

PRIME PETE Programme Module Samples

MODULE DETAILS	
Module Title	Development and Implementation of Extra Curricular Activities
Suggested Number of ECTs	3
Dimensions Core	D1K2; D1K3; D1K4; D1S2; D2S1; D2S2; D2S3; D2S4; D2C1; D2C3; D3S1; D3S2; D3C1; D3C2; D3C3; D4K1; D4S1; D4S2; D4S3; D4C1; D4C2 D5C2; D5C3;
Dimensions Extended	D2S6; D2S7; D2S8; D3S3; D3S5; D3S6; D4S4; D4S5; D4C4; D4C6; D5S2; D5S3; D5C4; D5C5; D5C6
Setting (Online, Hybrid, Offline, Movement-Based, Theory-Based (Lecture or Seminar))	Theory-Based and Movement-Based
Short Description	This module is focused on the development and implementation of extracurricular activities. The extracurricular activities can be implemented in various ways, physical activity needs to be supported by complex approach of all physical activities performed at school. The students will get information on how to develop extracurricular physical activities in school environment, what are the possibilities of schools to support extracurricular activities for example in school clubs. The students will prepare a programme of extracurricular physical activities that can be implemented in school settings.

MODULE LEARNING OUTCOMES	
Upon successful completion of this module, the student will be able to:	
LO1	Critically analyse the factors that determine the implementation of extracurricular activities in schools
LO2	Identify structures of different models applied in school setting related to extracurricular activities
LO3	Teacher and his role in implementation of the programme
LO4	Implementation and evaluation of the extracurricular physical activities

Indicative Content (list topics to be covered)
Theory

- Characteristics of extracurricular activities and their place in school setting
- Legislation and school settings in terms of extracurricular activities
- Development and plans for extracurricular activities
- Best practice examples
- Implementation of the extracurricular programmes
- Evaluation of the extracurricular programmes

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Practice in gym

- Basic motor competencies
- Teaching games for understanding
- Rhythm exercises and dances
- Psychomotor exercises and games
- Seasonal physical activities (skating, cycling, boarding etc.)
- Inclusive physical activities and games

TEACHING METHODOLOGIES

Movement Based, Theory Based Lectures, Individual tasks, Group tasks, Structured Independent tasks.

FACILITIES: INDOORS AND/OR OUTDOOR

Lecture room, seminar room, Indoor sports hall and outdoor sports field

MODULE WORKLOAD

Type	Learning Outcomes	Total Hours
Theory-Based	LO1, LO3;	12
Movement-Based	LO2, LO4, LO5, LO6;	12
Structured Independent Work	LO1	6
Independent Work	LO1, LO2, LO4, LO3, LO4, LO5, LO6;	20
Total Workload		50

READING

Essential Reading

1. Scheuer, C., & Bailey, R. (2020). The Active School Concept. In R. Bailey, J. P. Agans, J. Côté, A. Daly-Smith & P. D. Tomporowski (Eds.), *Physical Activity and Sport During the First Ten Years of Life*. Multidisciplinary Perspectives. Milton Park, Abingdon: Routledge.
2. <https://skolskysport.sk/>
3. Teaching games for understanding. <https://www.youtube.com/watch?v=8yiZIXZ9rd4>

RESOURCE

PRIMARY EDUCATION PHYSICAL EDUCATION TEACHER EDUCATION
(Expansion of Indicative Content)

Note: This module resource is based on a structure of 12 weeks x 2 hours (1hour Theory-Based, 1 hour Movement-Based)

1

Characteristics of extracurricular activities and their place in school setting

Theory-Based Lecture (2 hours)

- Extracurricular activities aimed at physical activity and sports
- Priorities and challenges of formal and non-formal education

Movement-Based (2 hours)

- Development of Basic motor competencies

Guiding Material:

<http://mobak.info/en/mobak/>

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	https://www.statpedu.sk/files/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-1.stupen-zs/zdravie-pohyb/telesna-sportova-vychova_pv_2014.pdf
2	<p>Legislation and school settings in terms of extracurricular activities</p> <p>Theory-Based Lecture (2 hours)</p> <ul style="list-style-type: none"> • School setting supporting extracurricular activities <p>Movement-Based (2 hours)</p> <ul style="list-style-type: none"> • Teaching games for understanding
3	<p>Development and plans for extracurricular activities</p> <p>Theory-Based Lecture (2 hours)</p> <ul style="list-style-type: none"> • Recommendations on planning the extracurricular activities • Structure and process <p>Movement-Based (2 hours)</p> <ul style="list-style-type: none"> • Rhythm exercises and dances
4	<p>Best practice examples</p> <p>Theory-Based Lecture (2 hours)</p> <ul style="list-style-type: none"> • Best practice examples from schools (videos or field visits are possible) <p>Movement-Based (2 hours)</p> <ul style="list-style-type: none"> • Technique and didactics of gymnastics
5	<p>Implementation of the extracurricular programmes</p> <p>Theory-Based Lecture (2 hours)</p> <ul style="list-style-type: none"> • Challenges in schools • Support from the municipality or government on implementation of the extracurricular activities • Cooperation with different out of school providers <p>Movement-Based (2 hours)</p> <ul style="list-style-type: none"> • Seasonal physical activities (skating, cycling, boarding etc.)
6	<p>Evaluation of the extracurricular programmes</p> <p>Theory-Based Lecture (2 hours)</p> <ul style="list-style-type: none"> • Evaluation tool for extracurricular activities • Active school concept also as evaluation tool <p>Movement-Based (2 hours)</p> <ul style="list-style-type: none"> • Inclusive physical activities and games