



CHRISTIAN HERITAGE COLLEGE

## **HP100**

### **INTRODUCTION TO HEALTH AND PHYSICAL EDUCATION**

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.

<b>Unit code</b>	HP100
<b>Unit name</b>	Introduction to Health and Physical Education
<b>Associated higher education awards</b>	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
<b>Duration</b>	One semester
<b>Level</b>	Introductory
<b>Core/elective</b>	Required for a major or minor in Health and Physical Education
<b>Weighting</b>	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
<b>Delivery mode</b>	Face-to-face on-site
<b>Student workload</b>	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours <b>TOTAL 150 hours</b>  Students requiring additional English language support are expected to undertake an additional one hour per week.
<b>Prerequisites/ co-requisites/ restrictions</b>	Nil
<b>Rationale</b>	<p>The 'cult of slenderness', physical elitism, poor dietary practices and a lifestyle of stress all reflect a common modern lack of understanding of a healthy and whole person. Christian orthodoxy has always advocated practices, which encourage health in all dimensions of being, and this includes the body. It is important for students to develop philosophical and practical perspective on human health and movement practices to undergird a study of health, movement theories, psychomotor development, games and associated pedagogy.</p> <p>This unit recognises the need to educate students in practices and principles of healthy living. It will address issues of general health and human movement, and will establish the philosophical grounds for health practices through a focus both on the theory of health and physical education. Students will develop skills in health and movement practices as well as curriculum development and evaluation in Health and Physical Education (HPE) to enable them to develop teaching practices for effectively engaging school students in health and human movement skills.</p>
<b>Prescribed text(s)</b>	Callcott, D., Miller, J., & Wilson-Gahan, S. (2012). <i>Health and physical education: preparing educators for the future</i> . Melbourne, VIC: Cambridge University Press.  Selected readings will be available via the Moodle™ site for this unit.

<p><b>Recommended readings</b></p>	<p><b>Books</b></p> <p>Austin, J. &amp; Hickey, A. (Eds.). (2007). <i>Education for healthy communities: possibilities through SOSE and HPE</i>. Frenchs Forest, NSW: Pearson Education Australia.</p> <p>Darst, P. W., Pangrazi, B., Brusseau, T. &amp; Erwin, H. (2014). <i>Dynamic physical education for secondary school students</i>. (8<sup>th</sup> ed.). New York, NY: Pearson Education.</p> <p>Dinan Thompson, M. (2009). <i>Health and physical education: contemporary issues for curriculum in Australia and New Zealand</i>. Melbourne, VIC: Oxford University Press.</p> <p>Gallahue, D., Ozmun, J. (2012). <i>Understanding motor development: Infants, children, adolescents, adults</i>. (7th ed.). New York, NY: McGraw Hill.</p> <p>Sumich, K. (2013). <i>Coaching children: sports science essentials</i>. Champaign, IL. Acer Press.</p> <p>Walters, P. &amp; Byl, J. (2013). <i>Christian paths to health and wellness</i> (2nd ed.). Champaign, IL: Human Kinetics.</p> <p><b>Journals</b></p> <p><i>Asia-Pacific Journal of Health, Sport and Physical Education</i></p> <p>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).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Specialist resource requirements</b></p>	<p>All students must participate in practical sessions using appropriate 'sports' attire including sports shoes and hat, bringing their own water and sunscreen.</p>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. Foundations of Teaching and Learning Movement Skills in Physical Education</li> <li>2. Foundations of Teaching and Learning Health</li> <li>3. Pedagogies and Practices for HPE</li> <li>4. Work Health and Safety for HPE</li> <li>5. Teaching Inclusively in HPE: Diversity and Equality</li> <li>6. Weekly Physical Education and Health Experiences (Including Core games, Aquatics, Athletics, Gymnastics and Dance)</li> </ol>
<p><b>Learning outcomes</b></p>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. demonstrated knowledge of philosophical and practical perspectives on human health and movement practices within the discipline of HPE;</li> <li>2. engaged with a development of movement skills and an awareness of health consciousness;</li> <li>3. reflected upon a Christian perspective in relation to the human body and HPE imperatives;</li> <li>4. applied the theory of health and physical education to prepare learning experiences using state and/or national curriculum documentation for the Health and Physical Education learning area;</li> <li>5. employed appropriate pedagogical skills and strategies for planning learning experiences and assessing school students' demonstrations in HPE; and</li> <li>6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>

<b>Assessment tasks</b>	<p><b>Task 1: Presentation</b></p> <p>Word length/Duration: 15 minutes</p> <p>Weighting: Summative: 40%</p> <p>Learning Outcomes: 1, 2, 4-6</p> <p>Assessed: Weeks 6-7</p> <p><b>Task 2: Reflective Observations and Essay</b></p> <p>Word length/Duration: 2000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1, 3, 5-6</p> <p>Assessed: Week 14</p>
<b>Unit summary</b>	<p>Students will engage with a philosophical and practical perspective on human health and movement practices. The view developed undergirds a study of health, movement theories, psychomotor development, games and associated pedagogy. Preservice teachers will develop skills in health and movement practices as well as curriculum development and evaluation in Health and Physical Education.</p>

SAMPLE