

Health suggests that”
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Health and physical education in the primary sector of our schools, will help “ focus positive attitudes towards physical activity and develop the foundation skills necessary for children to feel comfortable about participating in organised sports for the first time. This disposition towards physical activity and healthy behaviours which are fostered in Health and physical education lessons can become the foundation for lifelong health and wellbeing” (Hart, 2014) “ Research suggests that the optimum time for children to learn and refine their motor skills and to be introduced to positive health and physical education experiences is during preschool and early primary school years” (Lynch 2015) “ Whilst participating in health and physical education, students will develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others’ health and wellbeing”. (acara. edu, n.

d.) Research shows that health and physical education suggests that “ mathematics and reading are the most influenced by physical education. These topics depend on efficient executive function, which has been linked to physical activity and physical fitness.” (Harold W. Kohl et al.

, 2013) Research suggests that health and physical education offers 4 areas of benefits to the participant. They are physical, social, affective and cognitive benefits. These in turn can become individual learning domains.

Physical Literacy has three learning domains; physical, affective and cognitive. The physical domain would include physical competency,

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fundamental motor skills, health and skill related fitness, technique and psychomotor skills. The social domain would include leadership, working with peers, treating others with sensitivity, playing by the rules and communication.

The affective domain would be motivation, confidence, self-esteem and engagement. The cognitive domain would be knowledge and understanding of healthy and active lifestyles, awareness of rules and tactics, feedback and reflection and understanding how to perform. Learning in these four domains can contribute to the development of the whole child using a holistic approach. So we have students that are confident and competent movers in purposeful physical activity, no matter what level they might be at.

(drowning in the shallow, 2017) The Australian Curriculum health and physical education assists in the development of: " literacy by introducing specific terminology. Students understand the language used to communicate and connect respectfully with other people. Students also learn to comprehend and compose texts, this includes learning to communicate effectively for a variety of purposes to different audiences, express their own ideas and opinions, evaluate the viewpoints of others, ask for help and express their emotions appropriately in a range of social and physical activity contexts. Numeracy by students having opportunities to use calculation, estimation and measurement to collect and make sense of information related to, nutrition, fitness, navigation in the outdoors or various skill performances. Students use spatial reasoning in movement activities and in developing concepts and strategies for individual and team sports or recreational

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pursuits Information and communication technology enhances ICT learning by helping students to effectively and safely access online health and physical activity information and services to manage their own health and wellbeing. Students further develop their understanding of the role ICT plays in the lives and relationships of children and young people. They explore the nature of ICT and the implications for establishing and managing relationships in the twenty-first century. Students develop an understanding of ethical online behaviour, including protocols and practices for using ICT for respectful communication.

Students use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the health and physical education field. Students become confident and critical consumers of a multitude of wellbeing apps that can assist them to seek help, relax, be mindful, and report bullying.

Critical and creative thinking students develop their ability to think logically, critically and creatively in response to a range of health and physical education issues, ideas and challenges.

They learn how to critically evaluate evidence related to the learning area and the broad range of associated media and other messages to creatively generate and explore original alternatives and possibilities. Personal and social capability students work independently and collaboratively in movement- and non-movement-based activities to develop personal and social skills as well as an awareness and appreciation of their own and others' strengths and abilities.

Ethical understanding focuses on the importance of treating others with
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respect, integrity, fairness and compassion, and valuing diversity and equality for all. Students examine ethical principles and codes of practice appropriate to different contexts" (Australian curriculum. edu. au, n.

d.) Through this research it shows the health and physical education supports the students learning through a holistic learning, and they can relate it back to all their subjects which gives them a better understanding of the world they live in.