

TEAC 3038 HEALTH AND PHYSICAL EDUCATION 2

Credit Points 10

Legacy Code 102752

Coordinator Phil Devitt ([https://directory.westernsydney.edu.au/search/name/Phil Devitt/](https://directory.westernsydney.edu.au/search/name/Phil%20Devitt/))

Description The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit further builds students' knowledge and understandings of the NSW Syllabus for the Australian Curriculum: Health and Physical Education K-10 (incorporating Health and Physical Education K-6) with a focus on the personal development and health components. Through an examination of the syllabus, modules and support documents, students will develop the necessary skills to design an effective scope and sequence for K-6 Health and Physical Education (HPE) and develop a program of work suitable for a Year 5 - 6 learner. Assessment and evaluation will be addressed and the need to develop descriptive student profiles relating to student achievement of outcomes will be highlighted.

School Education

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 2030 AND TEAC 2058

Equivalent Subjects EDUC 2005 - Personal Development Health Physical Education 1 (AREP)

Restrictions Students must be enrolled in the 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the central concepts, modes of enquiry and structure of H and PE, including recent theory and practice as relating to key topics of drug education; health education, road safety; and personal development;
2. Evaluate the cultural, socio-economic and geographical factors of the health and personal development components of the H and PE syllabus with a specific focus on Aboriginal content;
3. Explain the nature and role of H and PE as a discipline for supporting the development of health and wellbeing;
4. Apply understandings of assessment and students' learning in Years 5 ? 6 within the H and PE key learning area;
5. Design a variety of teaching, classroom behaviour and organisational management strategies to cater for a ran

Subject Content

- personal identity and how it impacts on our health
- Factors of resilience
- concepts of health, safety (including road safety) and wellbeing
- interpersonal skills that enable students to interact effectively and respectfully with others, build and maintain respectful relationships

- cultural and socio-economic and Geographical Factors of health including Aboriginal and Torres Strait Islander specific content
- drug education and lifestyle choices
- Syllabus delivery and classroom practices that meet Years 5-6 requirements for Health and Physical Education (H and PE)
- assessment practices for H and PE

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,500 words	40	N	Individual
Professional Task: Unit of work (10 lessons) for K-6 H and PE Stage 3	2,000 words	60	N	Individual

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Terrence Wright ([https://directory.westernsydney.edu.au/search/name/Terrence Wright/](https://directory.westernsydney.edu.au/search/name/Terrence%20Wright/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3038_22-1H_BA_D#subjects)