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.
<table>
<thead>
<tr>
<th><strong>Unit code</strong></th>
<th>HP230</th>
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<tbody>
<tr>
<td><strong>Unit name</strong></td>
<td>Scientific Foundations of Sport and Activity</td>
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| **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** | *Face-to-face on site*  
Contact hours: 30 hours  
Reading, study and assignment preparation: 120 hours  
**TOTAL**: 150 hours |
| **Prerequisites/ co-requisites/ restrictions** | **Prerequisite:**  
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 *Imago Dei* 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. |
Selected readings will be available via the Moodle™ site for this unit. |
| **Recommended readings** | Books  


**Journals**
*Asia-Pacific Journal of Health, Sport and Physical Education*

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](http://www.biblegateway.com). The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

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<tr>
<th>Specialist resource requirements</th>
<th>All students must participate in practical sessions using appropriate ‘sports’ attire including sports shoes and hat, bringing their own water and sunscreen.</th>
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| **Content**                      | 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**            | On completion of this unit, students will have provided evidence that they have:  
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**             | **Task 1: Individual Case Study Report**  
Word length/Duration: 1500 words  
Weighting: 40%  
Learning Outcomes: 1-4, 6  
Assessed: Week 8  
**Task 2: Essay**  
Word length/Duration: 2000 words  
Weighting: 60%  
Learning Outcomes: 1-6  
Assessed: Week 14 |
| **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 application for school contexts. |