

MODULE DETAILS	
Module Title	Foundations of Physical Education
Suggested Number of ECTS	5 ECTS (3 ECTS for lectures and 2 ECTS for workshops)
Dimensions Core	D1K1, D1K2, D1K3, D1K4, D1S1, D1S2, D1S3, D1C1; D2K1, D2S1, D2S2, D2S3, D2S4; D3K1, D3S1, D3S2, D3C1, D3C2, D3C3; D4K1, D4S1, D4S2, D4S3, D4C1, D4C2, D4C3; D5C1, D5C2, D5C3
Dimensions Extended	D1K5, D1K6, D1C2, D1C3, D1C4; D2K2, D2K3, D2K4, D2K5, D2S6, D2S8, D2C1, D2C2, D2C3; D3K2, D3K3, D3S3, D3S4, D3S5, D3S6; D4K2, D4S4, D4S5, D4C4, D4C5, D4C6; D5K1, D5S1, D5S2, D5S3, D5C4, D5C5, D5C6.
Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar))	The module is predominantly movement based. The 30 hours of theoretical lessons are held in presence in university rooms, they include active breaks and groups activities and discussion among students. The 20 hours of practical labs focus on the students' movement experiences, with a particular attention for those that can be applied with children 3-to-7 years old (kindergarten and the two first years of primary school). Practical activities are run in appropriate facilities, such as gym, swimming pool, or outdoor sport spaces, and focus on both individual and group activities.
Short Description	<p>The Module "Foundations of Physical Education" provides fundamentals for all the 5 dimensions of Primary Education Physical Education Teacher Profile. These are outlined in the section "Module Learning Outcomes".</p> <p>In this module, the importance of movement and play in the development of the child are analysed in relation to the educational objectives of kindergarten and primary school.</p> <p>By combining the study of the fundamentals of human movement sciences and educational theories, and reflection on their own motor experiences, students can become competent in recognizing and satisfying children's movement needs. They can also become able to propose different modalities for motor learning and adapt them appropriately to diverse pupils, situations, settings and contexts. Finally, they will develop the abilities to design, conduct, and evaluate stimulating and problem-posing movement-learning situations, for different age groups.</p> <p>The module deals with specific theoretical disciplinary contents and proposes activities for the development of professional skills and competences.</p> <p>Note. The present module is taught in the 2nd semester of the 2nd year of the single cycle Master Degree in Primary Education and is tailored for generalist (classroom) teachers. It represents the first part of the contents related to movement didactic and physical education (10 ECTS, 100 teaching hours) delivered in the study programme at UniBz. The module described in these pages consists of 50 teaching hours, 30 theoretical and 20 practical (3 + 2 ECTS). A micro-module on "Values-based education through sport and PE", that is part of the module, was implemented in the LTT in Brixen-Bressanone. Although the module is also developed through individual and group homework, these were not assigned during the LTT, however discussion among students was favoured during all the activities. The description and material of a second micro-module, "Knowledge and understanding of physical activity recommendations", has been uploaded on the</p>

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	PRIME PETE folder and is delivered at the University of Bozen-Bolzano. However, it was not implemented during the LTTs. A third micro-module, “Motivation, Motivational Climate and Enjoyment in Physical Education”, was implemented in the LTT in Lisbon and included both a theoretical and a practical part.
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MODULE LEARNING OUTCOMES	
Upon successful completion of this module, the student will be able to:	
LO1	Describe the importance and function of movement in childhood, mastering basic notions on motor development and learning.
LO2	choose appropriate materials and movement situations for the promotion of physical activity in kindergarten and primary school.
LO3	observe, analyze and evaluate children’s movement.
LO4	acquire teaching strategies, knowing how to reflect on them to design and implement effective and enjoyable teaching activities. ★
LO5	analyse PE specific language, knowing the pros and cons of sport and PE as “instruments” to promote positive values (i.e., respect, equity and inclusion), and discuss movement in technical/scientific contexts, during PE lessons with children and with their parents.

Indicative Content (list topics to be covered)
Theory-based lectures

Theoretical and methodological foundations

- Movement, health and well-being: the fundamentals.
- The importance of movement in childhood.
- Motor development in childhood.
- Motivation, motivational climate, and enjoyment in PE.
- Designing of spaces for movement.
- Didactics of movement activities
- Values-based education through PE and youth sport
- Organizational and institutional aspects.

Movement-based lectures

Experiences of didactics of movements with particular attention to the age groups 3-5 and 6-8:

- Experiencing and learning about different movement experiences: perception of the one's own body, bodily expression, non-verbal communication, collaboration with the other/s, competition.
- Experiencing and learning about different fundamental motor skills - crawling, rolling, running, walking, jumping, throwing/receiving, moving with objects and tools.
- Communicating feelings and emotions through movement, dancing, playing groups games, knowing how to use school spaces for playing.
- Preparing spaces for movement, choosing the right materials for exploration, communication, representation and play.

TEACHING METHODOLOGIES	
Teaching Methodologies	Theory-based lectures: In-presence classroom activities (online and hybrid during the Covid pandemic) held to large groups of students (from 60 to 120), with the use of “traditional” tools, such as slides shows, videos, videoclips. Thematic discussions among students (in small groups) and short presentations based on the evidence of the scientific literature (journal club) are also planned.

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	Movement-based lectures: with groups of 15 to 24 students, held in sport facilities. These foreseen the active participation to different movement situations, individual and group creation of solutions for motor tasks, planning, conducting and evaluating of PE classes.
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FACILITIES: INDOORS AND/OR OUTDOOR
Theory-based lectures: University room
Movement-based lectures: Gym, swimming pool, outdoor sport facilities

MODULE WORKLOAD		
Type	Learning Outcomes	Total Hours
Lecture		30
Seminar/Workshop/Tutorial		20
Structured Independent Work		25
Independent Work		50
	Total Workload	125

READING
Essential Reading
<ol style="list-style-type: none"> Carraro, A. & Bertollo M. (2005). <i>Le scienze motorie e sportive nella scuola primaria</i>. [Motor and sports sciences in primary school]. Padova: CLEUP. Carraro, A. & Gobbi, E. (2016). <i>Muoversi per star bene. Una guida introduttiva all'attività fisica</i>. [Moving for wellbeing. An introductory guide to Physical activity]. Roma: Carocci. <i>Indicazioni Nazionali per il Curricolo della Scuola dell'Infanzia e del Primo Ciclo d'Istruzione, 2012 e Indicazioni Provinciali per la scuola primaria</i> (Bolzano e Trento). [National guidelines for kindergarten and primary school, 2012, and province guidelines for primary school, Bolzano and Trento provinces]. International Society for Physical Activity and Health (ISPAH) (2020). ISPAH's Otto Investimenti che funzionano per promuovere l'attività fisica [Eight investments that work for physical activity]. Available from: www.ISPAH.org/Resources WHO (2020). <i>WHO guidelines on physical activity and sedentary behaviour</i>. Geneva: World Health Organization. WHO (2021). <i>Promoting Physical Activity Through Schools: A Toolkit</i>. Geneva: World Health Organization.
Supplementary/Recommended resources:
<ol style="list-style-type: none"> Carraro, A. & Corni, F. (2021). Muoversi per capire e capire per muoversi. Come fisica ed educazione fisica possono facilmente incontrarsi. In G. Cavrini, M. Parricchi, D. Kofler, M. Cagol (Eds.). <i>Per tutta la vita. Pedagogia come progetto umano</i> (pp. 283-293). Milano: Franco Angeli. ISBN 978-88-351-1685-1 Carraro, A., McCuaig, L., Marino, M., & Gobbi, E. (2017). Values-based education through physical education and sport: A toolkit for teachers. In D. Colella, B. Antala, S. Epifani (Eds.). <i>Physical education in primary school. Researches, best practices, situation</i> (pp. 223-240). Lecce: Pensa MultiMedia. ISBN: 978-88-6760-474-6. Pangrazi R. & Beighle A. (2016). <i>Dynamic physical education for elementary school children, 18th Edition</i>. San Francisco: Pearson. UNESCO, OFCH, Agitos Foundation, WADA, ICSSPE, CIEPSS, CIFP (2019). <i>Sport values in every classroom</i>. https://www.wada-ama.org/en/sport-values-every-classroom Vayer, P. (1973). <i>Educazione psicomotoria nell'età scolastica</i> [Psychomotor education at school age]. Roma: Armando.

RESOURCE (Expansion of Indicative Content)
<p>Note: This module resource is structured in 8 lectures (an introductory lecture of 2 hours and the followings of 4 hours each - 30 hours) and 5 laboratories/active classes (4 hours each - 20 hours), for a total of 50 hours.</p>
<p>Lecture1: Introduction to “Foundations of Primary Physical Education” (2nd Year of the single cycle Master’s degree in Primary Education for generalist teachers) Theory-based (2 hours)</p> <ul style="list-style-type: none"> • Presentation of the lecturers, of the students and the course structure and topics; • Introduction to the studio teaching method; • Defining the key concepts of physical activity, physical education, sport according to students’ personal experiences and knowledge.
<p>Lecture 2: Physical activity and health (Knowledge and understanding of physical activity recommendations. Part 1) Theory-based (4 hours)</p> <p>In this lecture scientific evidence on the links between physical activity and health are discussed, the lecture encompasses part of the Micro-Module A, “Knowledge and understanding of physical activity recommendations”. Contents include:</p> <ul style="list-style-type: none"> • Links between physical activity, wellbeing, and health-related outcomes; • The “pandemic of sedentarism”; • Physical Activity recommendations for children, adolescents, adults and vulnerable groups.
<p>Lecture 3: Physical Literacy and Quality Physical Education (Knowledge and understanding of physical activity recommendations. Part 2) Theory-based (4 hours)</p> <p>This lecture encompasses and expand the Micro-Module A, “Knowledge and understanding of physical activity recommendations and quality PE”. Contents include:</p> <ul style="list-style-type: none"> • The physical literacy concept • Eight investments that work for promoting PA • Five key points for implementing QPE classes
<p>Lectures 4 and 5: Fundamentals of theories of human movement and didactics of motor activities Theory-based (4 hours + 4 hours)</p> <p>These two lectures encompass theories related to human movement and the didactics of motor activities, with particular focus on the age-group 3-8, the kindergarten and primary school settings, and the specific role of generalist teachers. Contents include:</p> <ul style="list-style-type: none"> • The definition of motor task, motor skill, capacity, and competence; • The classification of motor skills; • The description of some relevant theory on motor learning; • The presentation of two relevant models for PE teaching; • The characteristics of effective PE teaching; • The importance of verbal and body communication; • Some practical implications.
<p>Lecture 6: Motivation, motivational climate and enjoyment in Physical Education</p>

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Theory-based (4 hours)

This lecture encompasses and expand over 4 hours the Micro-Module B, “Motivation, motivational climate and enjoyment in PE”. Contents include:

- Transtheoretical model of behaviour change
- Ego- and task-oriented climates in PE
- Self-Determination Theory
- The concept of enjoyment
- The identification facilitators and barriers for pleasant lessons

Lecture 7:

Values-based education through sport and Physical Education

Theory-based (4 hours)

This lecture encompasses and expand over 4 hours the Micro-Module C, “Values-based education through sport and PE”. Contents include:

- Definitions of values, character, moral development, life skills, and positive youth development
- Values in sport
- Values in the classroom
- The presentation of the “Sport values in every classroom” toolkit

Lecture 8:

Presentation of students’ portfolios and critical debate

Theory-based (4 hours)

This conclusive lecture is devoted to the presentation of students’ portfolios. Each presentation is followed by a critical discussion involving all the students and the lecturers.

Laboratories 1, 2, 3, 4 and 5

Movement-based (4 Hours for each of the 5 lab lessons)

These 5 labs will provide students with some practical contents related to the theoretical lectures, and will give students the space to implement and deliver (to the other students) their own examples of movement situations and PE lessons, mainly based on the Micro-modules A, B, and C, namely:

- Applications of the knowledge and understanding of physical activity recommendations, the concept of “active school”;
- Motor skills development;
- Teaching pleasant and enjoyable PE classes;
- Educating pupils to positive values through PE and movement activities.

The 5 labs will not follow a strict structure but will be organised in order to allow all the students/groups of students to deliver their examples of PE lessons in the university gym.