

Fitness Experiences

| LEVEL 1 | 5 TCE CREDIT POINTS |
|---------------------------------|------------------------|
| COURSE CODE | HPE105118 |
| COURSE SPAN | 2018 — 2024 |
| READING AND WRITING STANDARD | NO |
| MATHEMATICS STANDARD | NO |
| COMPUTERS AND INTERNET STANDARD | NO |

This course was delivered in 2019. Use [A-Z Courses](#) to find the current version (if available).

Fitness Experiences provides an opportunity for learners to connect with a range of Fitness activities

It will help build a positive lifelong health culture in Tasmania and support physical literacy, both individually and across the wider community. The development of physical literacy is a lifelong process that is ongoing and dynamic. It is not developed to a point of completion but requires continual refinement and re-focusing based on life stage and circumstances, paving the way for a healthy and physically active life.

Course Description

Fitness Experiences is designed as an introductory course within the Sport group of courses of the HPE suite.

The learner will develop a variety of skills and knowledge through practical involvement in selected fitness activities.

Elements which are central to this course include:

- discussing and adhering to a structured personal fitness program
- developing general and exercise specific skills and techniques
- describing and using basic personal organisational skills
- communication and actions that contribute to building a fitness environment that is positive, inclusive and supportive
- exploring a range of motivating factors and opportunities for lifelong fitness
- setting and reflecting on personal goals related to fitness.

These elements help develop physical literacy and shape the way learners can develop the confidence and capacity to maintain lifelong positive involvement in fitness.

Rationale

Fitness Experiences Level 1 introduces learners to the Sport group of the Health and Physical Education (HPE) course suite.

'Fitness' is the broad term used to describe those activities that require physical exertion, and are deliberately engaged in with the intent of developing and maintaining personal physical fitness and associated cross-domain benefits. The intent of fitness training is particularly centred around developing personal physical attributes and meeting personal fitness goals and outcomes.

Fitness is a critical aspect of health and it is important that young Australians are equipped to build and maintain lifelong physical fitness.

Fitness Experiences provides opportunities for learners to meet and progress through important stages of their physical literacy development outlined in the final 3 of 7 milestones (Refinement and Adaption, Consistency and Extension, and Lifelong Engagement and Participation.) *

Fitness Experiences provides an opportunity for learners to connect with a range of Fitness activities. It will help build a positive lifelong health culture in Tasmania and support physical literacy,** both individually and across the wider community. The development of physical literacy is a lifelong process that is ongoing and dynamic. It is not developed to a point of completion but requires continual refinement and re-focusing based on life stage and circumstances, paving the way for a healthy and physically active life.

Fitness activities provide a catalyst for social connection and a valuable support for lifelong physical activity and health. Tasmania is aiming to become the nation's fittest state.*** For this to occur our state will need to foster a generation of lifelong learners who embrace and enjoy active participation in regular physical activity.

*https://www.ausport.gov.au/_data/assets/pdf_file/0003/663402/6_Development_Milestones_FA.pdf

**https://www.ausport.gov.au/participating/physical_literacy

*** Healthy Tasmania Five Year Strategic Plan, Dec 2015

Aims

Fitness Experiences is a Level 1 course within the Sport Group of the HPE Suite. It provides learning experiences that engage and develop learners through participation, review and refinement of a personalised fitness program.

According to the United States Department of Health and Human Services, physical fitness is defined as, "a set of attributes that people have or achieve that relates to the ability to perform physical activity."*

The main 5 components of physical fitness are: cardio respiratory fitness; muscular strength; muscular endurance; body composition; and flexibility *

Fitness Experiences aims to support learners as they work with their teacher to develop and undertake a fitness program that is structured around learners setting and recording progress towards their personal fitness goals. Learners are exposed to a range of approaches, facilities, activities, and techniques that can help them to improve and maintain their individual fitness levels and attain fitness goals.

Fitness Experiences aspires to challenge and engage the learner, build positive lifelong attitudes and behaviours toward fitness, through regular exercise and physical activity.

Further aims include learners:

- participating in a diverse range of fitness training activities
- identifying personal goals and targeting relevant fitness areas
- selecting and using suitable activities and exercises
- measuring and tracking improvement and progress
- demonstrating commitment to regular engagement in physical activity aligned to personal fitness goals
- following safety and equipment use instructions
- accessing local community facilities
- recognising physical, psychological, social, and cognitive capabilities developed through fitness
- participation in post session reflection and recording Fitness (journal)
- identifying future pathway options for ongoing physical activity.

