

## EDUC1058: Lifetime Physical Activities

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

<b>Course Description</b>	This course focuses on lifetime physical activity participation and will include: Fitness and exercise activity instruction, athletics, recreation and outdoor activities and adapted physical education.
<b>Requisites</b>	Students cannot enrol in this course if they have successfully completed EDUC3058.
<b>Contact Hours</b>	<b>Callaghan</b> <b>Field Study *</b> Face to Face Off Campus 10 hour(s) per Term Full Term  <b>Practical *</b> Face to Face On Campus 26 hour(s) per Term Full Term starting Week 1  * This contact type has a compulsory requirement.
<b>Unit Weighting</b>	10
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Dr Angus Leahy <a href="mailto:Angus.Leahy@newcastle.edu.au">Angus.Leahy@newcastle.edu.au</a> (02) 4921 6242 Consultation: via canvas or email in the first instance
<b>Teaching Staff</b>	Other teaching staff will be advised on the course canvas site
<b>School Office</b>	<b>School of Education</b> VG30 V Building Callaghan <a href="mailto:Education@newcastle.edu.au">Education@newcastle.edu.au</a> +61 2 4921 6428

# SYLLABUS

<b>Course Content</b>	<p>This course focuses on lifetime physical activity participation and includes both theory and practical participation across four strands of learning; Fitness and exercise/activity instruction; Athletics (Track and Field events); Adapted Physical Education (focusing on sport and physical education); and Outdoor Education recreational activities.</p> <p>This course integrates lifetime physical activity and recreation utilizing community facilities and recreational activities (including a compulsory outdoor education camp experience) with a focus on teaching and instruction of secondary school physical education and sport settings. Students will also learn to analyse and manage risk assessment for sport and physical activity in a variety of settings.</p>
<b>Course Learning Outcomes</b>	<p><b>On successful completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Demonstrate knowledge, understanding and skill competencies relating to a range of lifetime physical activities for individuals of all abilities;</li><li>2. Apply effective teaching and coaching principles/strategies to correct and extend performances in a variety of activity mediums;</li><li>3. Analyse fitness activities, exercise programs and sports using exercise science and fitness principles;</li><li>4. Demonstrate knowledge and understanding of the importance of promoting a variety of activities to adolescents in a school and community setting;</li><li>5. Demonstrate the importance of risk assessment and the safety and legal issues regarding school-aged participation in a variety of activities.</li></ol>
<b>Course Materials</b>	<p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"><li>- Dymont, J. E., &amp; Potter, T. G. (2015). Is outdoor education a discipline? Provocations and possibilities. <i>Journal of Adventure Education and Outdoor Learning</i>, 15(3), 193-208. doi: 10.1080/14729679.2014.949808</li><li>- Lubans, D. R., Smith, J. J., Harries, S. K., Barnett, L. M., &amp; Faigenbaum, A. D. (2014). Development, Test-Retest Reliability, and Construct Validity of the Resistance Training Skills Battery. <i>The Journal of Strength &amp; Conditioning Research</i>, 28(5), 1373-1380. doi: 10.1519/JSC.0b013e31829b5527</li><li>- Mutz, M., &amp; Müller, J. (2016). Mental health benefits of outdoor adventures: Results from two pilot studies. <i>Journal of Adolescence</i>, 49, 105-114. doi: <a href="http://dx.doi.org/10.1016/j.adolescence.2016.03.009">http://dx.doi.org/10.1016/j.adolescence.2016.03.009</a></li></ul>

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- Rhodes, R. E., Lubans, D. R., Karunamuni, N., Kennedy, S., & Plotnikoff, R. (2017). Factors associated with participation in resistance training: a systematic review. *Br J Sports Med*. doi: 10.1136/bjsports-2016-096950
  - Smith, J. J., Eather, N., Morgan, P. J., Plotnikoff, R. C., Faigenbaum, A. D., & Lubans, D. R. (2014). The Health Benefits of Muscular Fitness for Children and Adolescents: A Systematic Review and Meta-Analysis. *Sports Medicine*, 44(9), 1209-1223. doi: 10.1007/s40279-014-0196-4
  - Other readings may be recommended by each strand tutor

# COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

## Contact Hour Requirements:

- Field Study: There is a compulsory attendance requirement in this course. Students must attend all field study components to pass the course.
- Practical: There is a compulsory attendance requirement in this course. A minimum of 80% attendance is required to pass the course.

