for Heats
- Date for the competition
- Guests to be invited
- Work on the competition day.

DETAILS OF ORGANISING COMMITTEE'S DECISION

Events for the competition

The organizing committee decides on the number of events that will feature in the competition. Also the committee decides on the levels at which students will compete. This may be based on age, ability level or class.

Number of Entries per Competition:

The number of events in which each competitor should take part is decided by the committee. A student may be allowed to take part in not more than two events, as follows, one track and one field event. The rules guiding the student's performances in each event are based on the official rules of that activity as approved at the national or international level.

Officials:

The committee decides on the number of officials to be invited for each event. Such event officials should be persons who are knowledgeable in the event for which they are invited. The officials should be persons who are interested in amateur athletics and should

understand that the school does not pay allowances for the service rendered in such a competition.

Date for Competition:

The committee will decide on whether there will be heats and the number for such. It will also decide on the number of competitors that will be selected in each event to compete on the competition day.

The committee will also decide on the date for the actual competition.

Guests:

The organizing committee decides whether guest will be invited to watch the school intramural competition. It is advisable for guest like parents, leaders of the school Parents Teacher Association and community leaders to be invited. This is one of the ways of establishing a good school-community relationship.

Other Matters:

The committee should also consider whether prizes will be given to students and houses that perform well in the competition and the nature of prizes. Here it may not be necessary that material prizes in any form be awarded to students for competing in the intramural athletic programme. Certificates of good performance can be given to them.

Competition Day:

It is important that on the day of the competition, all the members of staff of the school and the pupils should be involved. Before this day, the games master through the Headmaster should assign functions to all the members of staff.

He must ensure that all the material needed by the officials are provided before their arrival. The games master should know that it is his responsibility to ensure that the ground for the competition is prepared. The tracks and pitches for field events must all be marked. Seats must be provided for the guests and everything needed for the opening ceremony must be provided.

It may be necessary for the school head to prepare a brief speech for the opening and at the close, another speech may be made by one of the guests who must have been

informed of this earlier.

ORGANISATION OF INTRAMURAL COMPETITION:

The organization of intramural athletic competition should not be left to the games master/mistresses of the schools involved. The Head of the schools should show a great concern in it because such a competition has its own educational values from which the pupils should benefit.

The representatives of the two schools, possibly the Heads and games masters should meet and discuss the whole programme. Matters on which decision should be taken include the events for the competition; the level at which competition will be held in each event; the number of entries per competitor; the number of officials; equipment, etc. Each house/class selects its own competitors in each event. In this case each house/class organizes its own heats and submits the names of its competitors.

The students from the school should be properly briefed in advance on how to behave during the competition. It is essential that they should be made to understand that intramural competition day is an occasion for them to make friends with their counterparts from the other house/class.

3.2. MEANINGS OF RECREATION AND RECREATION ACTIVITIES

Dictionary Definitions

Refreshment by means of some pastime, agreeable exercise, or the like.

Macquarie Dictionary

Re-create: to renew or enliven through the influence of pleasurable surroundings; to refresh after wearying toil or anxiety, usually by change or diversion; the act of recreating or the state of being recreated: refreshment of the strength and spirits after toil; diversion, play; a means of getting diversion or entertainment.

Webster's Third New International Dictionary

Any form of play, amusement, etc. used for refreshment of body or mind.

Collins Australian Pocket English Dictionary

Definitions from the Literature

Simply defined, recreation refers to experiences and activities chosen and pursued by the individual in his/her free time; the basis being that the experience sought and activities pursued, in the real sense of the word, 're-creates' the individual so that he/she may be refreshed to enable him/her to resume daily obligations, whatever those may be. (John, 1986) Recreation is any pursuit engaged upon during leisure time, other than pursuits to which people are normally 'highly committed' ([the latter includes] such things as optional shopping, overtime, secondary work, house repairs, car maintenance, further education, homework, child care, religion and politics'). (Countryside Recreation Research Advisory Group, 1970) Recreation is considered as activity through which leisure may be experienced and enjoyed but it is also seen as a social institution, socially organised for social purposes.(Grant and Allan,1990) Any activity pursued during leisure, either individual or collective, that is free and pleasurable, having its own immediate appeal, not impelled by a delayed reward beyond itself, or by any immediate necessity.(Fairchild)

