ECH 332

PDHPE: Wellness and Wellbeing

D2 2012

Institute of Early Childhood

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**General Information**

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Convenor</strong></td>
</tr>
<tr>
<td>Carole Dawes</td>
</tr>
<tr>
<td><a href="mailto:carole.dawes@mq.edu.au">carole.dawes@mq.edu.au</a></td>
</tr>
<tr>
<td>Contact via <a href="mailto:carole.dawes@mq.edu.au">carole.dawes@mq.edu.au</a></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Credit points</th>
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<tbody>
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<thead>
<tr>
<th>Prerequisites</th>
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<table>
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<tr>
<th>Corequisites</th>
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<table>
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<tr>
<th>Co-badged status</th>
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<table>
<thead>
<tr>
<th>Unit description</th>
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<tbody>
<tr>
<td>This unit addresses the eight strands that cover knowledge and understanding of Personal Development Health and Physical Education (PDHPE). The five skills are also examined to ensure the pre-service teacher unpacks strategies for developing positive healthy attitudes in children. The unit develops the pre-service teacher's skills in human movement and sports skills, gymnastics, aquatics and interpersonal skills. It involves participation in active movement, dance and game experiences. Skills and knowledge in planning, teaching and evaluating PDHPE programs are examined, including modifications to the curriculum to meet the needs of diverse learners.</td>
</tr>
</tbody>
</table>

**Important Academic Dates**

Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

**Learning Outcomes**

1. Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
2. Integrate PDHPE with other Key Learning Areas.
3. Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
4. Critically evaluate educational resources and link them to appropriate learning outcomes.
5. Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.
**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>Online coaching course</td>
<td>20%</td>
<td>24 August 2012</td>
</tr>
<tr>
<td>Practical assessment</td>
<td>30%</td>
<td>Between Weeks 5 and 7</td>
</tr>
<tr>
<td>Mini unit of work</td>
<td>40%</td>
<td>12 October 2012</td>
</tr>
<tr>
<td>Online reflection</td>
<td>10%</td>
<td>9 November 2012</td>
</tr>
</tbody>
</table>

**Online coaching course**

Due: **24 August 2012**  
Weighting: **20%**

Beginning Coaching General Principles - Online coaching course (approximately 6 hours)

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

**Practical assessment**

Due: **Between Weeks 5 and 7**  
Weighting: **30%**

Practical assessment of teaching skills for Games and Sport

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

**Mini unit of work**

Due: **12 October 2012**
Weighting: 40%

Create a mini unit of work for Personal Development and Health

This Assessment Task relates to the following Learning Outcomes:
- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Online reflection
Due: 9 November 2012
Weighting: 10%

Review course readings or an area of interest and reflect on its application to children and issues of physical activity.

This Assessment Task relates to the following Learning Outcomes:
- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Delivery and Resources

About this unit

This unit addresses the 8 strands which cover knowledge and understanding of the Key Learning Area of Physical Development, Health and Physical Education. This unit also provides students with strategies for delivering and teaching the PDHPE outcomes as well as assessing progress of children in relation to health and fitness. The unit incorporates technology and practical skill development to ensure students will be confident in their ability to convey the importance of PDHPE in both early childhood and primary education settings. Students will be encouraged to reflect upon their own health and physical activity, and in doing so, promote better lifestyle choices in young children and others.

Classes

Classes are timetabled for Monday, Thursday and Friday. This course is offered via internal and external modes.
Internal students must attend a one-hour lecture per week on Thursday and one two-hour tutorial/workshop per week either Monday, Thursday or Friday.

For practical sessions, students must wear appropriate clothing and footwear (such as joggers) for participation in sporting activities.

Lecture:    9am Thursday
Tutorials: Monday    1pm – 3pm

    Thursday 10am – 12 noon OR 2pm – 4pm OR 4pm – 6pm

    Friday 8am – 10am

Practical sessions: These sessions will be held in Macquarie Sports & Aquatic Centre, and the Drama Studio X5B 145. Please refer to the class timetable on p. 5 and the iLearn website. Please note that there are different locations for each of the tutorial groups; so you must check the locations of your tutorial group for practical sessions on iLearn.

External students

The on campus sessions are on Friday 21st and Saturday 22nd September 2012 9am to 5pm both days. Failure to attend all or part of the sessions will result in automatic exclusion from the unit.

Audio lectures are available on the Echo link on iLearn.

The iLearn web site is a useful way to make contact with your fellow students and the discussion page allows you to communicate with all ECH332 students regarding individual interests and issues related to the unit. Distance students frequently find this support valuable. It is also helpful to interact with your peers online before the on campus Session.

