

UNIT OUTLINE FOR EDP157.7 Health and Physical Education

Name of Unit 1 (Unit Code 1)

Health and Physical Education (EDP157.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Bachelor of Education Master of Teaching – Primary	One semester	2 nd or 3 rd year	Head of Program

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	240 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite: EDU131.5 Curriculum Understandings

Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

- Yes No

If **YES**, provide details of specialist facilities and/or equipment below.

All PE materials, equipment and resources will be supplied

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit is set up to analyse and examine the psychosocial and physical aspects of health and physical education, thus, providing an integrated approach to teaching and fostering growth in these areas in Primary level education.

Learning outcomes for the unit

1. Discuss a philosophy of health and physical education and how it promotes a healthy holistic lifestyle in children.
2. Illustrate understanding of health and physical education curriculum through planning, teaching and evaluating health and physical education lessons, especially those relating to stages of motor development and how they contribute to physical fitness.
3. Identify year-level-appropriate content and pedagogy for analyzing health issues.
4. Assess different health and physical education risk management perspectives through ethical inclusive and protective intervention initiatives.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Health of individuals and communities – minor paper Present a contemporary health related topic to be taught in primary education. Select an age level and topic and justify the relevance referencing at least 5 scholarly sources to support the justification. Explain the specific teaching methods and approaches you will use. You should include your personal responsibilities and attitudes when teaching this unit 1500 Words	1,3,4	S1 Week 5	30%
PE activity & participation lesson plans The Lesson Plans should include at least seven (7) full lessons, (at least four (4) of which must be sequential). Hot/wet weather must be catered for. Include at least two (2) fundamental motor skills within the unit. Australian Curriculum framework guidelines, assessment ideas, diagrams, references and an overall rationale are required. 2000 words	2,3	S1 Week 10	40%
Microteaching and lesson plan Working in groups of three, each group will plan and deliver a 20 minute practical PE session for either Grades R-2, Grades 3-4 or Grades 5-7. You will need to plan your session in accordance with the Australian Curriculum framework for your chosen age group 1500 words	2,3,4	S1 Week 14	30%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

None

Recommended reading:

Pangrazi, R.P. (2014). *Dynamic Physical Education for Elementary School Children* (15th ed.). USA: Pearson.

A comprehensive overview of physical education across the lifespan, the book covers the instructional process, program implementation, health issues and practical ideas on motor skill development.

Australian Curriculum Guidelines Document Series: F-10 health and physical education.

<https://australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/>

This resource is an invaluable outline of the current standards for health and physical education as outlined by the Department of Education and Children's Services. It highlights the priorities and goals for each grade with regard to physical activity and health skills and knowledge. This document will assist students with the planning and teaching of health and PE lessons according to Australian requirements.

Department of Health – Education Prevention.

<https://www1.health.gov.au/internet/main/publishing.nsf/Content/Education+and+Prevention-1>

This is a site recommended by the National Curriculum standards as a tool to use for teachers.

Eat for Healthy – Australian Government website recommended to be used by teachers as part of the Australian Curriculum Guidelines. <https://www.eatforhealth.gov.au/>

Gabbard, C. (2012). *Lifelong Motor Development* (6th ed.). San Francisco, USA: Pearson Education Inc.

This book provides a comprehensive overview of motor development across the lifespan including biological growth and development, lifelong human development, factors affecting growth and development, physiology, information processing, early childhood/adolescence/adult years motor development and motor assessment. Included in the theory is the research and socio-cultural influences on motor behaviour.

Kirk, D., Macdonald, D., O'Sullivan, M. (2013). *The handbook of physical education*. London: Sage.

An excellent general text for both primary and secondary teachers to assist with the planning of PE lessons.

Larkin (Aust.) (2010) *Physical Education Games (Book 1) (5-8 year olds)*. Australia: ACHPER.

Larkin (Aust.) (2010) *Physical Education Games (Book 2) (9-11 year olds)*. Australia: ACHPER.

Larkin (Aust.) (2010) *Physical Education Games (Book 3) (10-18 year olds)*. Australia: ACHPER.

These books include ideas and lesson plans for physical education and cater for a specific skill within an intended age range.

Pill, S. (Aust.) (2013). *Play with Purpose: For Fundamental Movement Skills Teaching*. Australia: ACHPER

Developed to support educators in planning, delivering and assessing early childhood fitness.

Clumpner, R. (2003). *Sport progressions*. Champaign, ILL: Human Kinetics.

Lauder, A. (2001). *Play practice: The games approach to teaching and coaching sports*. Champaign, ILL: Human Kinetics.