Definitions of Leisure • Veal • www.business.uts.edu.au/lst/research 8 *Recreation is an emotional condition within an individual human being that flows from a feeling of well-being and satisfaction. It is characterised by feelings of mastery, achievement, exhilaration, acceptance, success, personal worth and pleasure. .. It reinforces a positive self-image. Recreation is a response to aesthetic experience, achievement of a person's goals, or positive feedback from others. It is independent of activity, leisure or social acceptance. (David and Pelegrino, 1973)*

Classification of Recreational activities

Physical activities

These include games, sports, physical exercises, drill, marching, gymnastics, acrobatics etc.

Mental and intellectual activities

These include discussion groups, study circles, debates, recitation, reading, writing, painting, modeling, chess, cards, etc.

Self-defence and self-discipline activities

These include NCC, NSS, Territorial Army, home guards, sewa smites, Girl Guide and scouting, etc.

Cultural and social activities

These include drama, music, variety programme, dancing, community service, first aid and celebration of religious, social and national festivals etc. For rural people of Haryana, Saangs (folk plays) Ragnis (folk songs), and rural games likekabaddi, volleyball and wrestling, etc. are best recreationalactivities, besides the T. V. & Radio programmes.

Art and craft activities

These include drawing, painting, carpentry, modeling, spinning and weaving, gardening tailoring, doll making, needle-work, embroidery, paper machine, leatherwork, etc.

Outdoor activities

These include outing, sight-seeing, visits, excursions, camping, hiking, mountaineering, etc.

Hobbies

These include stamp collecting, newspaper cutting, photography, picture collecting, album making, picnics, specimen collecting, etc.

Essential characteristics of recreation

Education is advocating that the recreation must have thefollowing characteristics to benefit the participant to hisfullest,

Leisure Time

To have recreation the activity must be engaged during one'sfree time. From this point of view, one cannot leave duringthe working hours and engages in recreational activity.

Enjoyable

The activity engaged in, must be enjoyable not boring one.

Satisfaction

The activity engaged in must bring immediate and direct satisfaction to the individual.

Voluntary

The individual must have chosen recreation activity of his/her own choice. There must be no compulsion.

Constructive

The recreational activity is constructive. It is not harmful to the participant physically, mentally, emotionally, socially or in any other way. It helps one to become a better integrated individual.

Socially acceptable

The recreational activity is socially acceptable and individually beneficial to the participants.

Need and Importance of Recreation

There are certain fundamental human needs which are required to be satisfied; there are objectives of education that need to be achieved; there are obligations of democratic society that need to be fulfilled; there is price of technological advancement relished by the modern society that has to be paid; and there are factors/changes which have given rise to the wide spread recognition of the need and importance of recreation in the modern life.

In the explanation given below an attempt is made to point out why and how recreation is serving increasingly important functions in the life of the individuals, the community and the nation:

Recreation- A fundamental human need

Among all the peoples and in all stages of history, man has found outlets for self-expression and personal development in various forms of recreation which have a striking similarity.

Recreation is a common heritage of all people, although its expression takes varied forms. In all lands, play is the chief occupation of young child during his active hours. Through play the child attains growth and experience. It is nature's way of affording outlets to the great biological urge for activity and the means of acquiring skills needed in later life.

Recreation contributes to human happiness

Happiness was recognized by our forefathers as a fundamental and worthy objective for every individual. In fact, life would be incomplete and drab without recreation, the great leader of recreation Dr. Austin Fox Riggs has rightly expressed that “The function of play is to balance life in relation to work, to afford a refreshing contrast to responsibility and routine, to keep alive the spirit of adventure and that sense of proportion which prevents taking oneself and one’s job too seriously and thus to prevent the death of youth, and not infrequently the premature death of the man himself.”