# SCHEDULE

Week	Week Begins	Topic	Assessment Due
1	20 Feb	Online Lecture: Introduction to EDUC1058 and risk assessment  Athletics – Throwing events	Dates for outdoor camps to be made available. Students must sign up before end of Week 1
2	27 Feb	Athletics – Jumping events	
3	6 Mar	Athletics – Running events	
4	13 Mar	Adapted PE – Guides for adaption, measures of success and speed of play	Assessment 1 due
5	20 Mar	Adapted PE – Sports adaptations	
6	27 Mar	Online Tutorial: Emergency care and outdoor activities	
7	3 Apr	Adapted PE – Person first language and adapting to scenarios	
<b>Mid Term Break</b>			
<b>Mid Term Break</b>			
8	24 Apr	Fitness-Health related fitness	
9	1 May	Fitness-Flexibility, core stability, Pilates and yoga	Assessment 2 due
10	8 May	Fitness-Resistance training	
11	15 May	Fitness-Cardiorespiratory fitness	
12	22 May	Fitness-Circuit training	
13	29 May	Revision	
<b>Examination Period</b>			
<b>Examination Period</b>			

# ASSESSMENTS

This course has three assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Emergency Care Component (20%)	Friday, Week 4	Individual	20%	5
2	Report (30%)	Friday, Week 9	Individual	30%	2, 4, 5
3	Examination (50%)	Formal Exam period	Individual	50%	1, 2, 3, 4, 5

## Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

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## Assessment 1 - Emergency Care Component (20%)

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	The purpose of this assignment is for students to individually prepare and evaluate a written risk assessment report for a curriculum-based practical activity or sport outside the school setting (e.g., orienteering) using correct risk assessment and safety protocols learned during tutorials and online lectures.
<b>Description</b>	Individually students will prepare a comprehensive report that communicates a clear, coherent, and accurate written risk assessment report for their chosen sport/activity. This report should include a description and background information in relation to the activity, research and provide correct information and procedures for the activity according to the set protocols for safe conduct of sport in schools and include any other safety requirements that are, or may be, applicable for the activity or event. The chosen location should be real setting.
<b>Weighting</b>	20%
<b>Length</b>	800 words
<b>Due Date</b>	Friday, Week 4
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Students are assessed on their communication skills to present a clear and coherent written risk assessment report in relation to accuracy, academic literacy, and applicability for sport / HPE organisation in the school-setting. A detailed rubric will be placed on canvas.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within 3 weeks of submission. Feedback provided within the assignment.

## Assessment 2 - Report (30%)

<b>Assessment Type</b>	Report
<b>Purpose</b>	The purpose of this assignment is for students to provide a rationale for the inclusion of challenge and adventure within the HPE curriculum.
<b>Description</b>	Students will individually prepare and record a 10-slide power-point (or equivalent) presentation for delivery to a leadership team that outlines a rationale for the inclusion of one of the following challenge and adventure activities within the school HPE curriculum. Students can choose from: -bushwalking -camping -biathlon and triathlon -martial arts -rock climbing -canoeing and kayaking -cycling (mountain biking, BMX, road and track cycling) -surfing -skiing (snow or water) -swimming for performance (with a focus on technique).
<b>Weighting</b>	30%
<b>Length</b>	1200 words
<b>Due Date</b>	Friday, Week 9
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Assessment criteria will include marks for: Presentation design, activity details, research and justification based on researched evidence the chosen activity enhances individuals physiologically, behaviourally and socially in diverse contexts and environments, and clarity of presentation.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - within three weeks of submission. Feedback provided within the assignment.

## Assessment 3 - Examination (50%)

<b>Assessment Type</b>	Formal Examination
<b>Purpose</b>	The purpose of this assignment is to test students' proficiency, specialised knowledge and understanding of the teaching and implementation of a range of lifetime physical activities and the practical implications / applications for teaching these activities in the secondary school setting.
<b>Description</b>	Students will demonstrate that they are insightful scholars by applying specialised knowledge and understanding of a range of lifetime physical activities and the teaching of these activities within the HPE curriculum. The examination will contain multiple choice, alternative response, short answer and extended response questions.
<b>Weighting</b>	50%
<b>Due Date</b>	Formal Exam period
<b>Submission Method</b>	Formal Exam
<b>Assessment Criteria</b>	Students are assessed on specialised knowledge and understanding of all content and material covered in tutorials, face to face events and/or online work/materials relating to the organisation, teaching and learning of lifetime physical activities in secondary schools

