

Programme PRIME PETE Erasmus +

MICRO MODULE DETAILS	
Micro Module Title	Active School Models: Active School
Suggested Number of ECTS	1 ECTS
Dimensions Core	D4K1, D4C1
Dimensions Extended	D5K1
Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar))	Offline or Online, Theory based, Seminar
Short Description	This micro-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 a school when it comes to their movement-friendliness. All tasks for the student teachers will be implemented in the form of group work.

MICRO MODULE LEARNING OUTCOMES	
Upon successful completion of this micro 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: What makes a school an Active School?

Part 2: Active classroom as a central pillar in an Active School

Part 3: 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

MICRO MODULE WORKLOAD		
Type	Learning Outcomes	Total Hours
Lecture	LO1, LO2, LO3, LO4, LO5, LO6	2
Seminar/Workshop/Tutorial		
Structured Independent Work		
Independent Work		
Total Workload		2

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/