

MODULE DETAILS	
Module Title	Active School Models
Suggested Number of ECTS	1
Dimensions Core	D4K1, D4C1
Dimensions Extended	D5K1
Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar))	Theory based
Short Description	This module provides insights into Active School models and conceptual approaches to promote physical activity in school settings, with a focus on active classroom learning. First, teacher students will brainstorm about how a school day can be more physically active for the students, before models of an Active School will be presented. Then, active breaks and active learning will be presented as a main pillar of an active classroom and teacher students will be invited to prepare active classroom activities. Finally, teacher students will discuss and prepare ways to assess and present a school when it comes to their movement-friendliness. All tasks for the student teachers will be implemented in the form of group work.

MODULE LEARNING OUTCOMES	
Upon successful completion of this module, the student will be able to:	
LO1	assess the importance of an active school and active classroom teaching for the motor and psycho-social development of children;
LO2	use the various components of active classroom teaching in an age-appropriate way, i.e. to plan, carry out and reflect active classroom teaching;
LO3	evaluate schools in terms of their physical activity-friendliness;
LO4	know and understand as to how physical activity can be promoted in the whole-school context;
LO5	contribute to the healthy development of primary school students;
LO6	actively advocate for physical education in the school and beyond.

Indicative Content (list topics to be covered)

Part 1: School development – What makes a school an Active School? – Models of an Active School

Part 2: Examples of Active School initiatives – How to assess a school as an Active School?

Part 3: Active classroom as a central pillar in an Active School

Part 4: Active Breaks and Active Learning

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Part 5: Presentation of the evaluation of an Active School

TEACHING METHODOLOGIES	
Teaching Methodologies	Theory-based seminar including lecture and group work (discussion and presentation). Group work: 1. Groups discuss and present how physical activity can take place in a school setting during the school day; 2. Groups prepare and present examples of active breaks and active learning in an active classroom; 3. Groups discuss and prepare how a school can be evaluated regarding the integration of physical activity throughout the school day.

FACILITIES: INDOORS AND/OR OUTDOOR
Seminar or lecture room

MODULE WORKLOAD		
Type	Learning Outcomes	Total Hours
Lecture	LO1, LO2, LO3, LO4, LO5, LO6	10
Seminar/Workshop/Tutorial		
Structured Independent Work		
Independent Work		16
Total Workload		26

READING
Essential Reading 1. Bailey, R., Vašíčková, J., Vlček, P., Raya Demidoff, A., Pühse, U., Heck, S., & Scheuer, C. (2022). <i>An International Review of the Contributions of School-based Physical Activity, Physical Education, and School Sport to the Promotion of Health-enhancing Physical Activity</i> . Luxembourg: University of Luxembourg. DOI: 10.5281/zenodo.5899571 2. Scheuer, C., & Bailey, R. (2020). The Active School Concept. In R. Bailey, J. P. Agans, J. Côté, A. Daly-Smith & P. D. Tomporowski (Eds.), <i>Physical Activity and Sport During the First Ten Years of Life</i> . Multidisciplinary Perspectives. Milton Park, Abingdon: Routledge. 3. https://www.movingschoolsaward.com/hepas/

RESOURCE	
(Expansion of Indicative Content)	
1	Introduction - What does "school development" mean? What aspects of physical activity promotion and physical activity education are used in school? - The moving school Theory-Based Lecture (2 hour) <ul style="list-style-type: none"> - Structure of the module: <ul style="list-style-type: none"> - Theory and practice of the moving school - Moving lessons as a central block of a moving school - Evaluation of the moving school - Learning outcomes, Seminar overview, Evaluation, Dates

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	<ul style="list-style-type: none"> - What does "school development" mean? - Model: Moving School (FOSPO, 2011) - Effects of a moving school (Dordel & Breithecker, 2003)
2	<p>The moving school: examples of implementation - checklist "Movement-friendly school"</p> <p>Theory-Based Lecture (2 hour)</p> <ul style="list-style-type: none"> - Examples of implementation <ul style="list-style-type: none"> - moving lessons - voluntary school sport - compulsory physical education - health and physical activity promotion programmes - school environment and free time - school events
3	<p>What is Movement based Education?</p> <p>Theory-Based Lecture (2 hour)</p> <ul style="list-style-type: none"> - Framework features of the "Active Schools" - Content-related features of the "Active Schools" - Moving lessons: <ul style="list-style-type: none"> - Physical activity breaks - Learning in motion - Dynamic sitting - Relaxation periods - Movement projects
4	<p>Physical Activity Breaks and Active Learning: Practical Examples</p> <p>Theory-Based Lecture (2 hour)</p> <ul style="list-style-type: none"> - Presentation "clever move" - Moving School and Maison Relais - Moving Schools Award (Moving Schools Award)
5	<p>Presentation Checklist "Physical Activity Friendly School"</p> <p>Theory-Based Lecture (2 hour)</p> <ul style="list-style-type: none"> - Students create their own checklist to check the physical activity friendliness of their placement school. - Evaluate this checklist during the internship and make recommendations for the integration of movement-friendly offers.