This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
### Unit code
CR240

### Unit name
Content and Pedagogy: Health and Physical Education

### Associated higher education awards
Bachelor of Education (Primary)

### Duration
One semester

### Level
Intermediate

### Core/elective
Core

### Weighting
- Unit credit points: 10
- Course credit points: Bachelor of Education (Primary) 320

### Delivery mode
Face-to-face on site

### Student workload
**Face-to-face on site**
- Contact hours: 30 hours
- Reading, study and assignment preparation: 120 hours
- **TOTAL:** 150 hours

Students requiring additional English language support are expected to undertake an additional one hour per week.

### Prerequisites/ co-requisites/ restrictions
Prerequisite:
ES123 Introduction to Teaching and Learning (P-6)

### Rationale
**Enduring Understanding:** We are all created unique and by exploring the spiritual, emotional, social and physical potential of human health and movement practices we can embrace and inspire positive individual and community health choices.

This unit recognises the need to educate pre-service teachers in practices and principles of healthy living. Obesity, non-active recreational and incorrect health habits have been cited as some of Australian children’s most serious life issues. Christian worldview encourages health in all dimensions of being, including the body, mind and spirit. This unit develops a philosophical and practical perspective on human health and movement practices. Pre-service teachers will develop skills in health and movement practices as well as curriculum development and evaluation in health and physical education. This unit will focus both on the theory of health and physical education and the development of teaching practices for effectively engaging school students in health and human movement skills.

### Prescribed text(s)

Selected readings will be available via the Moodle™ site for this unit.

### Recommended readings
**Books**


In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV). These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.
## Learning outcomes

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. developed a sound knowledge base of the HPE key areas of personal, social and community health, including those of Aboriginal and Torres Strait Islanders, and movement and physical activity;
2. developed an understanding of the literacy, numeracy and digital demands expected of school students engaging in the HPE learning area;
3. designed learning experiences in conjunction with Australian Curriculum documentation for the HPE learning area;
4. implemented appropriate pedagogical skills, strategies, tools and resources including ICT for planning learning experiences and assessing school students’ demonstrations in HPE;
5. critically reflected upon the human body and HPE imperatives from a Christian worldview; and
6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.

## Assessment tasks

### Task 1: Presentation

Health assessment task and guide to assessment presentation. In pairs, design a learning and assessment activity to be used with school students that is matched to a personal, social or community health topic from a list of options by the lecturer. Prepare a task description with context in your chosen topic for sharing with teachers and parents, along with a guide for making judgments about school students’ performances.

- **Word Length/Duration:** 15 minutes (1,000 words equivalent)
- **Weighting:** 40%
- **Learning Outcomes:** 1, 2, 4-6
- **Assessed:** Weeks 5-7

### Task 2: Folio

Folio and rationale. Develop a folio of fitness games, strategies and activities covering physical activities and movement in an early or primary phase context (four lesson plans in total). The final lesson will be the culmination of the lessons, using a finalizing game that revises the skills learnt in the preceding lessons.

- **Word Length/Duration:** 2,000 words
- **Weighting:** 60%
- **Learning Outcomes:** 1-6
- **Assessed:** Week 14

## Australian Professional Standards for Teachers (APST)

The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following Australian Professional Standards for Teachers:

1.1 Physical, social and intellectual development and characteristics of students
1.2 Understand how students learn
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
3.5 Use effective classroom communication
3.6 Evaluate and improve teaching programs
4.5 Use ICT safely, responsibly and ethically
5.1 Assess student learning
Successful completion of this unit will provide significant evidence about the following Australian Professional Standards for Teachers:

<table>
<thead>
<tr>
<th>Graduate Teacher Standards</th>
<th>Learning Outcomes</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
<td>1, 2, 4</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.2 Organise content into an effective learning and teaching sequence.</td>
<td>3</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
<td>3, 4</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
<td>1, 3</td>
<td>2</td>
</tr>
<tr>
<td>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
<td>3, 4</td>
<td>2</td>
</tr>
<tr>
<td>3.3 Include a range of teaching strategies.</td>
<td>4</td>
<td>1, 2</td>
</tr>
<tr>
<td>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage student in their learning.</td>
<td>2, 4</td>
<td>1, 2</td>
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</tbody>
</table>

**Unit summary**

This unit develops a philosophical and practical perspective on human health and movement practices. Pre-service teachers will develop skills in pedagogy, curriculum development and evaluation of health and movement practices in the key learning area of HPE.