

## UNIT OUTLINE FOR EDP157.9 Health and Physical Education

<b>Name of Unit 1 (Unit Code 1)</b>
Health and Physical Education (EDP157.9)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

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

#### Core or elective unit

Indicate if the unit is a

- core unit  
 elective unit

#### 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).

<b>Unit credit points</b>	<b>Total course credit points</b>
6 credit points	96 credit points

#### Student workload

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

<b>No. timetabled hours per week</b>	<b>No. personal study hours per week</b>	<b>Total workload hours per week</b>
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/Co-requisite: EDP141.9 Pedagogy A Professional Concepts and Curriculum

#### 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. Critically assess a philosophy of health and physical education that promotes effective, healthy, and holistic lifestyle in children.
2. Identify and examine situations that threaten children, and propose priority monitoring and ethical interventions.
3. Design and construct health and physical education curriculum, including teaching strategies that provide learning experiences that promote exercise, recreation, leisure and sports activities, and healthy nutrition.
4. Construct multi-media teacher resources for teaching health and physical education theory and practice.

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<b>Critical analysis of health related topic in Primary Education</b> Using an essay format select and present a contemporary health related topic to be taught in primary education. 1200 words	1,2	S1 Week 5	20%
<b>PE activity &amp; participation lesson plans</b> 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. 2000 words	3,4	S1 Week 10	35%
<b>Critical Analysis Report</b> Using lecture material, readings provided and your own research, <u>critically analyse</u> factors influencing engagement in lifelong physical activity in Australia. You should include recommendations for educating individuals to choose healthy behaviours. It is expected that you validate your presentation with a minimum of 7 resources, 3 of which are from the recommended list. You are invited include at least one media-based article in order to examine and discuss the media perspective and / or influences. 1600 words	1,2	S1 Week 12	25%
<b>Microteaching and lesson plan</b> Plan and deliver a 20-minute practical PE session. 1200 words	3,4	S1 Week 14	20%

## 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* (15<sup>th</sup> 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* (6<sup>th</sup> 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.

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