

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (Early Childhood Education) Programme (Five-year Full-time) A5B061 4-year/5-year Full-time undergraduate programmes
Programme QF Level	: 5
Course Title	: Promoting Children's Health and Physical Well-being
Course Code	: ECE3242
Department	: Department of Early Childhood Education
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 3

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 Undergraduate, Taught Postgraduate 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 examines the impact of physical well-being on the development of young children. It aims at assisting students to develop and implement curricula which promote young children's health and physical well-being. Relevant conceptual models, theories and research pertinent to nutrition, exercise, disease and health, and their implications for children's physical health and well-being are also introduced.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Evaluate the importance of physical well-being and its impact on the development of young children;
- CILO₂ Apply theories to understand health, nutritional and movement needs of young children;
- CILO₃ Critically evaluate key issues in promoting children's physical well-being from the perspective of family support and school education;
- CILO₄ Apply strategies to design and implement developmentally appropriate learning activities to enhance children's physical health and well-being.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Conceptual models and theories related to health education that foster young children's health habits, safety and physical well-being in early childhood settings.	CILO _{1,2}	Lecture, small group work, critical review of documents/literature
Examine key issues in promoting healthy dietary patterns for pre-school children, and the role of school education and family	CILO _{2,3}	Lecture, small group work
Examine key issues in promoting movement skills and physical activity among pre-school children, and the role of school education and family	CILO _{2,3}	Lecture, small group work
Examine key issues in preventing disease and injuries for pre-school children, and the role of school education and family	CILO _{2,3}	Lecture, small group work
Planning appropriate learning activities and implementing behaviour change strategies to enhance children's physical health and well-being.	CILO _{2,4}	Practical and hands on experience, small group work, peer assessment for learning

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(a) Individual paper Write an individual paper of 1,500 (\pm 10%) words (English). In the paper, please:</p> <ul style="list-style-type: none"> • Apply one of the health promotion theories or concepts to promote EITHER <i>physical activity</i> OR <i>healthy diet</i> among pre-school children; and • Discuss how teachers and/or parents can promote the health behaviour or the related psychological constructs. 	50%	<i>CILO</i> _{1, 2, 3, 4}
<p>(b) Teaching demonstration Demonstrate one locomotor skill, one manipulative skill, and one physical training for enhancing a health-related fitness component. Students are expected to offer instruction for teaching the fundamental movement skills and physical training suitable for pre-school children.</p>	20%	<i>CILO</i> _{2, 3, 4,}
<p>(c) Group presentation Students should work as a team to design an appropriate food menu for the pre-school children of a specific early years' level (e.g., N1, K1, K2 or K3) and explain nutritional facts and health implications behind the menu.</p>	30%	<i>CILO</i> _{2, 3, 4,}

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 acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Cleland-Donnelly, F., Mueller, S. S., & Gallahue, D. L. (2017). *Developmental physical education for all children* (5th ed.). Human Kinetics.

Curriculum Development Committee (2017). *Kindergarten curriculum guidelines*. Education Bureau.

Gallahue, D. L., Mueller, S. S., & Donnelly, F. C. (2017). *Developmental physical education for all children: Theory into practice* (5th ed.). Human Kinetics.

Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health behavior: Theory, research, and practice*. John Wiley & Sons.

Hagger, M. S., & Chatzisarantis, N. L. D. (2014). An integrated behavior change model for physical activity. *Exercise and Sport Sciences Reviews*, 42(2), 62-69.

Howells, K., Carney, A., Castle, N., & Little, R. (2018). *Mastering primary physical education*. Bloomsbury Academic.

Hughes, S. O., & Power, T. G. (2019). Nutritional health. In B. H. Fiese, M. Celano, K. Deater-Deckard, E. N. Jouriles & M. A. Whisman (Eds.), *APA handbook of contemporary family psychology volume 2: Applications and broad impact of family psychology* (pp. 169–183). American Psychological Association.

Montano, D. E., & Kasprzyk, D. (2015). Theory of reasoned action, theory of planned behavior, and the integrated behavioral model. In G. Karen, R. Barbara, & K. Viswanath (Eds.), *Health behavior: Theory, research and practice* (5th ed.) (pp. 95-124). Jossey-Bass.

Paris, J. (2018). *Safety, health, and nutrition in early childhood education*. College of the Canyons.

Pica, R. (2013). *Experiences in movement and music* (5th ed.). Wadsworth Cengage Learning.

Sorte, J., Daeschel, I., & Amador, C. (2014) (2nd ed.). *Nutrition, health, and safety for young children: Promoting wellness*. Pearson.

Wan, A. W. L., Hagger, M. S., Zhang, C. Q., Chung, J. S. K., Lee, K., Bautista, A., & Chan, D. K. C. (2022). *Protecting children from COVID-19: Examining U.S. parents' motivation and behaviour using an integrated model of self-determination theory and the theory of planned behaviour*. *Psychology & Health*. <https://doi.org/10.1080/08870446.2022.2111681>

8. Related Web Resources

CDC Healthy School, Childhood Nutrition Facts

<https://www.cdc.gov/healthyschools/nutrition/facts.htm>

Department of Health, Healthy Eating for Preschool Children (2 years to 5 years old)

https://www.fhs.gov.hk/english/health_info/child/12185.pdf
Department of Health and Human Services, & Department of Agriculture. (2015). Scientific Report of the 2015 Dietary Guidelines Advisory Committee. <http://health.gov/dietaryguidelines/2015-scientific-report/PDFs/Scientific-Report-of-the-2015-Dietary-Guidelines-Advisory-Committee.pdf>
Family Health Service <https://www.fhs.gov.hk/english/index.html>
Hong Kong Department of Health, Centre for Health Protection <https://www.chp.gov.hk/en/healthtopics/submenu/index.html>
Statistics on youth health-related behavior <https://www.chp.gov.hk/en/statistics/data/10/757/5512.html>
World Health Organization. (2018). WHO Global action plan on physical activity 2018-2030: More active people for a healthier world. <https://apps.who.int/iris/bitstream/handle/10665/272722/9789241514187-eng.pdf>
World Health Organization. (2018). ACTIVE: A technical package for increasing physical activity. <http://apps.who.int/iris/bitstream/handle/10665/275415/9789241514804-eng.pdf?ua=1>
World Health Organization. (2019). Guidelines on physical activity, sedentary behaviour and sleep for children under 5 years of age. <https://www.who.int/publications-detail/guidelines-on-physical-activity-sedentary-behaviour-and-sleep-for-children-under-5-years-of-age>

9. Related Journals

Advances in Physical Education <https://www.scirp.org/journal/ape/>
Child: Care Health and Development <https://onlinelibrary.wiley.com/journal/13652214>
Child Indicators Research <https://www.springer.com/journal/12187/>
Early Child Development and Care <https://www.tandfonline.com/toc/gecd20/current>
JAMA Pediatrics <https://jamanetwork.com/journals/jamapediatrics>
Journal of Child Health Care <https://journals.sagepub.com/home/chc>
The Lancet Child and Adolescent Health <https://www.thelancet.com/journals/lanchi/home>

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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil