Preliminary Health and Physical Education Stage 2

LEVEL PRE	0 TCE CREDIT POINTS
COURSE CODE	PRL005219
COURSE SPAN	2019 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2023. Use A-Z Courses to find the current version (if available).

Preliminary Health and Physical Education aims to align with the F-10 Australian Curriculum - Health and Physical Education and seamlessly connect learners with a pathway provided in the TASC accredited suite of 11/12 Health and Physical Education (HPE) courses

The course format and design flexibility aims to support national and international initiatives and reinforce a culture of equity and inclusion with a particular focus on catering for the specific needs of learners.

Course Description

This course is organised into four sequential stages. Each stage includes a learning focus statement and examples of student learning. Each stage is designed to accommodate a learner's level of readiness and reflects their stage of development. It may be likely that a learner will engage in only one stage of learning in their study of this course.

Through involvement in selected physical activities (including recreation and outdoor activities at a suitable level), and through exploring a range of appropriate health related topics, the learner will develop a variety of skills and knowledge.

Learners

The Preliminary to Level 1 suite of courses are designed for learners whose circumstances significantly impact their learning in an ongoing manner or for extended periods of time.

These learners include:

- learners with disability as defined by the Disability Discrimination Act (DDA) 1992 whose disability requires educational adjustments to support access and participation in learning
- learners whose circumstances have significantly impacted their ability to attend school for extended periods of time or engage in courses with higher levels of complexity
- learners who require significant support for learning English as an additional language or dialect.

Course Relationship to Australian Curriculum

Preliminary Health and Physical Education requires learners to address content from two strands:

- Personal, Social and Community Health
- Movement and Physical Activity.

Each strand contains content descriptions which are organised under three sub-strands.

Strands	**Personal, social and community health**	**Movement and physical activity**
Sub-strands **and threads**	**Being healthy, safe and active** Identities Changes and transitions Help-seeking Making healthy and safe choices	**Moving our body** Refining movement skills Developing movement concepts and strategies
	Communicating and interacting for health and wellbeing Interacting with others Understanding emotions Health literacy	**Understanding movement** Fitness and physical activity Elements of movement Cultural significance of physical activity
	Contributing to healthy and active communities Community health promotion Connecting to the environment Valuing diversity	**Learning through movement** Teamwork and leadership Critical and creative thinking in movement Ethical behaviour in movement settings

Preliminary Health and Physical Education has been structured to support an integrated and flexible delivery approach to address a breadth and balance of content across the Movement and Physical Activity and Personal, Social and Community Health strands.

Providers should endeavour to make regular explicit, timely and relevant links across the focus areas and experiences to foster an understanding of the interconnection that exists across the Health and Physical Education area.

Rationale

Preliminary Health and Physical Education is designed to meet the needs of young adult learners by building on the Australian Curriculum - Health and Physical Education to prepare learners for their futures. The course addresses fundamental aspects of both health and physical education, and is designed to be flexibly delivered to meet the individual needs of learners.

Preliminary Health and Physical Education can help contribute to building a positive lifelong health culture in Tasmania and is designed to support and develop learners in the area of physical literacy, whilst also integrating an appropriate range of targeted and holistic health-related content and experiences to help them develop the skills and awareness to manage their health throughout their adult lives.

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.

This course focusses on building on learners' strengths to help them feel positive about who they are, to positively embrace changes during various life stages, and to explore a range of experiences to build capacity for healthy, safe, responsible and fulfilled lives.

Aims

Provision of pathways and opportunities that enhance and support equity, gender inclusion, engagement and retention are common aims across the 11/12 HPE suite of courses

Preliminary Health and Physical Education aims to align with the F-10 Australian Curriculum - Health and Physical Education and seamlessly connect learners with a pathway provided in the TASC accredited suite of 11/12 Health and Physical Education (HPE) courses. The course format and design flexibility aims to support national and international initiatives and reinforce a culture of equity and inclusion with a particular focus on catering for the specific needs of learners.

With coactive support Preliminary Health and Physical Education aims to develop learners' ability to:

- use information to recognise and enhance their own and others' health and wellbeing, safety and physical activity participation
- develop and use personal, behavioural, social and cognitive skills to promote a sense of personal identity and wellbeing, and to build respectful relationships
- acquire and use movement skills to respond in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and activities.