You will receive a letter regarding the on campus sessions early in the semester. This will provide information regarding preparation for the session. A program will be provided on iLearn. When you arrive at IEC, please register between 8:30am and 8:50am at the Centre for Open Education (COE). COE will advise you of the venue.

iLearn website

The iLearn website for this unit can be found at: https://ilearn.mq.edu.au

To access the site students will need to use their student username and password to log in and then choose ECH332 from their My Online Units menu.

Please do NOT contact the Unit Convenor regarding iLearn technical support. Contact the Macquarie University Student IT Help Desk. Phone 9850 4357. Email help@mq.edu.au

Required and recommended texts and materials

Internal and external students are required to purchase the following text from the University Co op Bookshop:
Students are expected to purchase or download the PDHPE NSW KLA syllabus and support documents. The Board of Studies website is:


Recommended reading


Journals

Adapted Physical Education Quarterly

American Journal of Health Education Asia-Pacific Journal of Health, Sport and Physical Education

Contemporary Educational Psychology

International Education Studies
Journal of Experiential Education
Journal of Physical Education, Recreation and Dance
Journal of Science and Medicine in Sport
Journal of School Health
Journal of Teaching in Physical Education
Learning and Individual Difference
Learning and Instruction
Physical Activity and Fitness Research Digest
PALAESTRA
Physical Education and Sport Pedagogy
Physical Educator
Problems of Education in the 21st Century
Psychology of Sport and Exercise
Research Quarterly for Exercise and Sport
Quest
Sociology of Sport Journal
Sports Coach
Sport, Education and Society
Strategies: A Journal for Physical and Sport Educators
Teaching and Teacher Education

