

Course Outline

School / Portfolio: Faculty of Health

Course Title: FUNDAMENTALS OF MOVEMENT, FITNESS AND INSTRUCTION

Course ID: HMALS1007

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 69903

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Define physical activity and fitness and their relationship with health
- K2.** Identify the motivators of, goals for and barriers to physical activity, in particular fitness activities from a socio-critical perspective
- K3.** Explain the fundamental teaching skills and strategies to ensure an inclusive, safe and effective fundamental motor skill (FMS) and fitness class
- K4.** Explain different approaches to teaching FMS and fitness
- K5.** Understand potential for implementation of ICT within teaching practices/strategies.
- K6.** Recognise and describe components of the FMS
- K7.** Define components of fitness and describe how fitness is attained
- K8.** Understand training principles for the development of fitness appropriate to the physical and intellectual development and school stage of the student
- K9.** Understand the limitations of, and impact of fitness testing in a school environment

Skills:

- S1.** Proficiently perform the FMS that are considered to be important for participating and instructing in many activities in sport and physical education
- S2.** Plan an inclusive, safe and effective lesson
- S3.** Analyse FMS proficiency and design interventions to address movement errors

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S4. Work collaboratively with peers

Application of knowledge and skills:

A1. Identify and recommend the application of various modes of exercise for specific purposes

A2. Deliver, assess and reflect on an inclusive, safe and effective lesson

A3. Readily and confidently provide accurate corrective feedback to peers

A4. Use ICT to record, review and evaluate skill and fitness performance

A5. Evaluate an individual/s fitness levels, develop fitness and behavioural based goals and plan a comprehensive training program based on knowledge of physical and intellectual development and school stage of the student

Course Content:

Topics may include:

- Teaching strategies for effective teaching and learning
 - Voice care and projection
 - Safe participation
 - Instructions, demonstrations, cues and feedback
 - Verbal and non-verbal communication
- Lesson planning
 - Learning objectives
 - Teaching goals
 - Skill sequencing and progression
 - Session and group organisation
 - Maximising participation
- Fundamental motor skills
 - Classification and components
 - Analyses – identification of common faults
 - Intervention strategies and feedback
 - Incorporating ICT
- Fundamentals of fitness
 - Fitness components
 - Principles of fitness
 - Modes of exercise
 - Program design
 - Fitness training ICT (Apps) appropriate to the HPE setting - review of available resources
- Integrating fitness and fundamental motor skills in a PE program
- Place of fitness in schools and as physical activity pursuits

Values and Graduate Attributes:

Values:

- V1.** Appreciate the role of physical activity in the pursuit and maintenance of a healthy lifestyle
- V2.** Appreciate the diversity of approaches to, and goals for physical activity for the broader population
- V3.** Appreciate their role as advocates, leaders and motivators in the field of exercise and physical activity in both educational and non-educational settings

Graduate Attributes:

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Attribute	Brief Description	Focus
Continuous Learning	Students will be guided and encouraged to build on prior FMS and fitness learning experiences and pedagogical knowledge, setting an expectation and establishing behaviour patterns to construct new meaning and skill application to adapt to different settings. They will also self assess their FMSs and fitness, and will develop and implement strategies to improve these attributes.	Medium
Self Reliance	Students will develop self reliance through successfully adapting to independent, team, competitive and collaborative learning situations, and student-centred assessment strategies. Students' ability to meet these expectations and challenges will provide them with the confidence and assurance to be successful as learners and teachers.	Medium
Engaged Citizenship	Students will engage with their peers through peer teaching, feedback and team teaching experiences	Low
Social Responsibility	Students will be introduced to their responsibilities as a teacher such as providing a safe learning environment, and planning and implementing teaching strategies to ensure maximum participation for all students. They will also question concepts such as skill, fitness and fitness testing from a socio-critical perspective, recognising the different meanings held by different populations.	Medium

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
	Practical attendance and participation in tutorials Practise and develop FMS, fitness and teaching skills and strategies in a range of practices, providing and accepting feedback from peers to improve performance	1a. At least 90% attendance 1b. Demonstration of skills 1c. FMS Analysis	S/U
S1, S2, S3, S4 A2, A3	In pairs, plan, present, assess and reflect (using a film clip) on a student teaching experience to class of peers. The lesson should include two activities, the second scaffolding on learning from the first, indication appropriate skill sequencing and progression and corrective feedback to develop a specified FMS.	2. Student teaching experience lesson plan, delivery (according to criteria) and reflection	20-40%
K2, K7, K8 A1, A5	Develop and plan a fitness training program appropriate to a student at a specific school stage incorporating the use of an appropriate ICT program	3. Training program and evaluation of ICT program effectiveness	20-40%
K1, K2, K3, K4, K5, K6, K7, K8, K9	Participation in lectures, practical sessions, prescribed readings and self-directed study	4. Theory examination	30 - 50%

Adopted Reference Style:

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