EDCU11032 *Health and Physical Education*
Term 1 - 2019

Profile information current as at 13/05/2024 12:53 am

All details in this unit profile for EDCU11032 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Health and Physical Education develops understanding of the concepts and rationale underpinning HPE as a learning area in schools and other educational and care settings. Students use their knowledge and understanding of the connectedness between physical activity, fitness and learning, to plan, organise, implement and evaluate a physical activity and motor development program for young children. Investigation of the interaction between individuals and groups and their socio-cultural and economic environments forms the basis for critical reflection on the role of schools, childcare centres and education and care professionals in promoting individual and community health. An understanding of social issues that impact on the health of children and families is emphasised through the development of educational resources that promote family and community health and social and mental wellness.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2019

- Bundaberg
- Cairns
- Gladstone
- Mackay
- Mixed Mode
- Noosa
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable
Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Practical and Written Assessment**
Weighting: 50%
2. **Presentation**
Weighting: 50%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation

Feedback
Assignment return

Recommendation
Ensure that students are informed of assignment return dates

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain the role of education and/ or care settings in influencing healthy behaviour and physical activity
2. Apply knowledge of the benefits of physical activity to analyse a contemporary health issue
3. Plan, implement and evaluate developmentally appropriate experiences that promote physical activity, play and the acquisition of fine and gross motor and fundamental movement skills for children of varying abilities and characteristics
4. Plan and justify health promotion strategies that support children and families from diverse groups in understanding the relationship between physical activity and good health.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:
1.1 Physical, social and intellectual development and characteristics of students
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
2.1 Content and teaching strategies of the teaching area
2.2 Content selection and organisation
3.1 Establish challenging learning goals
3.4 Select and use resources
3.6 Evaluate and improve teaching programs
4.1 Support student participation
4.2 Manage classroom activities
4.4 Maintain student safety
6.2 Engage in professional learning and improve practice
7.3 Engage with the parents/carers
In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

—	N/A Level	°	Introductory Level	°	Intermediate Level	●	Graduate Level	°	Professional Level	°	Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical and Written Assessment - 50%			●	
2 - Presentation - 50%	●	●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	°	°	°	°
2 - Problem Solving				
3 - Critical Thinking	°	°	°	°
4 - Information Literacy		°		°
5 - Team Work				°
6 - Information Technology Competence			°	°
7 - Cross Cultural Competence			°	°
8 - Ethical practice	°	°	°	°
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 50%	°		°	°						
2 - Presentation - 50%	°		°	°	°	°	°	°		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Gillian Busch Unit Coordinator
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Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to HPE and the National and International Context	Meldrum, K., & Peters, J. (2012). Youth in the current context *Learning to teach health and physical education: the student, the teacher and the curriculum* (pp. 2 - 18). Frenchs Forest, NSW: Pearson. Department of Education, Employment and Workplace Relations (2009) *Belonging, Being and Becoming: the Early Years Learning Framework for Australia.* Canberra: Commonwealth of Australia. Ministerial Council on Education, Employment, Training and Youth Affairs. (2008). Melbourne Declaration. Canberra: The Australian Curriculum - Health and Physical Education	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

	ACARA. (2012, Aug). *The shape of the Australian Curriculum: Health and physical education*. Sydney: ACARA. Department of Education, Employment and Workplace Relations (2009) *Belonging, Being and Becoming: the Early Years Learning Framework for Australia.* Canberra: Commonwealth of Australia. The Australian Curriculum - Health and Physical Education	
The nature of the learning area The focus on health and physical activity in curriculum documents and frameworks (The Australian Curriculum and the Early Years Learning Framework)		

Week 3 - 25 Mar 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Motor skill acquisition and play and games as a source of physical and social learning and development	Wuest, D. A., & Bucher, C. A. (2006). Motor behavior *Foundations of physical education, exercise science, and sport* (pp. 176 - 208). Boston McGraw-Hill. Gallahue, D. L., & Donnelly, F. (2003). Childhood growth and motor development *Developmental physical education for all children* (pp. 24 - 49): Library of Congress.	

Week 4 - 01 Apr 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Strategies for supporting the development of fundamental movement skills	Pangrazi, R., Beighle, A., & Pangrazi, D. (2009). Understanding children's needs and readiness for physical activity *Promoting physical activity and health in the classroom* (pp. 30 - 87). San Francisco: Pearson. Segal, M., Bardige, B., Bardige, M., Breffini, L., & Woika, M. (2012). Physical development *All about childcare and early education* (2nd ed., pp. 82 - 101). Upper Saddle River, NJ: Pearson. Hardy, L. L., Kind, L., Farrell, L., Macniven, R., & Howlett, S. (2010). Fundamental movement skills among Australian preschool children. *Journal of Science and Medicine in Sport, 5*(3), 503 - 508.	

