Description: Bio-Physical Foundations of Physical Activity 2

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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<tr>
<td>EDU</td>
<td>2463</td>
<td>21315</td>
<td>1, 2003</td>
<td>ONC</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070301

PRE-REQUISITES
Pre-requisite: EDU 2462

RATIONALE
The implications for the coach and physical educator of biophysical characteristics specific to children and adolescents learning physical activities are profound. This course will seek to further hone students' knowledge of physical and psychological aspects of children and adolescents' learning of skills associated with sport and physical activity. These aspects will stem from practical situations and concerns which coaches and physical educators encounter in the field. The key foci for students will involve: physical growth and development issues pertaining to the teaching and learning of physical skills relevant to the physical education environment; perceptual motor development and theories and practices relevant to teaching tactics and decision-making in a games context; physiological responses to training especially pertaining to children and adolescents; specific psychological training techniques (goal-setting, motivation, self-efficacy)

SYNOPSIS
Building on the interdisciplinary framework of the pre-requisite course (EDU 2462), this course will enhance student understanding via a more concentrated focus on physical, psychological and cognitive factors that may impact on the teaching and learning of movement skills.

OBJECTIVES
As a result of successful completion of this course, students will be able to:

- define and describe osteochondroses common to children and adolescents.
- describe and explain the general physiological differences between children and adults in terms of musculo-skeletal growth and development.
- demonstrate understanding of human locomotion in kinesiological terms and from the perspective of performance analysis.
• demonstrate understanding of contemporary models, components and taxonomies of motor skill acquisition principles and apply these to learning, teaching, performing and coaching of movement skills.
• demonstrate understanding of contemporary theories of learning and teaching tactics and decision-making in a games context.
• demonstrate understanding of the principles underpinning the training and physical development of young athletes.
• demonstrate understanding of the principles and practices underpinning goal-setting, motivation, physical activity participation and non-participation as they apply to children and adolescents.
• predict, evaluate and justify the appropriateness of specific examined practices, theories and principles to particular practical environments and scenarios.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. The Young Athlete - Physiological and Kinesiological Capabilities and Considerations</td>
<td>25.00</td>
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<td>1.1. growth and development patterns</td>
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<td>1.2. osteochondroses and overuse injuries in children and adolescents</td>
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<td>1.3. preparation of children for physical activity and prevention of injuries</td>
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<td>1.4. developmental biomechanics and practical application of biomechanical principles in physical activity via performance analysis</td>
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<tr>
<td>2. Perceptual Motor Control, Skill Learning and Decision-making</td>
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<tr>
<td>2.1. Perceptual motor development</td>
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<td>2.2. Sensory information and movement control and learning</td>
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<td>2.3. Tactics and decision-making in games contexts</td>
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<td>2.4. Applications and implications for instructors</td>
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3. Children, Physical Activity, Training and Sport: physiological considerations

3.1. Effects of training on children

3.2. Types of training for young athletes (speed, strength, anaerobic, aerobic)

4. Children, Physical Activity, Training and Sport: psychological considerations

4.1. goal-setting

4.2. motivation

4.3. maintaining participation

4.4. self-confidence and self-efficacy

**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.


(also now published by Human Kinetics)

**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

ACTIVITY HOURS
Assessment 40
Directed Study 40
Lectures 30
Private Study 30
Tutorials or Workshops 30

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>ORAL PRESENTATION</td>
<td>40.00</td>
<td>40.00</td>
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<td>17 Apr 2003</td>
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<tr>
<td>PAPER (2000-3000 WORDS)</td>
<td>60.00</td>
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<td>30 May 2003</td>
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NOTES:

. The paper must be written according to APA Style (5th edition).

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 obtain at least 50% of the marks available (or at least a grade of 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 20% of the total marks available 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 a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily* completing all summative assessment items (oral presentation and paper). *as stated in Section 2

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 marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
   There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   Nil

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 Relations. The regulations can be found at the URL http://www.usq.edu.au/SECARIAT/calendar/Part5/index.htm or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

9 Students must retain a copy of each item submitted for assessment. This must be produced within 24 hours if required by the Examiner. 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. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications. All assessment items must be attempted/submitted and passed.