Recreation and Health

Recreation is vigorous, and is carried in the open air, which makes use of the fundamental muscles and is the best known means of developing and maintaining healthy organs. Certain forms of recreation cause increased circulation, greater respiratory activity, better elimination of wastes and improved digestion. It contributes to emotional stability by affording rest, relaxation and creative activity.

Recreation and character development

Recreation has been characterized as a force of tremendous consequence for the personal character and the national culture. Yet character development is not an objective specifically sought by persons engaging in recreation activities, it can be a natural by-product of participation in team games, drama, and music which require cooperation, loyalty and team play.

Recreation and Crime Prevention

Participation in wholesome recreation helps to build character. It acts as a safety valve for the prevention of crime and delinquency. Because recreation activities have a strong appeal for children and youth, delinquency is less likely to flourish in communities where opportunities for wholesome recreation are abundant and attractive. Children or young people engaged in recreational activities on the playground cannot at the same time rob a bank, break into a home, involve in a gang rape or some other crime. The boy who goes to the playground daily or who excels in some other cocurricular/social

activity, and the girl who takes part in the composition for the drama play or who is a leader in the nature group are finding outlets for the normal desire for recognition, success, and achievement. They have little need to seek such satisfactions in unsocial ways. Most delinquent and criminal acts are committed during leisure hours and larger parts of these acts are performed in order to get the means for the enjoyment of leisure. The police official's and prison authorities have testified from their experiences that much delinquency and crime result from inadequate recreation opportunities. As a result to avoid such things recreation plays an important role in the life of children, youngster, youth and adult.

Recreation and community solidarity

Many forces in modern society tend to separate people into distinct and often hostile groups, based on differences in their economic status, social position, race, creed, nationality, education or cultural background. Consequently, it grows suspicion, distrust, and dislike of our fellowmen and a lack of neighborliness and unity of interest. Recreation affords a common ground/common platform where differences may be forgotten in the joy of participation or achievement.

Recreation is essentially democratic; interest and skill in sports, drama, or art are shared by all groups and classes. The young boy/girl/man/woman that excels in sports or any other activity is recognized regardless of his cast, colour, and creed by followers of these activities/ group people.

Recreation and Morale

In periods of insecurity, depression and unusual strain man is more than ever in need of activity which brings satisfaction and sense of accomplishment. In different parts of the world people are facing earthquakes, floods, military invasions, and

3.3. MEANING OF LEISURE

The concept of leisure has been interpreted and defined in many ways. Our word leisure comes from the Latin word *licere* meaning "to be free" (Kelly, 1996, p. 7) and the ancient Greek word *scholē* meaning "serious activity without the pressure of necessity" (Godbey, 1994).

From these roots, however, our current notions of leisure have grown in many directions through the work of psychologists, sociologists, social psychologists, historians, philosophers, economists, anthropologists, and others.

Godbey classifies the many existing definitions of leisure into four basic types: time, activities, state of mind, and state of existence. Similarly, Kelly considers three approaches to viewing leisure: time, activity, or condition. They and other experts offer the following observations about these different ways of viewing leisure.

Leisure as Free Time

When most people think of leisure, their ideas relate in one way or another to free time. Many people use the terms leisure and free time synonymously and imply as much by commonly referring to “leisure time.” Formal definitions of leisure as free time typically describe it as time unobligated and opposed to work. These definitions present leisure as that time remaining after subsistence (work) and existence (e.g., sleeping, eating, bathing) needs are met.

MacLean, Peterson, and Martin (1985) defined leisure as “that portion of time not obligated by subsistence or existence demands. It represents discretionary or free time, time in which one may make voluntary choices of experience.” The obvious advantages to thinking about leisure as free or discretionary time is that it seems clear-cut and practical. Leisure viewed this way can be easily quantified, making it possible to identify trends and to compare amounts of leisure among different groups. The emphasis on freedom of choice is also appealing.

