ECH 332

PDHPE: Wellness and Wellbeing

S2 External 2013

Institute of Early Childhood

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Peter Whiteman
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Peter Whiteman
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Credit points
3

Prerequisites
39cp

Corequisites

Co-badged status

Unit description
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 interpersonal skills and skills in human movement and sports, and growth and development. It involves participation in active movement, dance and games 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.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate developing knowledge of content for the PDHPE Key Learning Area.

Integrate PDHPE with other Key Learning Areas.

Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

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 Tasks

Name	Weighting	Due
Exam	30%	Exam period
On line quiz	25%	23 August 2013 Week 4
Practical assessment	45%	Week 8

Exam

Due: **Exam period**
Weighting: **30%**

Lecture and tutorial material taken from Modules 6 – 10 (Lecture 6 Inclusive practices to Lecture 10 Current research trends).

Multiple choice and short answer questions taken from lectures, tutorials and textbook readings.

Closed book, no notes or reading materials allowed.

On successful completion you will be able to:

• Demonstrate developing knowledge of content for the PDHPE Key Learning Area.

• Demonstrate a developing understanding of pedagogy and appropriate teaching

strategies and be able to critically reflect on these.

• Critically evaluate educational resources and link them to appropriate learning outcomes.

On line quiz

Due: **23 August 2013 Week 4**
Weighting: **25%**

Purpose: This assignment provides students with the opportunity to demonstrate their understanding of Modules 1-4 of the unit.

This is an open book quiz, notes, slides and textbooks permitted. It is completed on line through the unit web site. It is an individual assessment and you must not work with other students. Students will have 60 minutes to complete the quiz once the quiz is opened. Once this time elapses, you will not be able to access the quiz again. Extra time is permitted for students with a

disability and who have had approval from the University to allow extra time.

On successful completion you will be able to:

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- 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: **Week 8**
Weighting: **45%**

Purpose: This assignment provides students with the opportunity to demonstrate their knowledge and skills in relation to PDHPE and the curriculum. In presenting a PDHPE lesson students have the opportunity to share strategies and ideas with their peers. Student will write a lesson plan for a specified topic and teach either a warm up or warm down activity as well as critically reflect on their teaching skills.

TASKS

Students will be allocated groups of two or three students for this assessment (groups to be formed in Week 3 for internal students, and for external students in the first session of the on campus sessions).

The groups will prepare either a warm up or a warm down session of approximately 10 minutes duration which they will teach to their peers. The use of equipment is not permitted. Each group will teach half the class. Groups will be randomly assigned a theme for the warm up or warm down activity, depending on the subsequent lesson being taught **(15%).**

Students will develop one lesson plan per group, which incorporates their warm up and warm down activity. The lesson plan will be assessed according to the following criteria **(15%)**:

·   preparation and resources required

·   prior student knowledge and skills needed

·   organisational strategies

·   methods used to facilitate the lesson

·   pedagogical strategies used to promote specific skills and elements

·   proposed indicators and outcomes

You will be required to **submit** the following as part of your assessment:

- a full lesson plan

- exploration of possible links to other PDHPE strands and other KLA's as well as areas for further teaching and learning
- the ways that the lesson could be differentiated to suit different learning stages and learning needs
- reference list

Each group will be videoed. Those videos will be available for viewing on Echo at the end of each week of presentations. Students will view the video online and complete an online reflection on their teaching practices and skills developed during the practical sessions.

On successful completion you will be able to:

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- 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.

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.

Teaching staff		

Unit convenor:	Carole Dawes	9850 9868
	X5B 264	carole.dawes@mq.edu.au

Classes

Classes are timetabled for Monday, Wednesday and Thursday. This course is offered via internal and external modes.

Internal students must attend a one hour lecture per week on Monday and one two hour tutorial/ workshop per week either Wednesday or Thursday.

Tutorial attendance is compulsory – failure to attend at least 80% of tutorials may result in failure of the unit.

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

Lecture: 11am Monday

Tutorials: Wednesday 10am – 12 noon OR 12 noon – 2pm

              Thursday 10am – 12 noon OR 1pm – 3pm

Practical sessions: These sessions will be held in a variety of locations including: Macquarie Sports & Aquatic Centre, Dance Studio Y3A 184; Drama Studio X5B 145 and Dance Studio X5B 292. Please refer to the class timetable on p. 6 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.

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

Pregnancy and PDHPE practical sessions

If you are pregnant or likely to become pregnant it is crucial that you are aware of the following information.

Please be realistic and responsible in relation to both your health and the health of your developing child. PDHPE is a physically demanding unit of study (for example, it might include running, dancing, jumping, standing for extended periods of time) and your fitness to undertake it must be considered in light of a pregnancy. Please feel free to discuss your circumstances with the unit coordinator.

If you are pregnant during ECH 332, you are required to obtain a doctor's clearance for participating in the practical components of the unit. A medical certificate stating that you are able to undertake physical activity will need to be provided prior to the commencement of practical sessions.

Required and recommended texts and materials

Internal and external students are required to purchase the following text from the University Co op Bookshop:

ECH332 PDHPE Wellness and Wellbeing

Students are expected to purchase or download the PDHPE NSW KLA syllabus and support documents. The Board of Studies website is:

http://k6.boardofstudies.nsw.edu.au/go/personal-development-health-and-physical-education-pdhpe

Recommended reading

Armour, K. (Ed.). (2011). *Sport Pedagogy: An Introduction for Teaching and Coaching*. Harlow: Prentice Hall.

Austin, J., & Hickey, A. (Eds.). (2007). *Education for Healthy Communities: Possibilities through SOSE and HPE.* Frenchs Forest: Pearson Australia.