Learning Outcomes

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

1. use movement skills and learn through movement
2. recognise physical and emotional development
3. recognise the benefits of being healthy, safe and active
4. communicate and interact for health and wellbeing.

Stages of Learning at Preliminary to Level 1

This course focuses on progressing learners from an emergent to early intentional state. It encourages learners to develop their independence as they explore, participate and engage in the world around them. Expectations for learner achievement are set at four stages which are not associated with any set age or year level that links chronological age to developmental progress. As learners progress through these stages the level of coactive support required decreases as they proceed towards becoming independent learners.

Stage 1
Within Stage 1 learners experience a range of learning activities that will assist them to attend to and explore the world around them with as much independence as possible. Experiences are designed for learners at an emergent level. Learners require high levels of coactive support and focused attention from the teacher to assist them to engage, react and participate. Learners demonstrate some awareness and recognition of familiar people and routine activities.

Stage 2
Within Stage 2 learners are reliant on verbal and physical prompts to facilitate their learning. They begin to explore their world independently and engage in cause-and-effect learning activities. Learners are able to focus on structured learning activities for short periods of time. They respond to familiar people and events in a familiar environment and begin to use 'yes/no' responses.

Stage 3
Within Stage 3 Learners display the first signs of independence, are less reliant on partial physical prompts and respond more consistently to verbal and visual prompts and clear directions from the teacher. Learners begin to interact with their peers in social opportunities. They participate in structured activities alongside their peers and use pictures, photos and objects to communicate personal interests and experiences. They begin to use and link some familiar words and images to form a meaningful communication.

Stage 4
Within Stage 4 learners participate cooperatively in group learning activities with indirect supervision and gestural prompts. They express their feelings, needs and choices in increasingly conventional ways and combine and sequence key words and images to communicate personal interests and to recount significant experiences. They indicate beginning understanding of social rules and expectations and are beginning to reflect on their own behaviour.

Access

Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Providers will determine the entry point for learners based on each learner's level of readiness.

All learners have a right to an education that meets their needs through full participation and engagement with learning. Providers enhance the quality of all students' learning through responsive and planned learning programs that optimise achievement using inclusive practices.

Learners will have access to appropriate resources such as professional support staff; (or adult assistance), and equipment such as assistive technology or modified facilities, as required. The Disability Standards for Education Act 2005 outline the obligations that educational providers must meet in supporting the needs of learners with disability through reasonable adjustments.

Adjustments include a range of supports and accommodations including but not limited to:

- supportive learning environments
- tailored delivery models
- visual and organisational supports
- multimodal learning and assessment opportunities
- varying levels of prompting and adult assistance
- access to appropriate technology.

'Adjustment' does not mean the lowering or removal of standards but rather it means allowing learners appropriate means to demonstrate their learning and achievement against standards.

In the instance of online, distance or flexible delivery, adjustments may be made in the delivery of the courses by providers to suit the individual student's learning environment. This may involve differentiation to reflect the resources readily available to the learner within their home or community.

Pathways

Preliminary Health and Physical Education builds on foundation concepts emerging from the Australian Curriculum Health and Physical Education F-10.

Preliminary Health and Physical Education provides a potential pathway to other HPE courses: *Sport and Recreation Experiences Level 1, Personal Care Level 1, Outdoor Experiences Level 1, Fitness Experiences Level 1*, and VET Certificate I in Sport and Recreation.

After completing *Preliminary Health and Physical Education*, possible vocational pathways may include any role where physical literacy, healthy lifestyle, communication and positive team skills are valued.

Resource Requirements

When conducting activities off site 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 consider the needs for spaces, equipment and transport to community facilities and also ensure that activity leaders have current qualifications appropriate to activities being offered.

Course Size And Complexity

This course has a complexity Preliminary to level 1.

Each stage of the course has a size value of 5 or 10 or 15 depending upon learners' needs. A learner will undertake a minimum of 50 hours study in this course, through to a maximum of 150 hours.

