

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** Health and Physical Education Curriculum

**Unit ID:** EDBED1018

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (EDBED1005)

**ASCED:** 070301

**Description of the Unit:**

This unit will develop an understanding of the role of health and physical education (HPE) in promoting physical, mental, emotional and social health for young people within the school setting. The unit provides the opportunity for students to explore and navigate recent developments and social issues in primary HPE. Students will explore the importance of understanding the different backgrounds that contextualize HPE and how to make curricular and pedagogical choices to address all of the children's learning strengths and needs in a class. The learning activities will enable students to master basic knowledge, concepts and skills to teach HPE in schools including effective planning and reflective practice. The unit also emphasizes developing students understanding and application of curriculum, pedagogy and assessment models and practices.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Explore recent developments and current social issues associated with primary HPE teaching and learning
- K2.** Develop a sound knowledge and understanding of pedagogic practices in primary HPE.
- K3.** Understand and interpret contemporary curriculum relevant to teaching and assessing primary HPE.
- K4.** Develop a sound knowledge and understanding of how to develop HPE activities that cater to a range of student learning strengths and needs.

#### Skills:

- S1.** Apply contemporary curriculum and assessment practices to design HPE content.
- S2.** Design engaging student-centred lessons that utilize a range of pedagogic practices to address the learning strengths and needs of students from diverse backgrounds
- S3.** Analyze how recent developments and social issues impact HPE teaching and learning.
- S4.** Develop assessment criteria and grading procedures relevant to primary HPE

#### Application of knowledge and skills:

- A1.** Evaluate and address a range of social issues that have the potential to impact a primary HPE class.
- A2.** Plan a sequential unit of work based on HPE primary curriculum that incorporates assessment practices and caters for the learning strengths and needs of students from diverse backgrounds.
- A3.** Plan and implement HPE lessons that incorporate a range of pedagogical approaches to address the learning strengths and needs of students from diverse backgrounds.
- A4.** Work collaboratively and effectively with colleagues to improve student learning HPE

#### Unit Content:

Topics will include:

- Examining Health and Physical Education as a social construct
- Understanding the importance of delivering quality health and physical.
- Exploring the different levels of physical activity engagement that children bring to class
- Examining the social barriers to active PE engagement
- Creating HPE lessons that cater to the learning strengths and needs of students from diverse backgrounds.
- Understanding and applying the Australian curriculum: Health and PE
- Exploring different pedagogical approaches to deliver HPE content.
- Developing strategies for inclusion in HPE
- Authentic learning and assessment in HPE.
- Purposefully connecting health and PE
- Health education in the twenty-first century
- Health education vs health promotion
- Whole-school approaches to promoting health

- Developing effective HPE unit plans

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S3, A1	Students explore recent developments and current issues in teaching primary HPE by analysing life stories through the lens of literature.	Essay	40-50%
K2, K3, K4, S1, S2, S4, A1, A2, A3	Students present the introductory aspects of a unit of work and sequenced lesson ideas.	Hurdle	S/U
K2, K3, K4, S1, S2, S4, A1, A2, A3, A4	Students plan a sequential unit of work that aligns with the current primary HPE curriculum, caters for the specific learning needs of students across a range of abilities, and includes assessment tasks and related assessment criteria. Students deliver a learning activity from that unit and critically reflect upon task.	Multimodal Task	50-60%

### Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)