At first glance, equating leisure with free time seems to make it a concept that nearly everyone can relate to and support. However, *freedom* is a relative term, and the degree of freedom a person experiences varies for different aspects of life and for different situations. Is anyone ever completely free politically, economically, physically, or socially? Is a person’s free time actually the goal or simply a necessary precondition that makes something else possible? Doesn’t leisure have something to do with a certain *quality* rather

than just a *quantity*? The ancient Greeks certainly believed it did and most scholars and practitioners today do as well.

Leisure as Particular Activities

Many people think about leisure as engaging in certain activities. This is consistent with the ancient notion of *scholē*. When people refer to leisure activities they typically mean pursuits freely chosen, pleasurable, and not participated in for pay. Outdoor recreation planners today routinely estimate participation in activities such as downhill skiing, hiking, birdwatching, and mountain biking, but not pursuits such as studying, working, or singing, even though these and many other activities can occur in outdoor recreation areas. Once again, viewing leisure in terms of certain activities has the advantages of being simple and emphasizing freedom of choice. But again, many feel leisure is more. No activity is leisure to all people in all situations. A ski instructor, for example, may hit the slopes out of financial need and loath every minute spent with students. Likewise, few (if any) activities cannot be leisure to certain people under certain circumstances.

While splitting firewood may be an unwanted drudgery to most, it may be a pleasurable, freely chosen challenge to a harried urbanite on vacation in the country. Limiting our idea of leisure to lists of activities is simple, but it ignores peoples' motives and experiences.

Leisure as a State of Mind

Definitions of leisure from psychologists and social psychologists tend to present leisure as a state of mind involving *perceived freedom* and *intrinsic motivation* (Iso-Ahola, 1980; Neulinger, 1994). In other words, leisure is something that must be freely chosen and engaged in for reasons intrinsically satisfying rather than for extrinsic reasons, such as money or increased status. Seeing leisure in this way explains why it often seems so situational.

Defining leisure as a state of mind reminds us that it is just as much or more about what something *means* to a person than when it occurs or what the particular activity might

be. A shortcoming of leisure defined solely as a state of mind, however, is that it seems to ignore the external world. Should a daydream, hallucination, or drug-induced state of mind be considered leisure? Can having the willpower to think positively about a truly bad situation make it leisure?

4.0 SUMMARY

Intramural school competition is the phase of physical education programme in which the students within one school are free to take part in any athletic competition organized in that school while recreation *any* activity pursued during leisure, either individual or collective, that is free and pleasurable, having its own immediate appeal, not impelled by a delayed reward beyond itself, or by any immediate necessity.

5.0 TUTOR-MARKED ASSIGNMENT

1. What is intramural school competition?
2. List 2 characteristics of the intramural programme.
3. List any 3 purposes of the intramural athletic programme.
4. What are the benefits of recreation and leisure?

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UNIT 2: ORGANISATION AND ADMINISTRATION OF COMPETITIVE SCHOOL SPORTS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 MainContent
- 3.1 Problem in Organizing Intramural Athletics Competition in Schools
- 3.2 Details of Organizing Committee's Decision
- 4.0 Summary and Conclusion
- 5.0 Tutor-MarkedAssignment
- 6.0 References

1.0 INTRODUCTION

In this unit, the discussion focuses on the organization and administration of competitive school sports. Effort is made to show how these programmes are organized in the school so that they can contribute towards the education of the pupils.

2.0 OBJECTIVES

After studying this unit, you should be able to:

1. Mention 3 basis for organizing the intramural competition in the school;
2. State 2 function of the teacher in the intramural competition and;
3. List 4 values of school sports competition.