For example:

- A learner might study Preliminary to Level 1, Stage 3 of the course and complete it in 50 hours. This learner might then study Preliminary to Level 1, Stage 4 of the course and require 100 hours to achieve this. After successful completion, this learner might then undertake a Level 1 in the following year.
- In one year a learner might study Preliminary to Level 1, Stage 2 of the course and complete it in 50 hours. This learner might then also study Preliminary to Level 1, Stage 3 of the course and require 100 hours to achieve this.
- A learner may study Preliminary to Level 1 Stage 1 in 150 hours.

Course Structure

This course is organised into four sequential stages. Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Providers will determine the entry point for learners.

Course Delivery

The sequence of delivery is at the discretion of the provider. A personalised learning program will be developed for each learner, dependent on their needs. Not all learners will achieve all stages of the course content.

Decisions about the specific timing, sequence and model for content delivery is the responsibility of provider. Planning decisions should take into account local needs, available resources, learner profiles and readiness, system and community priorities.

Course Requirements

Content for *Preliminary Health and Physical Education* is organised within two strands:

- Personal Social and Community Health
- Movement and Physical Activity.

Learners are required to complete units of work across both strands of the course.

Course Content

This stage has a size value of 5, 10 or 15.

Stage 2 provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. Students learn about their ability and simple actions they can take to keep themselves healthy and safe. Learners are supported to participate in activities associated with their personal health and hygiene. They cooperate and learn to complete some steps independently.

Learners are introduced to the basic types of food and they begin to indicate personal needs. Learners explore topics related to their body parts, feelings, family and safety. Learners are taught and encouraged to express their feelings, needs, likes and dislikes. Students learn to adhere to single-word safety instructions and start identifying some basic road safety behaviour.

Learners develop their capacity to initiate and participate in respectful relationships in different contexts. These include at school, at home, in the classroom and when participating in physical activities. Students learn through movement as they participate in physical activity in a range of different settings. They engage in a variety of physical activities and explore basic play equipment.

The content enables learners to experience a range of motor activities and develop and practise fundamental movement skills through active play and structured movement activities. They develop balance and mobility whilst moving independently and negotiate various surfaces. Learners start developing their fine motor grasp and manipulation skills as they use equipment and objects.

Stage 2 providers need to select focus areas that are age appropriate and reflect the physical, social and emotional maturation of the student. The focus areas include, but are not limited to:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- active play and minor games (AP)
- challenge and adventure activities (CA)
- games and sports (GS)
- fundamental movement skills (FMS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

Through a selection of one or more of the focus areas above, students will learn to:

- identify what they like and dislike
- identify their personal characteristics and major body parts
- identify significant people and communicate when they feel safe/unsafe
- practise basic skills of personal care and communicate basic needs, likes and dislikes and experience the social skills of turn taking and sharing
- express their feelings, needs, likes and dislikes
- participate in a variety of health, safety and wellbeing actions
- engage in structured play activities
- practise basic gross motor movements
- engage in a variety of physical activities and explore basic play equipment
- engage in regular physical activities and explore the development of their abilities
- explore the space around them and learn to move in relation to effort, space and objects
- cooperate with an adult to use equipment during physical activity
- use trial and error to develop balance, independent moving across surfaces and manipulation skills
- follow basic single word instructions when participating in structured physical activities.

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.
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 rating for each criterion to TASC.

NOTATION ON EVIDENCE OF LEARNING

Some of the criteria standard elements use the terms reacting, responding and recognising.

In the context of this preliminary level course reacting/responding might be defined as:

- an intentional repeatable and observable behaviour that can be interpreted simply, objectively and conclusively.

In the context of this preliminary level course recognising might be defined as:

- intentionally signalling identification of (someone or something) through gesture, facial expression or sound from having encountered them before.

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 of *Preliminary Health and Physical Education* Stage 2 will be based on whether the learner can:

1. use movement skills and learn through movement
2. recognise physical and emotional development
3. recognise the benefits of being healthy, safe and active
4. communicate and interact for health and well-being.

Standards

Criterion 1: use movement skills and learn through movement

The learner:

Rating C
uses gross motor movements
follows single word directions when engaging in physical activity
moves in relation to space and objects
responds to feedback regarding skill adjustments during physical activity
uses trial and error to develop balance, manipulation skills and movement across surfaces.