Week 5 - 08 Apr 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Safe teaching practices in HPE Assessment of risk in physical and play environments	Curtis, D. (2010). What's the risk of no risk? *Exchange, March/April*, 51 - 56. Embedded links to relevant government sites and the National Quality Standards	

Vacation Week - 15 Apr 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 6 - 22 Apr 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Inclusive practices in HPE
Strategies for engaging with parents
and carers
Cultural sensitivity in relation to
health issues affecting children and
families

Callcott, D., Miller, J., & Wilson-Gahan,
S. (2012). Teaching inclusively *Health
and physical education: Preparing
educators for the future* (pp. 41 - 56).
Melbourne: Cambridge.
The Australian Curriculum - Health
and Physical Education
Yulunga Traditional Indigenous Games
Connor, J. (2011). Understanding
Cultural Competence. *EYLFPLP
eNewsletter*, 1 - 3.

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Health literacy and personal development Exploring social and demographic changes the their influence on the health of children and families	Moore, T. Oberklaid, F. (2010). Investing in early childhood education and care: The health and wellbeing case. *Early Childhood Education and Care Investment.* Melbourne, VIC: Elsevier. Moore, T (2017) The First Thousand Days: An Evidence Paper. Melbourne, Vic: Centre for Community Child Health Embedded links to World Health Organisation publications	Assignment 1 due this week **Planning, implementing and evaluating a movement program** Due: Week 7 Tuesday (30 Apr 2019) 11:45 pm AEST

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Health, physical activity and social outcomes Examining the interrelated nature of social, emotional and physical development in childhood 21st Century health issues (Childhood obesity, dental health, low levels of physical activity, mental health)	Embedded links to publications from • ARACY • Murdoch Children's Research Institute • The Department of Health • ABS	

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
21st Century health issues continued and the role of educational professionals and educational sites (Domestic and family violence, drug and alcohol abuse in the family)	Not Now, Not Ever: Putting an End to Domestic and Family Violence in Queensland Taskforce Report, 2015 and the Queensland Government Response. Queensland Domestic and Family Violence Prevention: 2015 - 2025. Embedded links to government policy and media (ABC, The Australian, The Conversation Hour)	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic

	Embedded links to policy responses Embedded links to World Health Organisation publications - • Milestones in Health Promotion: Statements from Global Conferences • Health Promoting Schools	
Responses to contemporary health issues Health promotion and the role of educational professionals and educational sites	Dudley, D., Telford, A., Peralta, L., Stonehouse, C., & Winslade, M. (2018). Whole-school approaches to promoting health *Teaching quality health & physical education* (pp. 193 - 218). Melbourne, Australia: Cengage.	

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Bringing it all together	Embedded links	

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Presentation and review Reflecting on the responsibility of educational professionals in supporting the health and wellbeing of Australian children		**Group Research Project and Multimedia Presentation** Due: Week 12 Friday (7 June 2019) 11:45 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Planning, implementing and evaluating a movement program

Assessment Type
Practical and Written Assessment

Task Description
Part A - **Individual** You are to plan a program of physical activities suitable for developing the **fundamental movement skills** of **young children**. The program should be based on the physical and social developmental characteristics of children described in the **Early Years Learning Framework** learning outcomes and the **Foundation Year of the Australian curriculum** and be designed to promote / enhance stability or balance, locomotor and object control skills e.g. walking, running, jumping, hopping, skipping, throwing, catching, kicking, etc. In addition, the program design must show how learners will be engaged in **game-based social activities that promote positive attitudes to physical fitness and safe, fair play**.

The plan should include a *risk assessment* of the physical environment for implementation of the program and **planned use of equipment for the safety and stage of development of the group of learners.**

A suggested format for recording planning ideas will be provided on the Moodle site for this course. However, you may also use any format of your own design that allows all task expectations to be demonstrated. You will find it helpful to follow the suggested template.

Part B - **Small group or individual (Students attending face-to-face classes will implement an aspect of the larger program at a site organised/suggested by their campus tutor).** This section of the task will be organised

in a variety of ways depending on students' mode of enrolment and local class arrangements. Students attending face-to-face tutorials for this course will implement an aspect of the larger program at a site organised/suggested/negotiated by/with their campus tutor. For example, if you work with a prep class in a primary school, you might implement your activity with part of the class (perhaps 6 or 8 children).

It is not expected that the entire program would be delivered.

At a minimum, a 30 minute session would be all that is required to inform *Part C*.

Distance students may/will implement sections of the program individually in a range of possible settings including a child-care centre, school setting or other negotiated contexts (family/friends). **Implementation is not assessed but will provide information that contributes to the completion of Part C. Therefore, it is very important that you organise to implement** an aspect of the larger program. If you are going to implement your activities in an education setting, you **MUST** have your approved Working with Children check letter. **You will receive information about how to apply for a** Working with Children check. Please complete this process as quickly as possible. Your local campus will support you regarding the application process.

Part C - Individual component (no more that 500 words and this could be dot points).

Annotate the original plan clearly indicating your observations upon implementation and your own evaluation of the program and how it was designed or needed to be adapted to achieve the following:

- A strengths-based approach that encouraged the confidence, participation and competence of learners at different stages of physical development.
- Opportunities for practice of fundamental movement skills and appropriate levels of challenge for learners with a diverse range of ability levels.
- Strategies used to organise participation in the activities; monitor safety and environmental considerations; and meet the social and emotional needs of young children by encouraging appropriate levels of enjoyment, autonomy, risk-taking and creative application of movement skills for learners of both genders.

