



CHRISTIAN HERITAGE COLLEGE

**CR240**

**CONTENT AND PEDAGOGY:  
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>	CR240						
<b>Unit name</b>	Content and Pedagogy: Health and Physical Education						
<b>Associated higher education awards</b>	Bachelor of Education (Primary)						
<b>Duration</b>	One semester						
<b>Level</b>	Intermediate						
<b>Core/elective</b>	Core						
<b>Weighting</b>	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320						
<b>Delivery mode</b>	Face-to-face on site						
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td><td>30 hours</td></tr> <tr> <td>Reading, study and assignment preparation</td><td>120 hours</td></tr> <tr> <td><b>TOTAL</b></td><td><b>150 hours</b></td></tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Reading, study and assignment preparation	120 hours	<b>TOTAL</b>	<b>150 hours</b>
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<b>TOTAL</b>	<b>150 hours</b>						
<b>Prerequisites/ co-requisites/ restrictions</b>	<p><i>Prerequisite:</i></p> <p>ES123 Introduction to Teaching and Learning (P-6)</p>						
<b>Rationale</b>	<p><u>Enduring Understanding:</u> 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.</p> <p>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.</p>						
<b>Prescribed text(s)</b>	<p>Callcott, D., Miller, J., Wilson-Gahan, S. (2015). <i>Health and physical education: Preparing educators for the future</i> (2nd ed.). Melbourne, VIC: Cambridge University Press.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>						
<b>Recommended readings</b>	<p><b>Books</b></p> <p>Currie, J.L. (2013). <i>Teaching physical education in primary school: An integrated health perspective</i>. Champaign, IL: Acer Press.</p> <p>Gallahue, D., &amp; Ozmun, J. (2012). <i>Understanding motor development: Infants, children, adolescents, adults</i> (7th ed.). New York, NY: McGraw Hill.</p> <p>Pangrazi, R.P. (2011). <i>Dynamic physical education for elementary school children</i> (17th ed.). San Francisco, CA: Pearson Education.</p> <p>Stridder, G. (2015). <i>Becoming a physical education teacher</i>. New York, NY: Routledge.</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><i>Journal of Teaching in Physical Education</i></p> <p><i>Physical and Health Education Journal</i></p> <p><i>Teaching elementary Physical Education</i></p> <p><i>The Australian journal for health, physical education and recreation</i></p> <p><i>The Journal of Physical Education, Recreation &amp; Dance</i></p> <p><b>Websites</b></p> <p>Australian Curriculum, Assessment and Reporting Authority (ACARA)  <a href="http://www.acara.edu.au/">http://www.acara.edu.au/</a></p> <p>Australian Curriculum  <a href="http://www.australiancurriculum.edu.au">http://www.australiancurriculum.edu.au</a></p> <p>Australian Institute for Teaching and School Leadership (AITSL)  <a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list">http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list</a></p> <p>Queensland Curriculum and Assessment Authority (QCAA)  <a href="https://www.qcaa.qld.edu.au/">https://www.qcaa.qld.edu.au/</a></p> <p>Queensland Department of Education  <a href="http://education.qld.gov.au/curriculum/">http://education.qld.gov.au/curriculum/</a></p> <p>Scootle  <a href="https://www.scootle.edu.au">https://www.scootle.edu.au</a></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>
<b>Specialist resource requirements</b>	Nil
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Current, cultural and critical societal contexts for Health and Physical Education (HPE) including             <ol style="list-style-type: none"> <li>a. using HPE in culturally diverse classrooms</li> <li>b. using HPE for promoting reconciliation with Aboriginal and Torres Strait Islander peoples</li> </ol> </li> <li>2. Worldview assumptions, including Christian worldview perspectives, of health and the body</li> <li>3. Worldview assumptions, including Christian worldview perspectives, within HPE curriculum and pedagogical practices</li> <li>4. Australian Curriculum requirements to inform planning and assessment in HPE</li> <li>5. Understanding the learner: Child development, psychomotor development and motivation</li> <li>6. Exploration of the skills, knowledge and understanding to develop personal, social and community health to enhance safety, well-being and relationships</li> <li>7. Pedagogies and practices for HPE including, literate, numerate and digital (ICTs) engagement; 'Work Health and Safety' considerations; and fostering life-long practices</li> <li>8. Inclusive approaches to HPE: Indigenous perspectives, social justice for equity, and differentiated learning experiences</li> <li>9. Weekly physical education experiences: Active play, minor games, ball skills, rhythmic and expressive movement activities, sports, aquatics, fitness, carnivals and recreational sports</li> </ol>

<b>Learning outcomes</b>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>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;</li> <li>2. developed an understanding of the literacy, numeracy and digital demands expected of school students engaging in the HPE learning area;</li> <li>3. designed learning experiences in conjunction with Australian Curriculum documentation for the HPE learning area;</li> <li>4. implemented appropriate pedagogical skills, strategies, tools and resources including ICT for planning learning experiences and assessing school students' demonstrations in HPE;</li> <li>5. critically reflected upon the human body and HPE imperatives from a Christian worldview; 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>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 <b>options</b> 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</p> <p>Word Length/Duration: 15 minutes (1,000 words equivalent)</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 2, 4-6</p> <p>Assessed: Weeks 5-7</p> <p><b>Task 2: Folio</b></p> <p>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.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>
<b>Australian Professional Standards for Teachers (APST)</b>	<p>The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i>:</p> <ol style="list-style-type: none"> <li>1.1 Physical, social and intellectual development and characteristics of students</li> <li>1.2 Understand how students learn</li> <li>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</li> <li>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</li> <li>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</li> <li>3.5 Use effective classroom communication</li> <li>3.6 Evaluate and improve teaching programs</li> <li>4.5 Use ICT safely, responsibly and ethically</li> <li>5.1 Assess student learning</li> </ol>

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