Criterion 2: recognise physical and emotional development

The learner:

Rating C
recognises a physical characteristic
recognises their body grows and changes
responds and participates in a familiar activity
communicates feelings, likes and dislikes to familiar people.

Criterion 3: recognise the benefits of being healthy, safe and active

The learner:

Rating C
recognises a safe person and a situation - where they feel safe/unsafe
identifies an action that supports health, safety and wellbeing
recognises personal hygiene or self-care action.

Criterion 4: communicate and interact for health and well-being.

The learner:

Rating C
communicates to a familiar person
recognises use of a social skill
cooperates by sharing and taking turns with a familiar partner during activities.

Qualifications Available

Preliminary Health and Physical Education to Level 1: Stage 1, 2, 3 or 4 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT.

Award Requirements

The final award for *Preliminary Health and Physical Education* Stage 2 will be determined by the provider from four (4) ratings.

The minimum requirements for an award in each Stage of this course are as follows:

Satisfactory Achievement (SA)

4 'C' ratings

Preliminary Achievement (PA)
2 'C' ratings

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 Curriculum Services.

Accreditation

The accreditation period for this course is from 1 January 2019 until 31 December 2025.

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 curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1.0 - This course was accredited on 4 December 2018 for use from 1 January 2019 until 31 December 2023.

Appendix 1

Glossary of verbs

affect	to have an effect on
choose	decide or select the most suitable from a number of different options
create	make something
explore	investigate, search for
identify	recognise and name or indicate who or what someone or something is
label	identify by placing a name or word used to describe the object or thing
react/respond	an intentional repeatable and observable behaviour that can be interpreted simply, objectively and conclusively
recognise	intentionally signalling identification of (someone or something) through gesture, facial expression or sound from having encountered them before
select	choose in preference to another or others
sequence	arrange in order
show	give information; illustrate
subject matter	refers to the topic or theme under consideration
understand	perceive what is meant, grasp an idea, and to be thoroughly familiar with

Appendix 2

Glossary *Adapted from https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/glossary/?letter=I (accessed Nov 30th, 2018)*	
active play	Any form of regular *physical activity* that people do, which includes moderate to vigorous bursts of high energy, and which raises their heart rate and makes them 'huff and puff'. *Active play* can occur indoors or outdoors, alone, with a partner or in a group. As well as giving learners an opportunity to be physically *active play* can *develop* skills such as persistence, negotiation, problem-solving, planning and cooperation.
challenge and adventure activities	Physical activities designed to challenge students physiologically, behaviourally and socially in diverse contexts and environments. These activities include: *initiative games*, *movement challenges* (as individuals and in teams or groups), recreational activities in natural and outdoor settings and navigational challenges. With *access* to specialised facilities and equipment, and relevant teacher expertise, these activities can also include: adapted sport and recreation activities, bushwalking, camping, biathlon and triathlon, martial arts, rock climbing, canoeing and kayaking, cycling (mountain biking, BMX, road and track cycling), and surfing. These types of activities can give students opportunities to assess hazards and manage appropriate levels of risk.
change (noun)	*Change* is about something or someone becoming different. It is situational and in HPE refers to a range of circumstances such as different stages in a young person's life, including puberty and adolescence; moving schools, homes, or moving between different *cultures* or settings defined by different behavioural expectations, such as moving between home and school, family and community groups, or a student moving from home to a group or independent living situation.
community	A group of people linked by a common social structure and sense of belonging. This may be based on location, *gender*, interests, cultural background or political or religious beliefs. It may also refer to a virtual *community*.
community health	Focuses on work within defined communities to maintain and improve the *health* and *wellbeing* of all people in that *community* through collective action.
culture	Shared stories, beliefs, attitudes and behaviours that give a group or individual a sense of who they are and help them make sense of the world in which they live. *Culture* is a shared system but inherently diverse – there can be individual and group differences within cultures. Everyone has *culture*– it is a lens through which we see the world.

demonstrate	To show by example, give a practical exhibition or explanation
describe	To give an account of characteristics or features.
develop	To *create* something,build on or expand in detail.
discrimination	An unjust or prejudicial treatment of someone.
diversity	Differences that exist within a group including age, sex, *gender*, *gender* expression, *sexuality*, ethnicity, ability, body shape and composition, *culture*, religion, learning styles, socioeconomic background, values and experience. Appreciating, understanding and respecting *diversity* impacts on an individual's *sense of self* and their relations to others.
drug	Any substance (excluding food, water and oxygen) that, when taken into a body, alters its function physically or psychologically. These substances include prescription *drugs*, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs.
elements of movement	Variables that are combined in composing and performing movement. The *elements of movement* are effort, time, space and relationships.
emotional health	An ability to *recognise*, *understand* and develop approaches to effectively manage emotions and use this knowledge when thinking, feeling and acting.
enhance	To add to, improve or increase; to build on assets and strengths that already exist for an individual, group or *community*.
familiar (adj.)	Content, process or approach previously encountered in learning activities.
food and nutrition	Refers to food groups and recommendations for healthy eating across the lifespan as well as sustainable strategies for healthy eating and nutrition, food labelling, packaging and food advertising.
fundamental movement skills	The foundation movements or precursor patterns to more specialised, complex skills in games, *sports*, dance, gymnastics and physical *recreation* activities. They provide the foundation for human movement and competent and confident participation in a range of physical activities. The *fundamental movement skills* to be developed through Health and Physical Education include: ▪ *locomotor* and *non-locomotor skills*– rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to *safety* ▪ object control skills – bouncing, throwing, catching, kicking, striking.

games and sports	*Modified games*, traditional games or *sports*, culturally significant *games and sports* (such as traditional Indigenous games and games of significance from the Asia region) and non-traditional *games and sports* (including student-designed games). Most *games and sports* can be classified into invasion games, net and wall games, striking and fielding games and target games.
gender	Refers to the concepts of male and female as well as the socially constructed expectations about what is acceptable for males and females including behaviour, dress and interests. These expectations vary across history and different *cultures*. Legally, there are more than two *genders*, and a person may *identify* as male, female, neither male nor female or both.
health	A state of complete physical, social, emotional, mental and spiritual wellbeing and not merely the absence of disease or infirmity. It includes the ability to lead a socially and economically productive life.
health benefits of physical activity	Refers to the influence and impact regular *physical activity* participation has on individual and *community* social and *emotional health* and *wellbeing*. It involves making active choices and exploring the range of influences on *physical activity* participation and choices.
health literacy	An ability to *access* information, *community* services and resources, and take action to promote personal *health* and the health of others. This includes online information and websites as well as information from friends, family and health professionals.
identify	To *recognise* or name someone or something.
identities	Individual characteristics (including thoughts, ideas, feelings and attitudes towards self-worth) and capabilities of a person, or characteristics of a social group. Identity refers to all things that define who we are at any given moment in our lives. It is not static. We construct our *identities* according to things such as where we come from, what we believe in, who we relate to, how we belong, how we behave and what we do.
interpret	To *explain* the meaning of information or actions.
lifelong physical activities	Physical activities that can *enhance health* and *wellbeing* across the lifespan including individual and group activities and active *recreation* activities. With *access* to specialised facilities, equipment and expertise, these activities can include swimming, tai chi, yoga, Pilates, bushwalking, recreational cycling and resistance training.
mental health	A state of *wellbeing* in which an individual thrives and can manage normal stresses of life, work and *recreation*. Social, emotional and spiritual resilience, which enables people to enjoy life and survive pain,