NOTE: This assessment task builds professional knowledge and understanding of physical, motor and social development and strategies for supporting the acquisition of fundamental movement skills for young children based on current curriculum documents. Establishing learning goals based on knowledge of developmental stages and strategies for implementing safe, inclusive activities that develop children's confidence and self-regulation are important expectations of the professional learning undertaken in completing this task which can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 1.1, 2.1, 2.2, 3.1, 3.6, 4.1, 4.2, and 4.4

Assessment Due Date
Week 7 Tuesday (30 Apr 2019) 11:45 pm AEST

Return Date to Students
Week 10 Wednesday (22 May 2019)
The assignment will be returned in three weeks

Weighting
50%

Assessment Criteria

- Knowledge of children's physical, motor and skill development and growth, maturation and readiness as determinants of planned physical activity
- Understanding of the relationship between physical activity and health, well-being, social and psychological development
- Knowledge of the aims, content, structure, teaching strategies, principles and practices of curriculum documents and frameworks for physical learning
- Knowledge of strategies for the management, assessment of risk and organisation of safe inclusive physical activity
- Ability to match learning goals and resources to knowledge of child development
- Strategies for evaluating and improving teaching programs
- Demonstration of professional levels of personal literacy

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission Instructions
Please submit via the Moodle site and ensure that you have your name and student number on the word file.

Learning Outcomes Assessed

- Plan, implement and evaluate developmentally appropriate experiences that promote physical activity, play and the acquisition of fine and gross motor and fundamental movement skills for children of varying abilities and characteristics

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Group Research Project and Multimedia Presentation

Assessment Type
Presentation

Task Description
You will complete this task in small groups. As part of the assignment, you are required to show your understanding of the social construction of health and the factors that affect health and/ or levels of physical activity for children and families in contemporary Australian society.

Your group must research an aspect of social change or a social issue that affects the health of children and families. It is expected that you will use course readings as background for framing an inquiry question to guide your exploration of an aspect of social change or a social issue that affects the health of children and families. You will need to select appropriate methods for collecting primary and secondary data on the issue (you must show that you have accessed scholarly sources). You will record your research and ideas in a group Wiki or similar created for this purpose. Your research should show evidence of your group's ability to apply "health literacy" at a "critical" level by "selecting and critically analysing health information in order to take action to promote personal and community health and wellbeing" (ACARA, 2012). Collate and analyse the data to draw conclusions that inform an audience of your peers about the causes, prevalence and/or attitudes to the issue you have researched and to justify the design of a multimedia health promotion package.

Use your research to design a multimedia health promotion package that focuses on the chosen issue and that can be used to inform and persuade a specific target group or community to adopt positive personal health practices. The multimedia package should include at least three resources aimed at health promotion and you are encouraged to explore multiple possibilities for the development of these resources e.g. posters, radio or television advertisements, brochures or activity packages for children, parents or communities, newsletters, community displays, etc. On campus students will present aspects/summary of their packages to their peers in week 12 of the term. Where possible, distance students will present aspects/summary of their packages using the online platform. This will occur in the online tutorial of week 12. If required, a number of sessions will be scheduled to ensure that sharing can occur.

Each group member must submit an **individual reflection** of 250-300 words outlining:

- your contribution to the group's research and planning
- the impact of your inquiry and planning on your own personal attitudes to adopting lifelong healthy behaviours
- any new understandings you have gained about the role of education and care professionals in promoting healthy lifestyles.

NOTE: This assessment task provides opportunities for demonstrating knowledge of the social dimensions of health and the impact contemporary social issues have on the learning of children from diverse backgrounds. Practical strategies for engaging with communities and critical reflection on the role educational professionals play in promoting positive attitudes to health and personal development in communities are emphasised. The task can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 1.3, 2.1, 3.4, 6.2, 7.3 and 7.4.

Assessment Due Date
Week 12 Friday (7 June 2019) 11:45 pm AEST

Return Date to Students

Assignments will be returned in accordance with the university's policy on certification of grades.

Weighting
50%

Assessment Criteria

- Research into and analysis of contemporary social issues affecting lifestyles, health and wellbeing of children and families from diverse backgrounds
- Selection of resources and materials that promote positive attitudes to health
- Use of communication strategies and resources that consider the information needs and diverse social, cultural and linguistic backgrounds of children and families
- Ability to make connections to and critically reflect on the personal and professional roles of educators in health promotion
- Use of authoritative sources to justify decision-making
- Evidence of working as a member of a team to research and design a multimedia health promotion package
- Demonstration of professional levels of personal literacy

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
No submission method provided.

Submission Instructions
Clear links provided to multimedia resources

Learning Outcomes Assessed

- Explain the role of education and/ or care settings in influencing healthy behaviour and physical activity
- Apply knowledge of the benefits of physical activity to analyse a contemporary health issue
- Plan and justify health promotion strategies that support children and families from diverse groups in understanding the relationship between physical activity and good health.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem