



# FITNESS EXPERIENCES

## TEACHING & LEARNING SUPPLEMENT

# Teaching and Learning Supplement

## FITNESS EXPERIENCES (HPE105118)

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### ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests some examples of appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety of opportunities and the mix of tasks should reflect a range of different types of tasks to address different knowledge and skills, and different learning styles. Tasks do not always have to be lengthy to make a decision about student demonstration of achievement of an outcome.

At the core of the Sport group of courses are the concepts of physical activity and physical literacy. It is essential that learners acquire movement skills and concepts to enable participation in a range of physical activities, confidently, competently and creatively, and therefore engage in lifelong physical activity participation. This is crucial as Health and Physical Education and the Sport Group of courses must fill a key role in dealing with Tasmania's alarming statistics in relation to young people and their wellbeing:

- physical activity participation rates, notably amongst young people – particularly girls, is showing concerning decline;<sup>1</sup>
- approximately 30 per cent of Tasmanian children aged between 12 and 15 are overweight, and nearly 10 per cent are obese<sup>2</sup>;
- estimate Type 1 Diabetes rates are higher in Tasmania for children aged between 0 and 14 than nationally<sup>3</sup>;
- deaths of children and young people due to intentional self-harm are higher in Tasmania than nationally<sup>4</sup>

Alongside improving physical activity levels is the development of Physical literacy, and managing the integration of physical, psychological, cognitive and social capabilities that help us live active, healthy and fulfilling lifestyles. By combining physical activity, physical literacy and placing an emphasis on the practical nature of the Sport group of courses we provide the basis for lifelong holistic learning. Teachers should ensure they are familiar with the different roles, pathways and purposes of all courses across the HPE suite and particularly the connections aligned to those within the Sport Group.

### COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for *Fitness Experiences* Level 1 must be read in conjunction with the *Fitness Experiences* Level 1 course document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

*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.

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<sup>1</sup> 2011, *Australian Social Trends: Sport and Physical Recreation*, Australian Bureau of Statistics,

<http://abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4102.0Main+Features30Jun+2011> (accessed 22 February 2018)

<sup>2</sup> 2017, Media Release: *Commissioner release updated Data Report on the Health and Wellbeing of Tasmania's children*, Commissioner for Children and Young People, <http://www.childcomm.tas.gov.au/wp-content/uploads/2017/03/Media-Release-CCYP-Health-and-Wellbeing-Report-4-Sept-2017.pdf> (accessed 22 February 2018)

<sup>3</sup> 2

<sup>4</sup> 2

| HEALTH AND PHYSICAL EDUCATION SUITE |  |                  |  |                                       |
|-------------------------------------|--|------------------|--|---------------------------------------|
| Level                               | Sport Group  | Recreation Group | Health Group                                     | Outdoor Group                         |
| 3                                   | <a href="#">Sport Science</a> 15   |                  | <a href="#">Health Studies</a> 15                | <a href="#">Outdoor Leadership</a> 15 |
| 2                                   | <a href="#">Sport Science-Foundation</a> 15<br><a href="#">Athlete Development</a> 15<br><a href="#">Community Sport and Recreation</a> 15 |                  | <a href="#">Personal Health and Wellbeing</a> 15 | <a href="#">Outdoor Education</a> 15  |
| 1                                   | <a href="#">Fitness Experiences</a> 5<br><a href="#">Sport and Recreation Experiences</a> 10   |                  | <a href="#">Personal Care</a> 10                 | <a href="#">Outdoor Experiences</a> 5 |
| Pre                                 | <a href="#">Sport and Recreation for Life</a> 10   |                  |  |                                       |

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.”<sup>5</sup> The main 5 components of physical fitness are: cardio respiratory fitness; muscular strength; muscular endurance; body composition; and flexibility.<sup>6</sup>

*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, and 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.

*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:

<sup>5</sup> 2017, Newman, T., What is Fitness? What does being physically fit mean?, Medical News Today, <https://www.medicalnewstoday.com/articles/7181.php> (accessed 1 March 2018)

- 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.

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.

## SEQUENCE OF 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>  | Swimming                          |
| (single/multiple/circuit/interval activities)   | Boxing/combat                     |
|   | Walking                           |
|   | Running                           |
|   | Aerobics                          |
|   | Skiping                           |
|   | Cycling (spin bike or outdoors)   |
|   | Treadmill                         |
|   | Stair-climber                     |
|   | Aqua-fitness                      |
|   |                                   |
| <i>Strength Training</i>  | Body weight                       |
| (single/multiple/circuit activities)  | Free weight                       |
|   | Cable machine                     |
|   | Hydraulic machines                |
|   | ropes/straps/springs/bands/chain  |
|   | Plyometrics                       |
|   | Medicine balls/tyres/kettle bells |
|   |                                   |
| <i>Conditioning</i>   | Speed                             |
| (single/multiple/circuit activities)  | Agility                           |
|   | Flexibility                       |
|   | Boot Camp                         |
|   | Pilates/Yoga/Tai Chi              |
|   | Step/Zumba/Body Pump              |
|   |                                   |
| <i>Career pathways investigation</i>  | Group Fitness                     |
| ( <a href="https://www.aqf.edu.au/aqf-levels">https://www.aqf.edu.au/aqf-levels</a> ) | Personal Trainer                  |