*<https://www.medicalnewstoday.com/articles/7181.php>

Learning Outcomes

On successful completion of this course, learners will be able to:

1. apply basic skills and techniques appropriate to fitness activities
2. describe and use basic personal organisational skills
3. communicate ideas and information about fitness experiences to others
4. adhere to a structured fitness program and make appropriate adjustments to meet personal fitness goals
5. outline strategies and opportunities to build and maintain lifelong fitness
6. set and reflect on personal fitness goals
7. Additionally, learners may: develop confidence and motivation to engage with community fitness programs and facilities; continue some of the fitness activities encountered during this course; and aspire to pursue other sport group courses within the HPE suite.

Access

Learners must have the capacity to demonstrate fundamental movement skills applicable to selected fitness activities to ensure that safety elements and educational challenges are aligned at an appropriate level.

The capacity to work in teams and interact with others are fundamental aspects of this course.

Learners with physical disabilities can access this course and receive an award commensurate with their ability to successfully meet the criteria and standards.

Pathways

Fitness Experiences Level 1 builds on foundation concepts emerging from the Australian Curriculum Health and Physical Education F-10:

Health and Physical Education F-10 also provides opportunities to develop the General capabilities particularly:

- Personal and Social Capability,
- Critical and Creative thinking
- Ethical understanding.

Fitness Experiences Level 1 also connects with concepts from the Personal, Social and Community Health and Movement and Physical Activity strands of the F-10 Australian Curriculum – Health and Physical Education.

Fitness Experiences is designed to assist learners from all starting points to develop their personal skillset and knowledge of various fitness activities and training techniques. The course provides all learners with opportunities to build their basic personal organisational skills and capacity to communicate to others involved in selected fitness activities.

Through their involvement in this course learners will develop awareness of approaches used to build a supportive and positive fitness culture and training environment. Learners will be able to reflect on their fitness experiences and identify actions and pathways to lifelong sport involvement.

Learners completing *Fitness Experiences* may use it as a basis for a wide range of personal, vocational and further education and training options. *Fitness Experiences* provides a pathway to HPE courses such as: *Athlete Development* Level 2; *Sport Science - Foundation* Level 2; and *Community Sport and Recreation* Level 2; and VET Certificates I or II in Sport and Recreation. After completing *Fitness Experiences*, vocational pathways may include any role where physical literacy, a balanced healthy lifestyle, and positive communication skills are valued.

Health and Physical Education Course Suite

| Level | Sport Group | Recreation Group | Health Group | Outdoor Group | |
|-------|-------------------------------------|------------------|----------------------------------|-----------------------|----------------------|
| 3 | Sport Science 15 | | Health Studies 15 | Outdoor Leadership 15 | |
| 2 | Sport Science-Foundation 15 | | Personal Health and Wellbeing 15 | | Outdoor Education 15 |
| | Athlete Development 15 | | | | |
| | Community Sport and Recreation 15 | | | | |
| 1 | Fitness Experiences 5 | | Personal Care 10 | Outdoor Experiences 5 | |
| | Sport and Recreation Experiences 10 | | | | |
| | Sport and Recreation for Life 10 | | | | |
| Pre | | | | | |

Resource Requirements

When conducting fitness experiences providers of this course must ensure that their Risk Management practices and planning meet the requirements of the Department of Education's Procedures for Planning Off Campus Activities (or equivalent), which are aligned with the Australian Adventure Activity Standards.

Providers must ensure that activity leaders have current qualifications appropriate to activities being offered.

Course Size And Complexity

This course has a complexity level of 1.

At Level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgment is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 5.

Course Requirements

Learners studying *Fitness Experiences* must undertake at least two (2) fitness activities in the year of study. In undertaking these practical activities learners will be given basic instruction and introduced to technical activity skills and associated safety practices. The course must be predominantly delivered through practical experiences appropriate to learners' fitness levels and goals.

Learners will be provided with opportunities to reflect on their own fitness experiences.

* Work and specific activities undertaken in this course may **not** be used by a learner as evidence of meeting the requirements or standards of any other course.

Course Content

Learners will develop and apply their learning through experiences in two or more fitness activities.

Within each fitness activity, learners will undertake learning in the:

- basic skills and techniques associated with the activity
- appropriate use of resources, equipment and procedures
- application of appropriate safety processes.

More specifically, in each activity learners will:

- complete checklists detailing personal organisational requirements (e.g. equipment, clothing, monetary and transport requirements)
- set personal goals related to their involvement in the activity and reflect on the degree to which they achieve these goals (e.g. factors which contributed to success/lack of success, how realistic the goals were)
- record the experience, and their reflections on it, in their Fitness Journal – (see Appendix for details)
- communicate simple information training contexts (e.g. receiving and passing on instructions to safely use equipment or apply practical training skills or techniques)
- follow directions of leaders regarding engagement in the activity and safety procedures
- identify some personal and group risks associated with the activity
- identify ways in which the activity contributes to the personal fitness program
- document specific equipment or clothing needs to consider for specific fitness activities
- verbally contribute to debriefing sessions in a meaningful and constructive manner
- cooperate in a manner which facilitates the attainment of group goals.

Learners must undertake at least 50 hours of fitness activity utilising **at least two (2) fitness activities from at least two categories**.

These may include (but are not limited to) the list below, based on learner interest and capacity, logistics and resources of the provider.

| Activity Category | Specific Activity |
|---|---|
| <i>Cardiorespiratory fitness</i> (single/multiple/circuit/interval activities) | <ul style="list-style-type: none">• Swimming• Boxing/combat• Walking• Running• Aerobics• Skipping• Cycling (spin bike or outdoors)• Treadmill• Stair-climber• Aqua-fitness |
| <i>Strength Training</i> (single/multiple/circuit activities) | <ul style="list-style-type: none">• Body weight• Free weight• Cable machine• Hydraulic machines• ropes/straps/springs/bands/chain• Plyometrics• Medicine balls/tyres/kettle bells |
| <i>Conditioning</i> | <ul style="list-style-type: none">• Speed• Agility |

| | |
|---|--|
| (single/multiple/circuit activities) | <ul style="list-style-type: none"> • Flexibility • Boot Camp • Pilates/Yoga/Tai Chi • Step/Zumba/Body Pump |
| <i>Career pathways investigation</i> (https://www.aqf.edu.au/aqf-levels) | <ul style="list-style-type: none"> • Group Fitness • Personal Trainer |

Work Requirements

Learners are required to create and maintain a **Fitness Journal** (see Appendix) consisting of a record of each activity session undertaken giving the date and time, and the venue and people involved in the activity. The log will also contain learner reflections on their experiences and learning. These reflections may comprise wordlists, images (e.g. collages, sketches, and diagrams), photos and/or brief paragraphs.

Fitness Experiences requires all learners to maintain and regularly submit their **Fitness Journal** for ongoing feedback and overall assessment purposes.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement. The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. Further information on quality assurance processes, as well as on assessment, is on the TASC website: <http://www.tasc.tas.gov.au>

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's final rating for each criterion to TASC.

Given the highly practical nature of this course, providers should consider the benefits of using tools such as observation checklists, video and photography as means of gathering and recording evidence of assessment.

Quality Assurance Process

Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Under Section 55ZN of the *Office of Tasmanian Assessment, Standards and Certification Act 2003*, TASC may give a provider written direction regarding the provision and assessment of an accredited other education course.

Criteria

The assessment for *Fitness Experiences* Level 1 will be based on whether the learner can:

1. apply basic skills and techniques appropriate to fitness activities
2. employ basic personal organisational skills
3. communicate basic information and ideas about fitness experiences
4. adhere to a structured fitness program and make appropriate adjustments to meet personal fitness goals
5. outline strategies and opportunities to build and maintain lifelong fitness
6. identify and reflect on personal fitness goals

Standards

Criterion 1: apply basic skills and techniques appropriate to fitness activities

The learner:

| Rating C |
|---|
| correctly follows directions regarding selected fitness activities |
| recognises and demonstrates fundamental movement skills appropriate to selected fitness activities (such as running, lifting, squats, lunges, or push ups) |
| applies appropriate, basic techniques in selected sport activities (such as, resistance exercises, treadmill, cable machines, pedalling or boot camp exercises) |
| appropriately assists others in the safe use, setting-up and packing away of equipment associated with Fitness activities |
| works as directed towards group aims/goals in group fitness activities. |

Criterion 2: employ basic personal organisational skills

The learner:

| Rating C |
|--|
| meets requirements regarding personal preparedness for activities (for example, having appropriate equipment and clothing at required times) |
| uses checklists detailing personal organisational requirements associated with fitness activities |
| follows the directions of leaders when undertaking fitness activities |
| meets deadlines (e.g. punctuality, returning forms, Fitness Journal submission) by correctly following given instructions and directions. |

Criterion 3: communicate basic information and ideas about fitness experiences

The learner:

| Rating C |
|---|
| shows they have received and understood essential information communicated to them about selected fitness activities. The learner does this by demonstrating actions correctly and/or restating the information |
| verbally provides accurate descriptions of the equipment, basic skills requirements and techniques relevant to specific fitness activities |
| correctly completes checklists detailing personal organizational requirements associated with fitness activities |
| records their personal involvement in fitness activities using a range of forms (e.g. verbal, images/photographs, list writing). Their record clearly conveys basic meaning |
| verbally contributes to debriefing and personal reflection sessions. The contribution clearly conveys basic meaning |
| is accurate in verbally describing processes for the safe use of a limited range of fitness facilities and equipment. |

