Description: Physical Educ and Health Education - New Agendas

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>EDU</td>
<td>1461</td>
<td>25343</td>
<td>2, 2003</td>
<td>ONC</td>
<td>1.00</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070301

STAFFING
Examiner: Tracey Millar
Moderator: Tony Rossi

RATIONALE
Since the Hobart Declaration on Schooling in 1988, Health and Physical Education (HPE) has been acknowledged as one of the key learning areas on school curricula. One of the major problems in HPE has been the lack of syllabus and curriculum work at the systemic level. In Queensland for example, it is 1972 since the last formal physical education document was written. More recently, the Queensland 1-10 Health and Physical Education syllabus was released as a potential working document for teachers in this key learning area. The syllabus has emerged from a national Statement on Health and Physical Education and a major Senate Inquiry (1992). It is a bold document, which takes this area of schoolwork in new directions. The syllabus and the discipline more generally, have called for and now promote a social model of health, meaningful movement experiences and an exploration of the self as a social participant. It is important for primary teachers and lower secondary teachers to understand the philosophical tenets of the syllabus, the directions it seeks to take and for dominant discourses of sport, fitness, exercise and health to be challenged. Closer scrutiny of this thing we call health reveals that it means different things to different people. Based on Evans and Clarke's (1989) premise that physical education makes as many enemies of children as it does friends, the course explores why it is important to understand just how physical education is experienced by children and how our actions as teachers influences this. Research points to how the physical education experience has a profound experience on health and health related exercise behaviour in the post compulsory school period. Hence it is crucial that the delivery of curriculum health and physical education is undertaken with sensitivity, compassion and with the development a positive sense of self as a priority.
SYNOPSIS

Like the Queensland 1-10 Health and Physical Education syllabus, this course takes a social model of health as its point of departure. Students will be encouraged to challenge what they know about health and physical activity and to seek solutions to the problems and engage the key issues that surround this key learning area. The major themes of the syllabus are explored, health as a curriculum organiser is analysed, and physical activities through which the syllabus might be delivered are undertaken. Further, this course develops and builds on the idea that physical education and health play a role in self-identity formation in young children. It makes consideration of health behaviour and health choices in the period Giddens (1991) has labelled late modernity. There is an attempt to build a picture of health and health related exercise as a deeply personalised issue and that there is a problematic relationship between ‘being healthy’, ‘being well’ and ‘being fit’. These popular discourses are exposed as being framed by inappropriate cultural conventions that often emerge in teachers’ work as de-facto objectives in the key learning area.

OBJECTIVES

Upon successful completion of this course students should:

- Have developed an understanding of the physical and health education area.
- Understand how the key learning area has changed to incorporate social models of health and to be cognisant of the dominance of bio-medical notions of health.
- Be comfortable in a range of experience movement settings and environments.
- Recognize the relationship between physical activity, physical education and sport.
- Have developed further skills and competencies in a range of movement settings and environments.
- Have an understanding of how every day language can be used to create meaning in movement. Understand how physical and health education can be integrated across the curriculum.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Foundations of health and physical education</td>
<td>25.00</td>
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<tr>
<td>1.1. Social models of health</td>
<td></td>
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<tr>
<td>1.2. Being physically education</td>
<td></td>
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<tr>
<td>1.3. Syllabus documents and outcomes based education in HPE</td>
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2. Integrating the health and physical education syllabus across the curriculum  50.00

2.1. What is integration?

2.2. Health and Literacy

2.3. Physical education and science

3. Alternative approaches to teaching physical education  25.00

3.1. Approaches to pedagogy

3.2. Fundamental motor skills

3.3. Teaching games for understanding

3.4. Sports education

**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

Course EDU1461 Workbook available through the USQ Bookshop.

**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<td>Examinations</td>
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<tr>
<td>Laboratory or Practical Classes</td>
<td>15</td>
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<tr>
<td>Lectures</td>
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<tr>
<td>Private Study</td>
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<td>Tutorial</td>
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**ASSESSMENT DETAILS**

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<th>Due Date</th>
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<tr>
<td>PHYS ED OR HEALTH ASSIGNMENT</td>
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<td>10 Oct 2003</td>
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**NOTES:**
- Students will be advised of the examination date for this course when the official timetable for Semester 2 2003 has been finalised.

**IMPORTANT ASSESSMENT INFORMATION**

1. Attendance requirements:
   - It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them,
and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must gain a grade of at least C- for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 1 equivalence point gained by the student for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least C- for each of those assessment items.

5 Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate of the grades obtained for each of the summative assessment items in the course.

6 Examination information:
   In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.

7 Examination period when Deferred/Supplementary examinations will be held:
   Any Deferred or Supplementary examinations for this course will be held during the next examination period.

8 University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

2 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

3 All assessment items must be attempted/submitted and passed.

OTHER REQUIREMENTS

1 Students will require a further text which will be made available for purchase from their swimming tutor.