	disappointment and sadness. It is a positive sense of *wellbeing* and an underlying belief in our own and others' dignity and worth.
minor games	Simple games, with few rules, designed to allow students to *practise* skills, *tactics* and strategies in a challenging situation.
movement challenges	Movement tasks that require individual students or groups of students to solve a problem to successfully complete the task. The solution may be communicated ion various modes (e.g. verbalised, documented or demonstrated physically).
movement concepts and strategies	These provide a framework for enhancing movement performance. Movement concepts (or elements of movement) explored in the curriculum include body awareness; spatial awareness; effort awareness; and relationship to/with objects, people and space. Movement strategies refer to a variety of approaches that will help a player or team to successfully achieve a movement outcome or goal. Movement strategies include moving into space to receive a pass from a teammate or hitting a ball away from opponents to make it difficult to retrieve or return the ball. Different games and sports may require similar activities or goals and will therefore use similar movement strategies to achieve success.
physical activity	*Physical activity* is a broad term that includes playing *sport*; exercise and fitness activities such as dance, yoga and tai chi; everyday activities such as walking to work, household chores and gardening; and many other forms of active *recreation*.
play	Play is an activity that is positively valued by the player, self-motivated, freely chosen, and engaging. People of all ages actively involved in *play* may be engaged in a variety of activities, independently, with a partner or in a group. Play can occur indoors or outdoors. It is closely tied to cognitive, socio-emotional, and motor development, and is an important part of developmentally appropriate learning. Benefits of a play can include persistence, negotiation, problem-solving, planning and cooperation.
practise (verb)	To repeat and rehearse an activity or exercise for the purpose of improvement or to maintain proficiency.
protective behaviour	Any safety action or strategy used in response to recognising early warning signs or potential dangers of a situation with the aim of prevention, risk reduction or harm minimisation.
recognise	To be aware of or acknowledge and make connections.
recreation	An activity in which people enjoy participating during their free time. *Recreation* is often recognised as having socially worthwhile qualities. Active recreation requires physical exertion.
resilience	A capacity to deal constructively with *change* or challenge, allowing a

	person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions. *Resilience* is an integral part of learning as it underpins the ability to *respond* positively to setbacks or mistakes.
respond	To react to a person or text.
rhythmic and expressive movement	Movement that is *composed* and performed in response to stimuli such as equipment, beats and sounds, images, words or themes. It includes *creative movement*, *movement exploration* ,and dance elements. With specialised facilities, equipment and expertise, it can also include circus skills, tai chi, yoga, rhythmic gymnastics and educational gymnastics.
safety	Relates to *safety* issues that students may encounter in their daily lives, recognising risk, making safe decisions and behaving in ways that protect their own *safety* and that of others. It includes recognising safe decisions that keep people healthy in situations and places such as school, home, on roads, outdoors, near and in water, parties, online, *first aid*, relationships and dating, and personal *safety*. Young people may seek out risks elsewhere, in environments that are not controlled or designed for them, if a *play* and *physical activity* provision is not challenging enough. Important learning can take place when students are exposed to, and have to learn to deal with, environmental hazards.
select	To choose in preference to another or others.
sexuality	A central aspect of being human throughout life. It is influenced by an interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors. It is experienced and expressed in thoughts, feelings, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.
sport	A human activity that has physical exertion, skills *tactics* and strategies as a primary focus, with elements of competition, and for which rules and patterns of behaviour governing an activity exist formally through organisations.
transitions	Internal processes or psychological reorientation people experience as a result of change, and usually involves establishing new behaviours or new ways of thinking before the *change* can work. Individuals experience *transitions* in different ways and at different rates. Transition involves three stages: a letting go of the way things are or used to be; a period of exploration and adjustment; and a final stage where new behaviours and ways of working evolve.
unfamiliar	Not previously encountered in prior learning activities.
wellbeing	A sense of satisfaction, happiness, effective social functioning

	and *spiritual health*, and *dispositions* of optimism, openness, curiosity and *resilience*.

Line Of Sight

Learning Outcome	Criterion	Content	Criterion and elements
recognise the benefits of being healthy, safe and active	Criterion 1 recognise the benefits of being healthy, safe and active	Stage 1 Stage 2 Stage 3 Stage 4	C1 all elements
communicate and interact for health and wellbeing	Criterion 2 communicate and interact for health and wellbeing	Stage 1 Stage 2 Stage 3 Stage 4	C2 all elements
recognise the benefits of being healthy, safe and active	Criterion 3 recognise the benefits of being healthy, safe and active	Stage 1 Stage 2 Stage 3 Stage 4	C3 all elements
use movement skills and learn through movement	Criterion 4 use movement skills and learn through movement	Stage 1 Stage 2 Stage 3 Stage 4	C4 all elements

Supporting documents including external assessment material

- TASC - Preliminary Level Courses - Issuing Qualifications.PDF (2024-01-16 08:34am AEDT)

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