## TEACHING AND LEARNING

Suggested resources:

[Department of Education - Procedures for Planning Off campus Activities](#)  
 Department of Premier and Cabinet - [Communities, Sport and Recreation](#)  
[Fitness Institute Australia](#)  
[Fitness Australia](#)  
[Physical Activity Australia](#)  
[Get Moving Tasmania](#)  
[Active Launceston](#)  
[Healthy Hobart](#)  
[Sport and Recreation Devonport](#)

## Examples of Learning activities

Learners:

work with a partner for a four session program at a local fitness facility

use a wearable device to record their work rate and intensity during a month of training sessions

track and share their training log as a group using a free mobile phone app (eg [Map My Fitness](#)), conduct a class discussion on the effectiveness and nature of the product, its capacity to maintain records, monitor progress, and impact motivation and the overall sense of being connected

undertake a 6 week personal fitness program

work as a small group to review attainment of personal goals, provide feedback and advice, and share ideas on ways to improve moving forward

discuss and develop a routine to record workouts and reflective comments in their journal after each session

engage in a taster session for a new or emerging workout activity and post their feedback via a class blog or email to the teacher

try several cardio based workout activities, compare their reflections, identify personal preferences and give a brief verbal report on their most favourite and least favourite and why

hold a class discussion on the topic “bodybuilding is better for fitness than boxercise”

use a SMART goal-setting **template** to set some personal fitness goals

discuss goals, program design and exercises with a teacher at regular planning and review meetings – this may involve the teacher spending time working both one to one and with small training groups

develop a draft training program with a partner/group and following teacher review and adjustment work together for 6 weeks and review progress

contribute to a class online forum or site where teacher and learners can share articles, websites, questions and answers, handy tips, diet and hydration information, contacts and facilities in the area, as well as ways to support class and activity organisation, build belonging, stay motivated, and generally foster a positive fitness community

use a floorplan or venue map to design the ideal gym, keeping in mind safety requirements such as:

- o distance between cardio machines and weights
- o storage for weights and other equipment
- o keeping water away from electrical items
- o clear entrances and exits
- o bathroom and changing facilities
- o rubbish facilities
- o cleaning facilities
- o mirrors

consider the different areas of the gym and how people might use these, for example, it is important to provide a stretch area; some gyms have female-only weight rooms; some gyms also have TVs near the cardio equipment - be prepared to explain your finished diagram to the class

identify the potential safety hazards in a fitness facility or fitness location, list up to 10 hazards and use a smartphone or a camera to record these hazards then discuss the list with a partner; come up with recommendations for how these hazards can be better controlled

create a poster of 'Dos and Don'ts' to help educate users of a chosen fitness facility or program

choose an aspect of a fitness activity and create an instructional video outlining correct and safe technique, for example:

- swinging a kettle-bell
- performing a deadlift
- using a fit ball
- performing a push-up
- jabbing and hooking
- operating a treadmill
- using a medicine ball
- stretching to cool down
- setting up your equipment ready for a Bodypump class
- meditation / mindful breathing

refer to the relevant information on [Exercise Guidelines](#) recommended by Fitness Australian to write instructions for review by a teacher or relevant fitness professional; practice the demonstration then film and edit, uploading the finished video according to teacher instruction.

## **SUPPORTING STUDENT RESPONSES AND ELABORATIONS**

*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.

*Fitness Experiences* 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* 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.

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.

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.

## WORK REQUIREMENTS

The work requirements outlined in the course document should form the minimum assessment tasks for each of the units. Teachers will need to acknowledge these requirements when designing their scope and sequence however, additional assessment (particularly of a formative nature) may be included to support and enhance the learning program. The learning activities, described in the preceding section, may support, facilitate and enrich learners' understandings in preparation for completion of the following 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.

## RESOURCES

### Recommended Reading

Amezdroz, G., Dickens, S., Hosford, G., Stewart, T. & Davis, D., 2010, *Queensland Senior Physical Education*, Macmillan Education Australia, Melbourne.

2011, American Council on Exercise, *ACE Group Fitness Instructor Manual: A Guide for Fitness Professionals*, 3<sup>rd</sup> Edition, American Council on Exercise, USA.

### Websites

All URLs (website addresses) cited were accessed and checked for accuracy and appropriateness of content on February 19, 2018. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be guaranteed.

Brian Mac Sports Coach <http://www.brianmac.co.uk/>

Top End Sports <http://www.topendsports.com/index.htm>

Victorian Curriculum and Assessment Authority: Physical Education  
<http://www.vcaa.vic.edu.au/Pages/vce/studies/physicaledu/phyeduindex.aspx>

### Australian Magazines

[Mens Fitness](#)

[Womens Health and Fitness](#)

[Muscle and Fitness](#)

[Womens Fitness](#)

[Mens Health](#)

[Oxygen](#)

[Fitness PRO](#)



# APPENDIX

## FITNESS JOURNAL REQUIREMENTS

Throughout the course of study all learners undertaking *Fitness Experiences* must use and submit a Fitness 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 Fitness Journal may be maintained in a traditional paper-based ledger or folder, stored digitally or 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 Fitness Journal entries. Providers and learners must ensure processes are in place to secure and back-up this important assessment material.



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State of Tasmania (Department of Education) 2016