

# Course Outline

**School / Portfolio:** Faculty of Health

**Course Title:** HEALTH AND PHYSICAL ACTIVITY IN SOCIETY

**Course ID:** HEALT3004

**Credit Points:** 15.00

**Prerequisite(s):** HEALT2006

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

**Exclusion(s):** Nil

**ASCED Code:** 69903

**Program Level:**

AQF Level of Program						
	5	6	7	8	9	10
<b>Level</b>						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

**Learning Outcomes:**

**Knowledge:**

- K1.** Define physical activity (PA) and its constructs
- K2.** Explain the health benefits of regular PA and the health consequences of PA, across a lifespan
- K3.** Explain how government and curriculum guidelines influence PA behaviours
- K4.** Explain influences of PA participation for a range of populations including social, cultural, economic, physical, environmental
- K5.** Describe theoretical health models which explain PA behaviours and behaviour change
- K6.** Explore and explain PA trends of cohorts across a lifespan
- K7.** Describe methods of assessing PA
- K8.** Describe various PA health promotion strategies including ICT
- K9.** Discuss the importance of lifelong PA in the promotion of health
- K10** . Construct tactical awareness and understanding in a range of lifelong target sports
- K11** . Explain strategies, techniques and rules common to lifelong target sports

**Skills:**

- S1.** Demonstrate skill proficiency required to teach lifelong target sports in a school setting
- S2.** Develop curriculum planning documents for effectively teaching a lifelong target sport

# Course Outline

## HEALT3004 HEALTH AND PHYSICAL ACTIVITY IN SOCIETY

- S3.** Work collaboratively with team to achieve goals within appropriate timeframes
- S4.** Monitor and describe progress as a learner, identifying strengths and weaknesses

### Application of knowledge and skills:

- A1.** Apply fundamental and sport skills and tactical awareness and understanding in a range of lifelong target sports
- A2.** Apply suitable theoretical models to explain PA behaviours and behaviour change for specific cohorts and settings
- A3.** Analyse and interpret data on PA trends relative to guideline documents
- A4.** Compare and apply appropriate methods of assessing PA levels for specific cohorts
- A5.** Collect, analyse and critique on examples of PA health promotion strategies targeting various settings and populations
- A6.** Develop a strategy using ICT to promote PA for improved health to a specific cohort and setting
- A7.** Deliver and reflect on an effective and safe lifelong target sport lesson

### Course Content:

Topics may include:

- What is PA?  
Definitions and classifications of PA and its constructs  
Participation in PA across the domains
- How do health and PA relate? Health benefits of regular PA & health consequences of inactivity  
Physical, social, mental, emotional - across the lifespan  
PA guidelines - What are they and on what are they based?  
Measuring PA across the lifespan - Why measure PA and how is it done?
- What influences PA behaviours?  
A socio-cultural perspective  
Personal critical reflection on place of PA in society and school communities  
Applying theoretical health models to understanding PA behavioural change  
PA trends across a lifespan
- How can we promote healthy PA behaviour to all - effectiveness of ICT
- How can we ensure school students develop lifelong PA behaviours?  
School curriculum guidelines - Where does health and PA fit into a school curriculum?  
Exploration of, and weekly participation in PAs suitable to a school setting  
Multicultural games  
Lifelong PA for all - catering for diversity  
Sport, fitness, leisure, recreational, relaxation  
Positioning lifelong sports in the school sport setting  
Participation in lifelong target sports  
Content and pedagogical knowledge and skills  
Example target sports - golf, lawn bowls, bocce, croquet, ten pin bowling and archery

### Values and Graduate Attributes:

#### Values:

- V1.** Appreciate the impact and importance of physical activity on health
- V2.** Appreciate the role of lifelong PA and sports within the school context and in enhancing continued participation in PA throughout the lifespan

# Course Outline

HEALT3004 HEALTH AND PHYSICAL ACTIVITY IN SOCIETY

- V3.** Display appropriate etiquette, teamwork and cooperation when actively participating in selected PAs

## Graduate Attributes:

Attribute	Brief Description	Focus
Continuous Learning	Students will be encouraged to build on prior knowledge and experiences relevant to health and physical activity. They will also be guided to source and critically evaluate contemporary research literature and data, and reflect on their personal values and beliefs relevant to the area, setting an expectation and establishing behaviour patterns to construct new meaning to adapt to different settings.	Medium
Self Reliance	Students will be encouraged to build on prior knowledge and experiences relevant to health and physical activity. They will also be guided to source and critically evaluate contemporary research literature and data, and reflect on their personal values and beliefs relevant to the area, setting an expectation and establishing behaviour patterns to construct new meaning to adapt to different settings.	Medium
Engaged Citizenship	Students will engage with concepts relating to health and PA for a range of populations across a lifespan. They will develop an appreciation of the facilitators and barriers, possibilities and challenges to PA for health within different communities. They will also engage with their peers, working collaboratively to produce a multimedia presentation.	Medium
Social Responsibility	Students will adopt an ethically responsible attitude to their future role in educating young people to understand health concepts and health positions from a socio-cultural national and global perspective. They will appreciate the strong impact educators have on students physical activity and health behaviours.	Medium

## Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
All Values	Attendance and participation in practical sessions	At least 90% attendance at tutorials and reflections on peer presentations	S/U
K1, K2, K3, K4, K5 K6, K 7, K8, K11, S12, A18, A19,	Self directed study of lecture and tutorial content and readings	Class tests	20-30%
K5, K6 K8 K9, K11, S14, A17, A18, A20	Group problem-based learning assignment: Research a specific group's health and physical activity behaviour trends, needs, issues and develop a media campaign and television commercial promoting PA for health to a specific group.	Media campaign assignment and DVD	30 - 50%
K4, K9, K10, K11, S12, S13, S15, A16, A2, A22	Develop a Lifelong Target Sport unit and from this plan, present and reflect on a STE	Curriculum planning documents, lesson delivery and reflection	30 - 50%

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HEALT3004 HEALTH AND PHYSICAL ACTIVITY IN SOCIETY

## Adopted Reference Style:

APA