3.0 MAIN CONTENT

BASIS FOR ORGANISING THE STUDENTS FOR PARTICIPATION IN THE COMPETITIVE SCHOOL SPORTS

For effective participation in intramural activity in the school, the best arrangement is to organize the entire school in groups. These groups can be classified as 'Houses/Classes/Clubs'. Depending on the size of the school population, the teachers in the school are assigned to different Houses' or "Clubs' to guide and supervise the pupil's participation. Some grown-up in each group can be trained to help the teachers in organizing the pupils in their various groups. The school sets out some days in the week for after school practice or some periods during the school day when the groups can go out for intramural physical activities. Every child in each group is encouraged to participate in one event or more, according to his interest and ability.

PROBLEM IN ORGANISING INTRAMURAL ATHLETICS COMPETITION IN SCHOOLS

Students in Nigeria have some problems in organizing competitions in physical education for their pupils. These problems cannot be used as ready excuses to deny the students of the rich educational experiences inherent in athletic competitions. Some of the problems are discussed here:-

1. Facilities and equipment: There is no school in Nigeria which has not got a play field of about 80m x 100m, unless schools in urban areas where land space is a problem. A space of this size is enough to train an athlete to compete at any level in sports. Construction of track round such a field or throwing pitches for field events should not present problems to schools. In unit 5 of this module a good guide is presented on how to construct track and field of play for use in schools. For equipment, like hurdle stands and jumping stands, schools are encouraged to learn how to improvise these items with local materials. Local carpenters can help schools to solve their problems in this area. Other items of equipment like javelin, shot put and discus require money. School heads and Parents-Teachers Associations should raise money for these items.
2. Time Allotment: The problem of time to organize intramural athletic competitions can easily be tackled with the co-operation of heads. Weekends or school holiday periods can offer the opportunity for this. The end of school terms can be used for organizing intramural competitions in the schools.
3. Awards: Schools may complain of money with which to buy materials for prize awards to winners during competitions. At the school level, schools should not encourage material/cash award in any subject including physical education. Certificates designed by teachers can be presented to the students who perform well on the school intramural sports day.

HOW TO ORGANISE COMPETITIVE SCHOOL SPORTS

The competitive school sport, whether it is called inter-house, inter-class or inter-club competition should be the concern of everybody in the school, teachers and students inclusive. It should not be a programme for a few students selected on the basis of one good attribute or the other. Arrangement should be made to provide for, almost every student in the school to take part in the competition. Hence for any one event, provision should be made for the high level performers, the intermediate and the low performers. Each category should compete at its own level.

The organization of intramural athletic competition should be the collective responsibility of the staff in the school and can be handled in the following way:- Organizing Committee, Action on setting up an intramural organizing committee is initiated by the teacher in charge of games, usually known as the games/sports master or mistress. He/She consults with the Heads of the school for this purpose. Membership of such a committee which is mainly ad-hoc comprises the following: The Head or his appointed (Chairman) the Games master/mistress (Secretary) and about 3-5 other teachers depending on the size of the school.

This committee decides on the following:-

The events for the competition:-

- Number of entries per participant
- Officials
- Date for Heats
- Date for the competition
- Guests to be invited
- Work on the competition day.

DETAILS OF ORGANISING COMMITTEE'S DECISION

Events for the competition

The organizing committee decides on the number of events that will feature in the competition. Also the committee decides on the levels at which students will compete. This may be based on age, ability level or class.

Number of Entries per Competition:

The number of events in which each competitor should take part is decided by the committee. A student may be allowed to take part in not more than two events, as follows, one track and one field event. The rules guiding the student's performances in each event are based on the official rules of that activity as approved at the national or international level.

Officials:

The committee decides on the number of officials to be invited for each event. Such event officials should be persons who are knowledgeable in the event for which they are invited. The officials should be persons who are interested in amateur athletics and should understand that the school does not pay allowances for the service rendered in such a competition.

Date for Competition:

The committee will decide on whether there will be heats and the number for such. It will also decide on the number of competitors that will be selected in each event to compete on the competition day.

The committee will also decide on the date for the actual competition.

Guests:

The organizing committee decides whether guest will be invited to watch the school intramural competition. It is advisable for guest like parents, leaders of the school Parents Teacher Association and community leaders to be invited. This is one of the ways of establishing a good school-community relationship.

Other Matters:

The committee should also consider whether prizes will be given to students and houses that perform well in the competition and the nature of prizes. Here it may not be necessary that material prizes in any form be awarded to students for competing in the intramural athletic programme. Certificates of good performance can be given to them.

Competition Day:

It is important that on the day of the competition, all the members of staff of the school and the pupils should be involved. Before this day, the games master through the Headmaster should assign functions to all the members of staff.

He must ensure that all the material needed by the officials are provided before their arrival. The games master should know that it is his responsibility to ensure that the ground for the competition is prepared. The tracks and pitches for field events must all be marked.

Seats must be provided for the guests and everything needed for the opening ceremony must be provided.

It may be necessary for the school head to prepare a brief speech for the opening and at the close; another speech may be made by one of the guests who must have been informed of this earlier.

ORGANISATION OF INTRAMURAL COMPETITION:

The organization of intramural athletic competition should not be left to the games master/mistresses of the schools involved. The Head of the schools should show a great concern in it because such a competition has its own educational values from which the pupils should benefit.

The representatives of the two schools, possibly the Heads and games masters should meet and discuss the whole programme. Matters on which decision should be taken include the events for the competition; the level at which competition will be held in each event; the number of entries per competitor; the number of officials; equipment, etc. Each house/class selects its own competitors in each event. In this case each house/class organizes its own heats and submits the names of its competitors.

The students from the school should be properly briefed in advance on how to behave during the competition. It is essential that they should be made to understand that intramural competition day is an occasion for them to make friends with their counterparts from the other house/class.

4.0 SUMMARY

The intramural athletic programme can be organized on the basis of:

- Classes
- Houses
- Clubs

In organizing intramural athletic competition a committee should be set up for this. The committee should decide on:-

- The events for the competition;

- Number of events in which a students can compete;
- Officials;
- Dates for heats and competition;
- Guests to be invited.

Before the competition day, the school heads must see that:-

- Facilities are ready:
- Materials to be used by the officials are provided;
- Seat are provided for guests and spectators;
- Invitation letters are sent to the officials in time.

For the extramural competition, the representatives of the house/class involved must meet and decide on the following:-

- The events in which the students should compete;
- Number of events in which one students should take part;
- Officials;
- Date for competition;

4.0 TUTOR-MARKEDASSIGNMENT

1. Who should initiate action on setting up a school intramural competition?
2. Explain in details how to organise competitive school sports?

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MODULE THREE

UNIT 1: NATURAL AVENUE FOR RECREATION AND TYPES OF ACTIVITIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Natural Avenue For Recreation
 - 3.2 Types of Activities in Natural Avenue
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 Reference

1.0 INTRODUCTION

In this unit, we will study the natural avenue for recreation and types of activities in natural avenue.

2.0 OBJECTIVES

After studying this unit, you should be able to do the following things:

1. Mention some natural avenue for recreation;
2. Explain the type of activities in Natural Avenue

3.0 Main Content

3.1 Natural Avenue for Recreation

Type	Land Based Activities
Non - Consumptive	Camping - Family Camping - Group Camping - Backcountry Trails - Nature Trails - Hiking Trails - Cross Country Adventure Rope Courses Rock Climbing Nature Study-Bird Watching Nature Study-Mushrooms Nature Study-General Nature Photography Landscape & Nature Painting Archery Paintball Games Wide Games Adopt-a-Forest Biodiversity Plots Cross Country Skiing Running Orienteering
Consumptive	Butterfly Collecting Berry Picking Blackpowder Hunting Lapidary Guiding - Hunting Shooting Range

	Clay Pigeon Shooting U-Pick Christmas Trees Maple Sugar Production Edible Wilds Forest Pharmacy
Motor/ Animal Propelled	Horseback Trail Riding Sleigh Rides Hay Rides Motor Cycling Snowmobiling Four Wheel Drive Club Motor Cross Dog Trials Fox Scent Hunts ATV Trails

3.2. TYPES OF ACTIVITIES IN NATURAL AVENUE

Mountain biking

The activity of mountain biking involves steering a mountain cycle over rocky tracks and around boulder-strewn paths. To tackle the trails, the requirements are physical strength, stamina and a strong mountain cycle. Mountain bikes or ATBs (all-terrain bikes) feature a rugged frame and fork.

Many styles of mountain biking are practiced, including all mountain, downhill, trials, dirt jumping, trail riding, and cross country

Cannoning is an activity which involves climbing, descending, jumping and trekking through canyons. The sport originates from caving and involves both caving and climbing techniques. When people mention canyoning they are typically referring to descents that involve rope work, down-climbing, or jumps that are technical in nature. Canyoning is frequently done in remote and rugged settings and often requires navigational, route-finding and other wilderness skills.

Trekking is about enjoying a great walking holiday. Treks can be day hikes, overnight or extended hikes. An example of a day trek is hiking during the day and returning at night to a lodge for a hot meal and a comfortable bed. Trekking can be more

enjoyable when undertaken while being generally physically fit. Physical preparation for trekking includes cycling, swimming, jogging and long walks.

Mountain	Forest	Beach and sea	Freshwater	Air	Desert	Cultural and historical
Trekking	Wildlife safari	Snorkeling	Angling/fly fishing	Gliding	Safari	Indigenous culture
Rock climbing	Camping	Scuba diving	Canyoning	Balloonning	Safari park	
Mountain biking	Bird watching	Parasailing	Whitewater rafting	Flying	Sand boarding	Metal detecting
Motorbike expedition	Elephant safari	Sport fishing	Water sports	Paramotoring		Benchmarking (geolocating)
Skiing	Tree climbing	Wind surfing	Kayaking	Skydiving		Sightseeing
Snowboarding	Adventure park	Water sports	Canoeing	Paragliding		

4.0 SUMMARY

In this unit, you have learnt about the natural avenues for recreation and the types of activities.

5.0 ASSIGNMENT

- i. Mention some natural avenue for recreation and explain types of activities for each;

6.0 REFERENCES

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UNIT 2: BENEFITS IN COMPETITIVE SCHOOL SPORTS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Benefits in Competitive school sports
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 Reference

1.0 INTRODUCTION

In the previous unit, you have learnt the meaning, organisation and administration of competitive school sports. In this unit, you will learn the benefits of competitive school sports.

2.0 OBJECTIVES

After studying this unit, you should be able to do the following things:

1. Mention the benefits in school competitive school sports;

3.1 BENEFITS IN COMPETITIVE SCHOOL SPORTS

The competitive school sports serve the following purposes:-

- i. It provides the opportunity for pupils to use the skills and knowledge gained from physical education in competition.
- ii. It trains pupils in the habit of spending their leisure time in meaningful recreational activities.
- iii. It provides opportunity for every pupil to take part in any physical activity of his choice.
- iv. It provides opportunities for pupils to improve their skills.
- v. Fosters cordial relationship between students.
- vi. Helps to evaluate the progress made by the students in physical education.
- vii. Promotes the spirit of sportsmanship.

4.0 SUMMARY

The competitive school sports serve the following purposes:-

- students use the skills acquired in the physical education classes to take part in athletic activities of their choice;
- They help the students to improve their skills;
- They have social values;
- They help students to know how to spend their leisure in meaningful activities;
- Encourage sportsmanship.

5.0 TUTOR-MARKED ASSIGNMENT

Why should competitive school sports be organised?

6.0 REFERENCES

Tanko, S. D, Fadoju A.O, Abayomi, B.O, Komolafe (2009). *Physical and Health Education for Junior Secondary Schools*. Evans Brothers (Nigeria Publishers) Limited: Ibadan.

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