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Attendance

Attendance/participation will be recorded in the following components:

- Field Study (Method of recording: Roll and work booklet submission, Compulsory attendance is required (100%))
- Practical (Method of recording: Roll, Compulsory attendance is required (80%))

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<b>Communication Methods</b>	Communication methods used in this course include: <ul style="list-style-type: none"><li>- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.</li><li>- Face-to-face: Communication will be provided via face-to-face meetings or supervision.</li></ul>
<b>Course Evaluation</b>	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
<b>Oral Interviews (Vivas)</b>	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the <a href="#">Oral Examination (viva) Procedure</a> . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the <a href="#">Student Academic Integrity Policy</a> for more information.
<b>Adverse Circumstances</b>	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> Before applying you must refer to the <a href="#">Adverse Circumstance Affecting Assessment Items Procedure</a> .
<b>Important Policy Information</b>	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, <a href="#">policies and procedures</a> .

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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### EDUC1058 – Assessment Task 1 – Risk-assessment report (20% weighting)

<b>PART</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Satisfactory</b>	<b>Well Developed</b>	<b>Outstanding</b>	<b>Mark</b>	<b>Possible mark:</b>
	<b>0-1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
1. Background information relevant to the school setting.	The information for this report is not clear or realistic and does not cover all information applicable to the activity/event. It requires adjustment for use in a school setting with errors in academic literacy.	The information for this report is reasonably clear, realistic and covers all information applicable to the activity/event. It requires some adjustment for use in a school setting with minor errors in academic literacy.	The information for this report is clear, realistic and covers all information applicable to the activity/event. It is accurately written for a school setting with adequate academic literacy.	The information for this report is clear, realistic and precisely covers all information applicable to the activity/event. It is accurately written for a school setting with well-developed academic literacy.	The information for this report is very clear, realistic and precisely covers all information applicable to the activity/event to a high level of understanding. It is accurately written for a school setting with		5
2. Risk assessment proforma documentation completed to the required standard for the allocated sport/activity.	The risk assessment proforma documentation is inadequate or non-existent according to the requirements and instruction detailed in this course.	The risk assessment proforma documentation is inadequate and not completed to a satisfactory standard according to the requirements and instruction detailed in this course.	The correct risk assessment proforma documentation is completed to a satisfactory standard according to the requirements and instruction detailed in this course.	The correct risk assessment proforma documentation is completed to a very good standard according to the requirements and instruction detailed in this course.	The correct risk assessment proforma documentation is completed to a very high standard according to the requirements and instruction detailed in this course.		5
3. Procedures for safety and any other requirements applicable to the activity/event.	Research is limited or non-existent and information and procedures for the activity/event is not clear or provided according to the safe conduct of sport in schools protocol.	Research is limited, correct information and procedures for the activity/event is not clear or provided according to the safe conduct of sport in schools protocol. Other applicable safety requirements are limited or not noted appropriately.	Research is evident, correct information and procedures for the activity/event are provided according to the safe conduct of sport in schools protocol. Other applicable safety requirements are noted appropriately.	Research is evident and correct information and procedures for the activity/event are provided according to the safe conduct of sport in schools protocol. Other applicable safety requirements are well informed.	Research is evident and correct information and procedures for the activity is provided according to the safe conduct of sport in schools protocol and other applicable safety requirements are noted with accurate and precise detail.		5
4. Coherent report that is a suitable resource to utilise in a school setting for future teaching.	An incomplete and/or incoherent report is provided. This report is not a suitable resource to utilise in a school setting.	An incomplete and/or incoherent report is provided. This report is limited and is not a suitable resource to utilise in a school setting.	A complete and coherent report is provided. This report is a suitable resource to utilise in a school setting.	A complete and coherent report is provided. This report is a very suitable resource to utilise in a school setting.	A complete and coherent report is provided. This report is an excellent resource to utilise in a school setting.		5
<b>TOTAL</b>							<b>20</b>