Callcott, D., Miller, J. & Wilson-Gahan, S. (2012*). Health and Physical Education: Preparing Educators for the Future*. New York: Cambridge University Press.

Floyd, P. & Allen, B. (2009). *Introduction to Careers in Health, Physical Education & Sport*. (2nd ed.) California: Wadsworth Cengage Learning.

France, R.C. (2009). Introduction to Physical Education and Sports Science. New York: Cengage Learning.

Hales, D. (2012). *An Invitation to Health: Choosing to Change*. (17th ed.). California: Wadsworth Cengage Learning.

Hoeger, W.W.K. & Hoeger, S.A. (2013). *Lifetime Physical Fitness & Wellness: A Personalized Program. (*12th ed*.).* California: Wadsworth Cengage Learning.

Housner, L.D. (Ed.). (2009). *Integrated Physical Education: A Guide for the Elementary Classroom Teacher.* (2nd ed.). Fitness Information Technology: West Virginia University.

Landy, J., & Burridge, K. (2009). *Kids with zip*. Port Melbourne: Pearson Australia.

Lawrence, M., & Worsley, T. (Eds.). (2007). *Public Health Nutrition: From principles to practice.* Crows Nest: Allen & Unwin.

Meldrum, K., & Peters, J. (2012). *Learning to teach health and physical education: The student, the teacher and the curriculum*. Frenchs Forest: Pearson Australia.

Pangrazi. R.P., & Beighle, A. (2013). *Dynamic Physical Education for Elementary School Children* (17th ed.) Boston: Pearson Education.

Sorte, J., Daeshcel, I., & Amador, C. (2011). *Nutrition, Health and Safety for Young Children: Promoting Wellness.* Boston: Pearson Education.

Thompson, M.D. (2009). *Health & Physical Education: Issues for curriculum in Australia and New Zealand.* South Melbourne: Oxford.

Tinning, R., McCuaig, L. & lisahunter. (Eds.). (2006). *Teaching health and physical education in Australian schools*. Frenchs Forest: Pearson Australia.

Walkley, J., Armstrong, D. & Clohesy, P. (1998). *Fundamental Motor Skills: An Activities Resource for Classroom Teachers.* Melbourne: Department of Education.

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.achpernsw.com.au/

http://www.ausport.gov.au/

http://www.sparklebox.co.uk/australia/pdhpe/#.Te14sc29dvk

http://kidshealth.org/kid/

http://pbskids.org/itsmylife/index.html

http://www.bullyingnoway.com.au/who/default.shtml

http://pbskids.org/arthur/games/aboutface/aboutface.html

http://www.healthykids.nsw.gov.au/

http://www.primaryschool.com.au/library/health-physical-education

http://www.swimandsurvive.com.au/content_common/pg-kids-zone.seo

Changes made to previous offerings of this unit

There have been a number of changes made the unit since its initial offering in 2011.
 Assessment tasks have been reviewed, and content of the unit has been updated and
technology and practical skills have been incorporated. A new edition of the compilation
textbook has also been developed.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://www.mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://www.mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://www.mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Iec assignment submission and extension guidelines

When preparing your assignments, it is essential that you note that:

•   Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the unit has been received;

•   Assignment marks will be deducted if you submit your assignment late (refer to the 'late assignments' section below for more details);

•   Unless there are exceptional circumstances, no assignment will be accepted after the date that the assignment has been returned to other students.

•   All failing assignments will be double marked when the failure is due to unsatisfactory content. Failures that are the result of deductions for lateness or loss of marks for referencing, presentation, or plagiarism may not be double-marked;

Submission of Assignments
Assignments must be submitted by COB (5pm) on the due date. The same due date applies to students enrolled both internally and externally in the unit. If you are an external student and are not able to submit your assignment online you must ensure that it is posted in time to be received at the university by the due date.

Paper assignments that need to be submitted via the Faculty of Human Sciences Undergraduate Student Centre (Student Centre) must be handed in using the LABELLED locked box at the ground floor of C3A or in the single Afterhours Undergraduate Assignment Submission Box located outside the entrance of C3A.

All assignments submitted must be accompanied by a completed and signed Faculty of Human Sciences coversheet which downloadable from http://humansciences.mq.edu.au/

current_students/undergraduate/assignment_cover_sheet Assignments will not be accepted unless a correct coversheet is completed and signed. A copy of the assignment must be kept as proof that the assignment was completed and submitted.

Late Assignments

A deduction of 5% of the total possible mark allocated for that assignment will be made for each day or part day that assignment is late, weekends counting as two days. For example, if an assignment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

Extensions

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assignment due date. Reasons for the extension need to be documented through the **special consideration form** accessible through ask.mq.edu.au and supported (e.g., a doctor's certificate in the case of illness).

IMPORTANT: Students MUST attach a copy of their special consideration extension request outcome with their assignment.

Note that:

• Students MUST speak with the unit coordinator **prior to submitting their request through ask.mq.edu.au**

• Extension will only be granted in receipt of the completed form submitted through ask.mq.edu.au, plus documentation.

• Emails are not appropriate means of extension requests.

• It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension

• In the case of computer malfunctions, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.

• Extensions are usually not granted on the due date.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

IT Help

If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

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

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

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.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- 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.

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.
- 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.

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 systemically 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 a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- 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.

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:

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.
- Critically evaluate educational resources and link them to appropriate learning outcomes.

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

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

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 outcomes

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

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 outcomes

- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Socially and Environmentally Active and Responsible

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 outcomes

- Demonstrate a developing understanding of pedagogy and appropriate teaching

strategies and be able to critically reflect on these.

- 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.

External Students

External Students

The on campus sessions are on Saturday 10th August and Saturday 21st September 2012 9am to 5pm both days. Failure to attend all or part of the sessions will result in failure of 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.