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.
<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Content and Pedagogy: Health and Physical Education</th>
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<tbody>
<tr>
<td>Unit Code</td>
<td>CR240</td>
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<tr>
<td>Award</td>
<td>Bachelor of Education (Primary)</td>
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<tr>
<td>Core/Elective</td>
<td>Core</td>
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<tr>
<td>Pre/co-requisites</td>
<td>Nil</td>
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<tr>
<td>Mode</td>
<td>Internal</td>
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<tr>
<td>Weighting</td>
<td>10 credit points</td>
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<tr>
<td>Delivery/Contact hrs</td>
<td></td>
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<tr>
<td>Class contact</td>
<td>33 hours</td>
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<tr>
<td>Engagement with unit materials readings</td>
<td>44 hours</td>
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<tr>
<td>Assignment preparation</td>
<td>63 hours</td>
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<tr>
<td>Total</td>
<td>140 hours</td>
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<tr>
<td>Teaching Staff</td>
<td>Debra Ayling</td>
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<tr>
<td>Unit Rationale</td>
<td>Obesity and incorrect health habits have been cited as some of Australian children’s most serious life issues. 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. This unit recognises the need to educate preservice teachers in practices and principles of healthy living. In doing so, it will address issues of general health and human movement, and will establish with preservice teachers the philosophical grounds for health practices. This unit will cover a range of content specific to health and physical education, as well as to issues related to curriculum practice, including the development of literacy, numeracy and digital literacy within the HPE curriculum. 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.</td>
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**Learning Outcomes:**

On completion of this unit, preservice teachers will have provided evidence that they have:

1. Constructed a sound knowledge base of the discipline content within the areas of health and fitness, games, movement and aquatics.
2. Demonstrated awareness of and development in movement skills and health consciousness.
3. Investigated a Christian worldview in relation to the human body and HPE imperatives.
4. Developed classroom activities in conjunction with state and national syllabus documents.
5. Identified the literate, numerate and digital demands expected of school students engaging in learning in the Health and Physical Education learning area.
6. Engaged with pedagogical strategies, tools and resources mediated through ICT technologies, relevant to the Health and Physical Education learning area.
7. Engaged appropriate pedagogical skills and strategies for planning learning experiences and assessing school students’ demonstrations in HPE.
8. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
## Content:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
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| 1-2   | *Introduction to Health and Physical Education*  
- Engaging a Christian worldview of health and the body  
- Investigating syllabus documentation; curriculum planning and assessment, and literacy, numeracy and digital demands in HPE  
- Workplace health and safety and legal issues associated with teaching HPE  
- Psychomotor development and movement; focusing on years p-3 and 4-7  
- Personal development; communication, understanding self, understanding others |
| 3     | *Foundations of Teaching and Learning Physical Education*  
- Warm ups  
- Skill sessions; developing basic skills in coordination and game play  
- Finishing games  
- Warm downs |
| 4-5   | *Foundations of Teaching and Learning Health*  
- Promoting physical, mental and emotional health with children  
- Investigating of major issues in childhood health  
- School-wide and classroom engagement with health related curriculum and policy initiatives |
| 6-9   | *Pedagogies and Practices for HPE*  
- Teaching methodologies and strategies; health and physical education  
- Behaviour management in Physical Education  
- Developing health and fitness activities; physical, mental and emotional health  
- Developing physical movements and techniques  
- Developing skills for game play |
| 10-11 | *Whole-School Approaches to HPE*  
- Coaching sports teams  
- Sports carnivals and health-focussed activities  
- Sportsmanship and refereeing |
| 1-11  | Weekly Physical Education Experiences  
Each week students will participate in developing knowledge, experience and expertise in a range of physical activities. These will include:  
- Ball sports; e.g. touch football, basketball, netball  
- Bat and ball sports; e.g. softball, cricket  
- Fitness activities; e.g. aerobics, skipping  
- Gymnastics and dance  
- Aquatics  
- Recreational sports; e.g. rock climbing, cycling |

### Set Text Requirements:

All state and national syllabus documentation, including:  
- Early Years Curriculum Guide: Social and personal learning; Personal learning  
- Early Years Curriculum Guide: Health and physical learning  
- Early Years Curriculum Guide: Social and personal learning; Sense of self and others  
- Early Years Curriculum Guide: Health and physical learning; Health and fundamental movement skills  
- Essential Learnings: Health and Physical Education
### Recommended Readings:

- Austin, J & Hickey, A (eds.) 2007, *Education for Healthy Communities: Possibilities Through SOSE and HPE*, Pearson Education Australia, Frenchs Forest, NSW.

### Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Position Paper (1000 words)</td>
<td>Write a rationale for the inclusion of Health and Physical Education in the curriculum; considering both content and pedagogies of the HPE learning area.</td>
<td>1-3, 5, 6, 8</td>
<td>Week 5</td>
<td>30%</td>
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<tr>
<td>Health Assessment Presentation (10 minutes)</td>
<td>Design a learning and assessment activity to be used with school students that is matched to a health or personal development topic. Prepare a task description for sharing with teachers, students and parents, along with a guide for making judgements about school students’ performances. The task will then be presented to other preservice teachers.</td>
<td>1, 2, 4-8</td>
<td>Weeks 7-10</td>
<td>35%</td>
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<tr>
<td>PE Folio (2000 words)</td>
<td>Develop a folio of games, learning experiences, strategies and activities, including appropriate use of ICTs, covering physical activities and movement for a range of year levels in primary contexts. This should be linked to syllabus documentation for both early and middle phases.</td>
<td>1, 2, 4-8</td>
<td>Week 11</td>
<td>35%</td>
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This unit develops a philosophical and practical perspective on human health and movement practices. The view developed undergirds a study of health, movement theories, psychomotor development, aquatics, 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.