**Comments**



## EDUC1058 – Assessment Task 2 – Presentation (30% weighting)

<b>PART</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Satisfactory</b>	<b>Well Developed</b>	<b>Outstanding</b>	<b>Mark</b>	<b>Possible mark:</b>
	<b>0-1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
1. Presentation design and quality.	Presentation is over the 10-slide limit and contains many errors or has many errors and is of an unprofessional standard. The presentation is lacking in creativity and is unlikely to engage its audience.	Presentation contains several errors and may not include all graphics and pictures, is within the 10-slide limit. The presentation is lacking in creativity and is unlikely to engage its audience.	Presentation is of a satisfactory standard (including some graphics and pictures), is within the 10-slide limit but with some errors. The presentation is creative and is likely to engage its audience.	Presentation is of high quality (including most graphics, links and pictures), is within the 10-slide limit. The presentation is very creative and is likely to engage its audience.	Presentation is of professional standard (including graphics, links and pictures), is within the 10-slide limit. The presentation is extremely creative and is likely to engage its audience.		5
2 Activity details and safety.	Includes few of the relevant details for running the activity / task (costs, photographs, dates, time allocation, and identification of key safety aspects, testimonials) and is presented in a way that it cannot be easily followed by someone who may have limited experience with the activities detailed.	Includes some of the relevant details for running the activity / task (costs, photographs, dates, time allocation, and identification of key safety aspects, testimonials) and is presented in an unclear structure that cannot be easily followed by someone who may have limited experience with the activities detailed.	Includes most of the relevant details for running the activity / task (costs, photographs, dates, time allocation, and identification of key safety aspects, testimonials) and is in a mainly clear structure that can be followed by someone who may have limited experience with the activities detailed.	Includes all of the relevant details for running the activity / task (costs, photographs, dates, time allocation, and identification of key safety aspects, testimonials) and is generally in a clear, coherent structure that can be easily followed by someone who may have limited experience with the activities detailed.	Includes all of the relevant details for running the activity/ task (costs, photographs, dates, time allocation, and identification of key safety aspects, testimonials) and is in a clear, coherent structure that can be easily followed by someone who may have limited experience with the activities detailed.		5
<b>PART</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Satisfactory</b>	<b>Well Developed</b>	<b>Outstanding</b>	<b>Mark</b>	<b>Possible mark:</b>
	<b>0-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>		
3. Research and justification.	The presentation includes little relevant research outlining the benefits of your chosen activity in developing physical skills; increase understanding of self, others and the environment; and justification for learning about subject-specific content across the curriculum. No references are included.	The presentation includes limited research outlining the benefits of your chosen activity in developing physical skills; increase understanding of self, others and the environment; and justification for learning about subject-specific content across the curriculum. Limited references are included.	The presentation includes some relevant research with limited referencing outlining the benefits of your chosen activity in developing physical skills; increase understanding of self, others and the environment; and justification for learning about subject-specific content across the curriculum. Some references are missing.	The presentation includes detailed research (with referencing) outlining the benefits of your chosen activity in developing physical skills; increase understanding of self, others and the environment; and justification for learning about subject-specific content across the curriculum. Most references are included in full in the Speakers notes.	The presentation includes extensive research (with referencing) outlining the benefits of your chosen activity in developing physical skills; increase understanding of self, others and the environment; and justification for learning about subject-specific content across the curriculum. Full references are added within the Speakers notes.		10

4. Speaker quality and presentation clarity	The speaker's notes accompanying each slide are limited in content. The presentation provide no rationale for the benefits of your chosen activity in the curriculum and fails to demonstrate how outdoor learning can be instrumental in learning the value of lifelong outdoor recreation for enjoyment, health and wellbeing. The overall presentation skills are unsatisfactory.	The speaker's notes accompanying each slide are not clear and unrelated to each slide. A weak rationale for the benefits of your chosen activity in the curriculum is provided. There is little justification as to how outdoor learning can be instrumental in learning the value of lifelong outdoor recreation for enjoyment, health and wellbeing. The overall presentation skills are developing.	The speaker's notes accompanying each slide are somewhat clear and generally related to each slide. The notes provide a rationale for the benefits of your chosen activity in the curriculum and generally justify how outdoor learning can be instrumental in learning the value of lifelong outdoor recreation for enjoyment, health and wellbeing. The overall presentation skills are satisfactory.	The speaker's notes accompanying each slide are clear and related to each slide. The notes provide a strong rationale for the benefits of your chosen activity in the curriculum and justify how outdoor learning can be instrumental in learning the value of lifelong outdoor recreation for enjoyment, health and wellbeing. Overall presentation skills are well-developed.	The speaker's notes accompanying each slide are extremely clear and related to each slide. The notes provide a very strong rationale for the benefits of your chosen activity in the curriculum and fully justify how Outdoor learning can be instrumental in learning the value of lifelong outdoor recreation for enjoyment, health and wellbeing. The overall presentation skills are outstanding.		10
TOTAL							30

**Comments:**

