



Course Outline (Higher Education)

School:	School of Education
Course Title:	HEALTH AND PHYSICAL ACTIVITY IN SOCIETY
Course ID:	EDHPE3002
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	HEALT3004
ASCED:	070199

Description of the Course:

Students will explore the place of physical activity and creative movement styles in a range of populations from a health and wellbeing, educational, historical and socio-cultural perspective. They will develop constructs of physical activity and the range of health benefits it offers across a lifespan through participation in a range of physical activities. Influences of physical activity behaviours, health-behaviour processes and models, physical activity trends, and the impact of physical activity will be explored from a socio-critical perspective, in reference to a range of populations. Skills will be obtained in measuring physical activity levels, data analysis, research and ICT, learning and teaching in a range of physical activities and creative movement styles. Students will also consider the place of physical activity and specifically lifetime physical activity in various settings, not only the school setting. They will gain knowledge and skills in planning and delivering physical activities in various settings.

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

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>					
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>					

Learning Outcomes:

Knowledge:

- K1.** Understand physical activity (PA), its constructs, the health benefits of regular PA and the health consequences of PA, across a lifespan
- K2.** Explore and explain theoretical health models which explain PA behaviours and PA trends of cohorts across a lifespan
- K3.** Compare methods of assessing PA and the importance of lifetime Physical Activity in the promotion of health
- K4.** Recognise and assess a range of lifetime physical activity and creative movement styles and the health benefits associated with these across the lifespan
- K5.** Identify and apply effective teaching strategies to enhance the learning of a full range of student abilities.

Skills:

- S1.** Explain and define physical activity, its constructs and theoretical health models with an ecological framework.
- S2.** Explain and explore methods of assessing and the health benefits physical activity
- S3.** Demonstrate skill proficiency required to teach lifetime physical activity and creative movement styles in a range of settings.
- S4.** Develop planning documents for effectively teaching for lifetime physical activity and creative movement.
- S5.** Work collaboratively with team to achieve goals within appropriate timeframes
- S6.** Monitor and describe progress as a learner, identifying strengths and weaknesses

Application of knowledge and skills:

- A1.** Apply suitable theoretical models to explain PA behaviours and behaviour change for specific cohorts and settings
- A2.** Analyse and interpret data on PA trends relative to guideline documents
- A3.** Compare and apply appropriate methods of assessing PA levels for specific cohorts
- A4.** Analyse and critique on examples of Physical Activity strategies targeting various settings and populations
- A5.** Develop strategies for using ICT to promote physical activity and creative movement to a specific cohort and setting
- A6.** Plan, deliver and reflect on effective, safe physical activities and/ or creative movement classes using a range of pedagogical approaches for various learners and in different learning settings.

Course Content:

Physical Activity

- Definitions and classifications of PA and its constructs
- Participation in physical activity across the lifespan

Relevance of Health and Physical Activity

- Health benefits of regular physical activity & health consequences of inactivity
- Physical Activity guidelines
- Measuring Physical Activity

- Health and physical activity in a range of settings

Developing lifelong Physical Activity behaviours.

- Exploration of, and participation in lifelong Physical Activity in a range of settings
- Positioning lifetime physical activity in the school sport setting

Teaching lifelong physical activity behaviours.

- Teaching lifelong target sports to meet curriculum guidelines
- Examples may include Dance, Pilates, yoga, Tai Chi, relaxation classes, golf, fitness classes, lawn bowls, bocce, croquet, ten pin bowling and Archery
- Effective teaching strategies for teaching lifelong sports for a full range of student abilities.

Influences Physical Activity behaviours - ecological model of health

- From a socio-critical perspective
- Personal critical reflection on place of physical activity in society and school communities
- Applying theoretical health models to understanding reasons to participate in Physical Activity and the physical activity trends across a lifespan

Values:

- V1.** Appreciate and recognise the impact and importance of participating in physical activity and creative movement on health and wellbeing across a lifespan.
- V2.** Appreciate the role of lifetime within a range of settings, especially in school setting
- V3.** Display appropriate etiquette, teamwork and cooperation when actively participating in selected PAs

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, A1, A3, A4, S6	AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A2, A5, S5	AT2, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K5, S3, S5	AT2

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K5, S1, S2, S6	AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	A6, S6	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1,K2,K3,K4,S1,S2,S3,A1,A2,A3,A4 APST 2.1	Review and participation in lectures, practical sessions, prescribed readings and self-directed study	Exam	30-50%
K1,K2,K3,K4,S1,S2,S3,A1,A2,A3,A5.A6 APST 2.1	Planning, researching, designing and reflecting on an assignment	Assignment	30-50%
K1,K2,K3,K4,K5,S3,S4,S5,S6,A1,A6 APST 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.5, 4.2, 5.2	In pairs or groups plan, present and reflect on a student teaching experience.	Student teaching experience lesson plan, delivery (according to criteria) and reflection	20-40%

Adopted Reference Style:

APA

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

 Fed Cite - [referencing tool](#)