

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

Programme Title	:	Bachelor of Education (Honours) (Physical Education)
Programme QF Level	:	5
Course Title	:	Health and Fitness in Schools and Community
Course Code	:	PES3166
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	NIL
Medium of Instruction	:	English
Course Level	:	3

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### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

#### 1. Course Synopsis :

This course introduces contemporary concepts of fitness and health in schools and community, and the role of physical activity and exercise in enhancing health. Current concerns in health and fitness such as cardiovascular diseases, physical activity, obesity, stress and common sport injuries will be addressed.

## 2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO<sub>1</sub> identify basic theory and knowledge needed for the understanding on the important current health and fitness issues
- CILO<sub>2</sub> within the context in school and community setting, demonstrate and evaluate the use of appropriate assessment of health-related physical fitness
- CILO<sub>3</sub> illustrate the concepts in relation to health-related issue, such as, obesity, diabetes and cardiovascular disease and exercise
- CILO<sub>4</sub> plan and present a lesson on health-related topic in school or community setting

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction and terminologies related to physical activity, exercise, health, fitness and wellness;	<i>CILO</i> <sub>1,3,4</sub>	Lecture, small group work, in class activity
Theoretical models of change and adherence to healthy lifestyles		
Achieving health and fitness objectives in school through physical education;		
Exercise prescription of health and fitness in schools and community;	<i>CILO</i> <sub>1,2</sub>	Lecture, small group work, field test, problem based learning activity
Concepts and application of health-related physical fitness assessment		
Concepts of disease prevention: obesity, diabetes and cardiovascular disease and exercise;	<i>CILO</i> <sub>1,3</sub>	Lecture, small group work, tutorial, presentation
Concepts of nutrition and health: their relationship and implications; Basic concepts of exercise and stress management; Concepts of sports Injuries		
Current concepts of obesity, diet and weight control: their relationship to diabetes and cardiovascular disease and application in local schools; promotion of health and fitness in school and community	<i>CILO</i> <sub>1,4</sub>	

## 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<b>Written Examination</b> The written exam will consist of MCQ questions based on all lecture and tutorial material.	30%	<i>CILO</i> <sub>1, 2,3,4</sub>
<b>Individual Lab Report on Physical Fitness Testing</b> This assignment requires students to apply knowledge on physical fitness assessment learned in the lessons.	30%	<i>CILO</i> <sub>1,2</sub>

Students are required to analyze and interpret physical fitness testing procedures and results. Student will also answer questions based on two practicum and submit in the form of a laboratory report (900 words).		
<b>Group Project Presentation on Health-related Topic</b> This assignment requires students to work in small groups and to actively research, collect, and organize information on one health-related topic. Students are required to demonstrate ability in presenting the health-related knowledge in a professional manner, which is relevant and essential to their teaching.	40%	<i>CILO<sub>3,4</sub></i>

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

**Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

**Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text

Nil

## 7. Recommended Readings

Alvarez-Pitti, J., Casajús Mallén, J. A., Leis Trabazo, R., Lucía, A., López de Lara, D., Moreno Aznar, L. A., & Rodríguez Martínez, G. (2020). Exercise as medicine in chronic diseases during childhood and adolescence. *Anales de Pediatría (English Edition)*, 92(3), 173-e1.

American College of Sports Medicine (2021). *ACSM's Guidelines for Exercise Testing and Prescription* (11<sup>th</sup> ed.). Wolters Kluwer Health

Biddle, S. J. H., Ciaccioni, S., Thomas, G., & Vergeer, I. (2019). Physical activity and mental health in children and adolescents: An updated review of reviews and an analysis of causality. *Psychology of Sport and Exercise*, 42, 146-155.

Corkins, M.R., Daniels, S. R., Ferranti S. D., Golden N. H., Kim, J. H., Magge, S. N., Schwarzenberg, S. J. (2016). Nutrition in children and adolescents. *Medical Clinics*, 100(6), 1217-1235.

Fühner, T., Kliegl, R., Arntz, F., Kriemler S., Granacher, U. (2020). An update on secular trends in physical fitness of children and adolescents from 1972 to 2015: a systematic review. *Sports Medicine*, 51.2, 303-320.

Greenberg, J. D., Calkins, N. D., & Spinosa, L. S. (2022). *Designing and teaching fitness education courses : innovative ideas and practical solutions for secondary schools*. Human Kinetics, Inc.

Leahy, A., A., Eather, N., Smith, J. J., Hillman, C., Morgan, P. J., Nilsson, M., Lonsdale, C., Plotnikoff, R. C., Noetel, M., Holliday, E., Shigeta, T. T., Costigan, S. A., Walker, F. R., Yong, S., Valkenborghs, S. R., Gyawali, P., Harris, N., Kennedy, S. G., & Lubans, D. R. (2019). School-based physical activity intervention for older adolescents: rationale and study protocol for the Burn 2 Learn cluster randomised

- controlled trial. *BMJ open*, 9.5, e026029.
- Nataša, F. M., Braegger, C., Bronsky, j., Campoy, C., Domellöf, M., Embleton, N. D., Hojsak, I., Hulst, J., Indrio, F., Lapillonne, A., Mihatsch, W., Molgaard, C., Vora, R., Fewtrell, M.. (2017). Sugar in infants, children and adolescents: a position paper of the European society for paediatric gastroenterology, hepatology and nutrition committee on nutrition. *Journal of pediatric gastroenterology and nutrition*, 65(6), 681-696.
- Pate, R. R., & Saunders, R. P. (2023). *Promoting Elementary School Physical Activity: Ideas for Enjoyable Active Learning*. Human Kinetics.
- Ruiz, J. R., Cevero-Redondo, I., Ortega, F. B., Welk, G. J., Andersen, L. B., & Martinez-Vizcaino, V. (2016). Cardiorespiratory fitness cut points to avoid cardiovascular disease risk in children and adolescents; what level of fitness should raise a red flag? A systematic review and meta-analysis. *British journal of sports medicine*, 50(23), 1451-1458.
- Siedentop, D., & Van der Mars, H. (2023). *Introduction to physical education, fitness, and sport* (9<sup>th</sup> ed.). Human Kinetics.

## 8. Related website

Active Students Active People Campaign.

<https://www.edb.gov.hk/en/curriculum-development/kla/pe/asap/index.html>

CDC's Healthy Schools.

<https://www.cdc.gov/healthyschools/index.htm>

Physical Fitness Association of Hong Kong, China.

<http://www.hkpfa.org.hk/>

School Physical Fitness Award Scheme.

<https://spfas.hkuhealth.com/>

The Society of Health and Physical Educators (SHAPE America).

<https://www.shapeamerica.org/>

## 9. Related Journals

ACSM's Health & Fitness Journal

Health Promotion International

Journal of Physical Activity and Health

The International Electronic Journal of Health Education

## 10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

NIL