Websites and links
http://www.ausport.gov.au
http://www.sparklebox.co.uk/australia/pdhpe/#.Te14sc29dvk
http://kidshealth.org/kid
http://pbskids.org/itsmylife/index.html
http://pbskids.org/arthur/games/aboutface/aboutface.html
### Unit Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Week</th>
<th>Lecture</th>
<th>Tutorials</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1 hour</td>
</tr>
<tr>
<td>30/7</td>
<td>1</td>
<td>Introduction</td>
<td>Introduction to PDHPE</td>
</tr>
<tr>
<td>6/8</td>
<td>2</td>
<td>Teaching methods and skills</td>
<td>Dance (PRACTICAL)</td>
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<tr>
<td>138</td>
<td>3</td>
<td>Curriculum</td>
<td>Dance (PRACTICAL)</td>
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<tr>
<td>20/8</td>
<td>4</td>
<td>Planning and implementing</td>
<td>Smart Notebook</td>
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<td><em>Assessment 1 due 24th August</em></td>
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<tr>
<td>27/8</td>
<td>5</td>
<td>Games and Sport/Dance</td>
<td>Games &amp; Sports (PRACTICAL)</td>
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<tr>
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<td><em>Assessment 2 (internal)</em></td>
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<tr>
<td>3/9</td>
<td>6</td>
<td>Inclusive practices</td>
<td>Games &amp; Sports (PRACTICAL)</td>
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<td></td>
<td><em>Assessment 2 (internal)</em></td>
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<tr>
<td>10/9</td>
<td>7</td>
<td>Integrating other Key Learning Areas</td>
<td>Games &amp; Sports (PRACTICAL)</td>
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<td></td>
<td></td>
<td></td>
<td><em>Assessment 2 (internal)</em></td>
</tr>
<tr>
<td>21/9 &amp; 22/9</td>
<td></td>
<td>EXTERNAL STUDENTS</td>
<td>Assessment 2 (external)</td>
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<tr>
<td>1/10</td>
<td>8</td>
<td>Fundamental motor skills</td>
<td>Skill development in children</td>
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<tr>
<td>8/10</td>
<td>9</td>
<td>Fitness and assessment activities</td>
<td>Fitness measurements and reporting methods</td>
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<td><em>Assessment 3 due 12th October (all students)</em></td>
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[https://unitguides.mq.edu.au/unit_offerings/34567/unit_guide/print](https://unitguides.mq.edu.au/unit_offerings/34567/unit_guide/print)
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<th>Topic</th>
<th>Location</th>
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<td>22/10</td>
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<td>29/10</td>
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<td>5/11</td>
<td></td>
<td>Current research trends</td>
<td>Current issues and barriers to physical activity in children Assessment 4 due 9th November (all students)</td>
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**Practical tutorials timetable and locations**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Location</th>
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<tbody>
<tr>
<td>6/8</td>
<td>1pm - 3pm</td>
<td>Dance</td>
<td>X5B Room 145</td>
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<tr>
<td>9/8</td>
<td>10am – noon</td>
<td>Dance</td>
<td>X5B Room 145</td>
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<tr>
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<td>2pm - 4pm</td>
<td>Dance</td>
<td>X5B Room 145</td>
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<tr>
<td>9/8</td>
<td>4pm – 6pm</td>
<td>Dance</td>
<td>X5B Room 145</td>
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<tr>
<td>10/8</td>
<td>8am – 10am</td>
<td>Dance</td>
<td>X5B Room 145</td>
</tr>
<tr>
<td>13/8</td>
<td>1pm - 3pm</td>
<td>Dance</td>
<td>X5B Room 145</td>
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<tr>
<td>16/8</td>
<td>10am – noon</td>
<td>Dance</td>
<td>X5B Room 145</td>
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<tr>
<td>16/8</td>
<td>2pm - 4pm</td>
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<td>16/8</td>
<td>4pm – 6pm</td>
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<tr>
<td>17/8</td>
<td>8am – 10am</td>
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<td>27/8</td>
<td>1pm – 3pm</td>
<td>Games &amp; Sports</td>
<td>Courtyard Studio, then Recreation Hall</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
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<td>--------------------</td>
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<td>Thurs 30th Aug</td>
<td>10am – noon</td>
<td>Games &amp; Sports</td>
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<td>2pm – 4pm</td>
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<td>Martial Arts mats</td>
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<tr>
<td>Thurs 30th Aug</td>
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<tr>
<td>Fri 31st Aug</td>
<td>8am – 10am</td>
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<td>Sports Hall</td>
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<tr>
<td>Mon 3rd Sept</td>
<td>1pm – 3pm</td>
<td>Games &amp; Sports</td>
<td>Courtyard studio, then Recreation Hall</td>
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<tr>
<td>Thurs 6th Sept</td>
<td>10am – noon</td>
<td>Games &amp; Sports</td>
<td>Recreation Hall</td>
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<td>2pm – 4pm</td>
<td>Games &amp; Sports</td>
<td>Martial Arts mats</td>
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<td>4pm – 6pm</td>
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<td>Martial Arts mats</td>
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<td>Fri 7th Sept</td>
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<td>Mon 10th Sept</td>
<td>1pm – 3pm</td>
<td>Games &amp; Sports</td>
<td>Courtyard studio, then Recreation Hall</td>
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<tr>
<td>Thurs 13th Sept</td>
<td>10am – noon</td>
<td>Games &amp; Sports</td>
<td>Recreation Hall</td>
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<tr>
<td>Thurs 13th Sept</td>
<td>2pm – 4pm</td>
<td>Games &amp; Sports</td>
<td>Martial Arts mats</td>
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<tr>
<td>Thurs 13th Sept</td>
<td>4pm – 6pm</td>
<td>Games &amp; Sports</td>
<td>Martial Arts mats</td>
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<tr>
<td>Fri 14th Sept</td>
<td>8am – 10am</td>
<td>Games &amp; Sports</td>
<td>Sports Hall</td>
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<td>Fri 21st Sept</td>
<td>11am – 1pm</td>
<td>Games &amp; Sports/Dance</td>
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<td>3pm – 5pm</td>
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<td>Sat 22nd Sept</td>
<td>11am – 1pm</td>
<td>Games &amp; Sports/Dance</td>
<td>Martial Arts mats EXTERNAL</td>
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**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://www.mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

**Learning outcome**
- Ensure that PDHPE is promoted within the early years of education to ensure a future
healthy and active lifestyle.

**Assessment task**

- Online reflection

**Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.

**Assessment tasks**

- Online coaching course
- Practical assessment
- Mini unit of work
- Online reflection

**Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systematically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.
- Critically evaluate educational resources and link them to appropriate learning outcomes.

**Assessment tasks**

- Online coaching course
- Practical assessment
Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Assessment tasks**

- Online coaching course
- Practical assessment
- Mini unit of work
- Online reflection

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcomes**

- Integrate PDHPE with other Key Learning Areas.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.

**Assessment tasks**

- Practical assessment
- Mini unit of work

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:
Learning outcome

- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.

Assessment tasks

- Practical assessment
- Mini unit of work

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Assessment task

- Online reflection

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.
Assessment task

• Online reflection

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

• Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
• Integrate PDHPE with other Key Learning Areas.
• Critically evaluate educational resources and link them to appropriate learning outcomes.

Assessment tasks

• Online coaching course
• Practical assessment
• Mini unit of work