



EDCU20041 Teaching Health, Wellbeing and Physical Activity

Term 2 - 2021

Profile information current as at 20/05/2024 10:49 am

All details in this unit profile for EDCU20041 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

This unit develops understanding of the concepts and rationale underpinning Health and Physical Education as a learning area in primary school contexts. Students use their knowledge and understanding of the connectedness between physical activity, fitness, wellbeing and learning, to plan and evaluate a physical activity and motor development program for primary school learners. 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 in promoting individual and community health. An understanding of social issues that impact on the health and wellbeing of children and families is emphasised through the development of an educational resource that promotes family and community health and social and mental wellness. Students identify strategies that support their own wellbeing as members of a profession and reflect on their own experiences as they position children as active informed citizens of the future. They develop strategies for optimising the wellbeing of learners via the provision of a learning environment that is open, respectful, caring and safe, and via curriculum and pedagogy that teaches personal and social capabilities; builds positive relationships; and is responsive to individual learners. Throughout this unit, students will reflect on how learning and wellbeing are inextricably linked and how a learner's individual, school and community experiences can significantly impact on their wellbeing.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

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 2 - 2021

- Online

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 Postgraduate 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. **Written Assessment**

Weighting: 50%

2. **Group Work**

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

Assessment tasks

Recommendation

Maintain assessment tasks as these are engaging and relevant to study in HPE

Feedback from Student evaluation

Feedback

Assessment Exemplars

Recommendation

Where possible provide realistic task exemplars

Unit Learning Outcomes

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

1. Plan and evaluate developmentally appropriate experiences that promote physical activity, play and the acquisition of fine and gross motor and fundamental movement skills for primary school learners of varying abilities and characteristics
2. Manage the assessment of risk and organisation of safe, inclusive physical activities
3. Match learning goals, teaching strategies and resources to knowledge of child development
4. Plan and justify health and wellbeing promotion strategies that support primary school learners and families from diverse groups in applying understanding of health literacy
5. Engage in professional learning to evaluate and enhance education for health and wellbeing in primary school contexts
6. Evaluate and justify the role of education in influencing personal and community health and wellbeing

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers 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

2.3 Curriculum, assessment and reporting

3.1 Establish challenging learning goals

3.2 Plan, structure and sequence learning programs

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

7.4 Engage with professional teaching networks and broader communities

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 50%	•	•	•			
2 - Group Work - 50%				•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Knowledge	○	○	○	○	○	○
2 - Communication	○	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○	○
4 - Research						
5 - Self-management		○			○	○
6 - Ethical and Professional Responsibility		○	○		○	○
7 - Leadership						
8 - 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
1 - Written Assessment - 50%	○	○	○	○		○		
2 - Group Work - 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Emma Killion Unit Coordinator
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Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Introduction to HPE - National and International policies		

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: The focus on health and physical activity in curriculum documents and frameworks		

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Motor skill acquisition Play and games as a source of physical and social learning and development		

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Strategies for supporting the development of fundamental movement skills		

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Safe teaching practices in HPE Assessment of risk in physical and play environments		

Non-teaching Week - 16 Aug 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 23 Aug 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Inclusive practices in HPE		Planning and Evaluating a Movement Program Due: Week 6 Friday (27 Aug 2021) 11:45 pm AEST
Week 7 - 30 Aug 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Health Literacy and personal development. How can information about the health practice of children and their families be collected?		
Week 8 - 06 Sep 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 8: 21st Century Health Issues		
Week 9 - 13 Sep 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Health promotion and the responsibility of educational professionals		
Week 10 - 20 Sep 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Topic 10: Health, physical activity and social outcomes. The interrelated nature of social, emotion and physical development in childhood.		
Week 11 - 27 Sep 2021		
Module/Topic	Chapter	Events and Submissions/Topic
		Multimedia Health Promotion Package Due: Week 11 Friday (1 Oct 2021) 11:45 pm AEST
Week 12 - 04 Oct 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Review/Exam Week - 11 Oct 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 18 Oct 2021		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Planning and Evaluating a Movement Program

Assessment Type

Written Assessment

Task Description

You are to plan a sequence of no more than 3 lessons of physical activities suitable for developing the fundamental movement skills of young children. Your plan must be a sequence of lessons which are no more than 30 minutes duration per lesson that link together through a common theme relevant to a chosen

Primary school year level and address the appropriate content descriptors from the Australian Curriculum: Health and Physical Education.

The program should be based on the physical and social developmental characteristics of children described in the Australian Curriculum: Health and Physical Education 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.

You are to also create an assessment checklist of skills for your designed lesson sequences you could use to make judgments about learner attainment of the chosen movement skills. This assessment tool should adhere to the requirements of the content descriptors and achievement standards for the Australian Curriculum: Health and Physical Education. **This does not require you to create a criteria sheet/rubric but instead it is simply a checklist for the sequence.**

A suggested format for recording planning ideas will be provided on the Moodle site for this unit however you may also use any format of your own design that allows all task expectations to be demonstrated.

In a concluding statement clearly outline within no more than 500 words how your sequence of lessons achieves:

- A strengths-based approach that encourages 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 and resources 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.

Assessment Due Date

Week 6 Friday (27 Aug 2021) 11:45 pm AEST

Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform student responses to the next assessment task.

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
- Professional levels of personal literacy

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Plan and evaluate developmentally appropriate experiences that promote physical activity, play and the acquisition of fine and gross motor and fundamental movement skills for primary school learners of varying abilities and characteristics
- Manage the assessment of risk and organisation of safe, inclusive physical activities
- Match learning goals, teaching strategies and resources to knowledge of child development

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

2 Multimedia Health Promotion Package

Assessment Type

Group Work

Task Description

You will complete this task in small groups (of **no more** than five) to show your understanding of the social construction of health and the factors that affect health and/or levels of physical activity or wellbeing 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 including those from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Suggested topics will be listed on the Moodle site for this unit but your group may negotiate a topic of choice with your lecturer.

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).

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 development of these resources e.g. posters, radio or television advertisements, brochures or activity packages for children, parents or communities, newsletters, community displays etc.

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.

Assessment Due Date

Week 11 Friday (1 Oct 2021) 11:45 pm AEST

Return Date to Students

Feedback on this final assessment response will be provided following moderation and prior to the date of 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
- Professional levels of personal literacy

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Plan and justify health and wellbeing promotion strategies that support primary school learners and families from diverse groups in applying understanding of health literacy
- Engage in professional learning to evaluate and enhance education for health and wellbeing in primary school contexts
- Evaluate and justify the role of education in influencing personal and community health and wellbeing

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

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