Criterion 4: adhere to a structured fitness program and make appropriate adjustments to meet personal fitness goals

The learner:

| Rating C |
|--|
| documents a sensible, structured fitness program for a given context |
| undertakes planned fitness activities in a safe manner, correctly following given instructions |
| identifies and discusses planned and unplanned program variations |
| adapts and modifies fitness training programs and sessions in response to feedback |
| contributes towards an encouraging and focussed atmosphere during fitness training sessions. |

Criterion 5: outline strategies and opportunities to build and maintain lifelong fitness

The learner:

| Rating C |
|---|
| identifies major elements that encourage their own involvement in fitness training |
| verbally describes factors that motivate others to participate in fitness training |
| outlines a range of roles and opportunities for continuing lifelong involvement in fitness activities |
| identifies and describes how different life stages impact fitness training and involvement. |

Criterion 6: identify and reflect on personal fitness goals

The learner:

| Rating C |
|---|
| identifies and lists appropriate personal goals related to their experience and involvement in fitness activities |
| identifies and selects personally challenging and realistic short term goals that align with longer term goals |
| sets personal goals prior to activities, and post-session or event reflects on these in a constructive manner |
| identifies personal achievements and key experiences and communicates their impact |
| reflects verbally and/or in writing on attainment of measurable, achievable and realistic personal goals related to their involvement in selected fitness activities. |

Qualifications Available

Fitness Experiences Level 1 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The minimum requirements for an award in *Fitness Experiences* Level 1, are as follows:

SATISFACTORY ACHIEVEMENT

C rating (satisfactory standard) in five (5) Criteria

PRELIMINARY ACHIEVEMENT

C rating (satisfactory standard) in three (3) Criteria

A student who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forward by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Darren Perry (Curriculum Teacher Leader – Health and Physical Education), Dominique Emmett, Joel Beveridge, Holly Butler, Jamieson Smalley, Cameron Lynch and Chris Jacobsen in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

There are no content statements developed by ACARA that are relevant to this course.

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2024.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 - Accredited on 8 December 2017 for use from 1 January 2018.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2024, without amendments.

Appendix

FITNESS JOURNAL REQUIREMENTS

Throughout the course of study all learners undertaking the *Fitness Experiences* Level 1 course must use and submit a Journal as a source of evidence for assessment.

Content must be regularly updated and the learner is responsible for ensuring content is current and appropriately organised.

JOURNAL USE

The learner is typically expected to update entries within 48 hours of activities and events.

The Fitness Journal is a tool to record and support personal reflection, information sharing and collation of relevant resources and materials. Details of specific activities, events, contacts and supporting resources should be recorded in the relevant sections.

JOURNAL CONTENT

The Fitness Journal must contain (but is not limited to) sections that address the following content:

- **Fitness Activities**

- Activity name
- Venue
- Date and Time
- People involved
- Results.

Short personal evaluation/reflection

- Visual resources (e.g. collages, sketches, maps, photographs).
- Reflection and Evaluation - (end of phase/block reviews - impact on experiences and learning)
- Learner self-evaluations

Other information that may appear in the Fitness Journal:

- Teacher feedback
- Local contacts, medical, instructors/trainers, facilities, and other useful numbers or links
- Resources, articles, and links

JOURNAL FORMAT

Content for the Journal may be maintained in a traditional paper-based ledger or folder, stored digitally online, or a combination of both. Tools such as [Googledocs/sheets](#), [Office 365](#) and [OneNote](#) are recommended as some examples of options to consider to help in creating and maintaining digital Journal entries. Providers and learners must ensure processes are in place to secure and back-up this important assessment material.

Line Of Sight

| Learning Outcome | Criterion | Elements | Content/Work requirements |
|--|-----------|----------|--|
| apply basic skills and techniques appropriate to fitness activities | 1 | 1-4 | Participation in Fitness activities |
| describe and use basic personal organisational skills | 2 | 1-4 | Fitness Journal Training Clothing and Equipment |
| communicate to others ideas and information about fitness experiences | 3 | 1-6 | Fitness Journal entries Session review and progress discussions |
| adhere to a structured fitness program and make appropriate adjustments to meet personal fitness goals | 4 | 1-5 | Documented Training Program Verbal and Journal comments |
| outline strategies and opportunities to build and maintain lifelong fitness | 5 | 1-4 | Fitness Journal Verbal summary |
| set and reflect on personal fitness goals | 6 | 1-5 | Fitness Journal |