

# Unit Outline (Higher Education)

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

**Unit Title:** Health and Physical Activity in Society

**Unit ID:** EDHPE3002

**Credit Points:** 15.00

**Prerequisite(s):** Nil

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

**Exclusion(s):** (HEALT3004)

**ASCED:** 070199

**Description of the Unit:**

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)

**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.** 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.

**Unit 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

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, A1, A2, A3, A4	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	Planning, researching, designing and reflecting on an assignment	Assignment	30-50%
K1, K2, K3, K4, K5, S3, S4, S5, S6, A1, A6	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](#)