



CHRISTIAN HERITAGE COLLEGE

HP230

SCIENTIFIC FOUNDATIONS OF SPORT AND ACTIVITY

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	HP230
Unit name	Scientific Foundations of Sport and Activity
Associated higher education awards	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
Duration	One semester
Level	Advanced
Core/elective	Elective
Weighting	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
Delivery mode	Face-to-face on-site
Student workload	<i>Face-to-face on site</i> 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	<i>Prerequisite:</i> 20 credit points of 100-level HPE units
Rationale	Poor lifestyle choices and habits have influenced the longevity and sustainability of individuals and communities. Future Health and Physical Education teachers need a knowledge of the scientific basis of sport and physical activity to promote healthy lifestyle choices and habits amongst school communities. Students will engage with scientific theories of movement and develop knowledge and skills for using science to assess movement practices. Students will engage with the concept of the <i>Imago Dei</i> and how this can be used in the context of sports and activities as means of evaluating and promoting a healthy lifestyle. This knowledge and understanding will then be used in the context of a school community.
Prescribed text(s)	Walters, P. & Byl, J. (2013). <i>Christian paths to health and wellness</i> (2nd ed.). Champaign, IL: Human Kinetics. Selected readings will be available via the Moodle™ site for this unit.
Recommended readings	Books Callcott, D., Miller, J., & Wilson-Gahan, S. (2012). <i>Health and physical education: preparing educators for the future</i> . Melbourne, VIC: Cambridge University Press. Corbin, C. B., McConnell K. E., Le Masurier, G.C., Corbin, D.E. & Farrar, T. D. (2014). <i>Health opportunities through physical education</i> . Champaign, IL: Human Kinetics. Enoka, R. M. (2015). <i>Neuromechanics of human movement</i> , Champaign, IL: Human Kinetics. Fleck, S. J. & Kraemer, W. J. (2014). <i>Designing resistance training programs</i> . Champaign, IL: Human Kinetics.

	<p>Freeman, W.H. (2015). <i>Physical education, exercise and sport science in a changing society</i>. Sudbury: Jones & Bartlett Learning</p> <p>Sumich, K. (2013). <i>Coaching children: sports science essentials</i>. Champaign, IL.: Acer Press.</p> <p>Journals</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 http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	All students must participate in practical sessions using appropriate 'sports' attire including sports shoes and hat, bringing their own water and sunscreen.
Content	<ol style="list-style-type: none"> 1. Anatomy and biomechanics of the body 2. Sports activity and the body 3. Scientific analysis of exercise, training and fitness 4. Assessing and training for strength, cardiorespiratory fitness and flexibility 5. Enhancing participation in sport activity 6. Program design for sport activity
Learning outcomes	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. developed a knowledge and understanding of scientific basis of sport and physical activity; 2. understood how the application of scientific assessment practices for sports and activity can promote a healthy lifestyle; 3. applied critical and methodological rigour in the analysis of movement skills in sport and activities. 4. reflected critically on a Christian worldview perspectives of the human body and the need for a healthy lifestyle; 5. developed strategies for planning learning experiences and appropriate pedagogical skills that align with scientific theories of movement; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
Assessment tasks	<p>Task 1: Individual Case Study Report</p> <p>Word length/Duration: 1500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Week 8</p> <p>Task 2: Essay</p> <p>Word length/Duration: 2000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>
Unit summary	Students will explore scientific knowledge, theories and skills of movement necessary for assessing movement practices as well as investigate how to apply these skills to to promote healthy lifestyle choices and habits amongst school communities. This knowledge and understanding will also be further developed through applicaiton for school contexts.