

Programme PRIME PETE Erasmus +

| MODULE DETAILS | |
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| Module Title | Planning and Implementation of Physical Education |
| Suggested Number of ECTS | 2 |
| Dimensions Core | D2S1, D2S2, D2S3 |
| Dimensions Extended | D2K3, D2S6 |
| Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar)) | Predominantly theory based, with the practical implementation of planned physical education lessons with the student teacher group. |
| Short Description | This module provides first insights into a physical education curriculum for primary school in a country or jurisdiction. The different areas of a curriculum will be presented as main topics of the different courses and students will have to prepare teaching activities in each curriculum area for the subsequent course. This preparation work will be done in groups and the activities will be implemented in the practical part of the course in a gym. A template for lesson preparation will be used to prepare and describe the teaching activities and feedback from peers and the teacher educator will have to be collected during and after the implementation of the activities. |

| MODULE LEARNING OUTCOMES | |
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| Upon successful completion of this module, the student will be able to: | |
| LO1 | plan movement activities according to the child's age-specific motor development to specifically promote the child's movement behaviour. |
| LO2 | distinguish between motor skills and abilities. |
| LO3 | plan, conduct and evaluate physical education lessons considering teaching, instructional and curricular issues. |
| LO4 | plan and carry out activities within the framework of physical education, considering didactic-methodical principles. |

Indicative Content (list topics to be covered)

Course 1: Introduction

The Curriculum in Physical Education in the respective country/jurisdiction:

- Course 2: Curriculum area 1, e.g., "Mobilizing basic motor skills"
- Course 3: Curriculum area 2, e.g., "Measure your strengths in a playful way"
- Course 4: Curriculum area 3, e.g., "Participating in Individual and Group Games"
- Course 5: Curriculum area 4, e.g., "Moving to Music"

Further contents (as an example):

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- Lesson planning
- Characteristics of good physical education for children
- Student assessment in physical education for children

| TEACHING METHODOLOGIES | |
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| Teaching Methodologies | Seminars (small group of max. 25 students) with lecture part and practical seminar part in the gym, Group work (preparation of lesson examples that will be implemented by the students in the gym) |

| FACILITIES: INDOORS AND/OR OUTDOOR |
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| Classroom (lecture part) |
| Indoor sports hall (practical part) |

| MODULE WORKLOAD | | |
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| Type | Learning Outcomes | Total Hours |
| Lecture | LO1 | 4 |
| Seminar/Workshop/Tutorial | LO1, LO2 | 16 |
| Structured Independent Work | | |
| Independent Work | LO1, LO2 | 32 |
| Total Workload | | 52 |

| READING |
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| Essential Reading |
| 1. Kuhn, P. (2009). <i>Kindgemäße Bewegungserziehung</i> . Bad Heilbrunn: Verlag Julius Klinkhardt. |
| 2. Kuhn, P. & Salzmann, A. (2014). <i>Fachdidaktik für die Grundschule: Sport</i> . Berlin: Cornelsen. |
| 3. National or jurisdictional curriculum |

| RESOURCE (Expansion of Indicative Content Content) | |
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| PRIMARY EDUCATION PHYSICAL EDUCATION TEACHER EDUCATION | |
| Note: This module resource is based on a structure of 5 weeks x 4 hours | |
| 1 | Introduction to Year 1 Physical Education Theory-Based Lecture (1 hour) <ul style="list-style-type: none"> - course description PE 1 - curriculum primary school - seminar topics - assignment seminars Lesson preparation Theory-Based Lecture (2 hours) <ul style="list-style-type: none"> - Written lesson preparation - Structure of a lesson - Didactic-methodical structure grid |

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| | <p>Characteristics of good physical education</p> <p>Theory-Based Lecture (1 hour)</p> <ul style="list-style-type: none"> - 8 Characteristics of good physical education according to Ulf Gebken (2005) - ZEN: Prepare - Develop - Follow-up (Kuhn, 2009) |
| 2 | <p>Mobilise the basic motor skills</p> <p>Theory-Based Lecture (1 hour)</p> <ul style="list-style-type: none"> - Primary school curriculum - Competence area: "Mobilise the basic motor skills " <p>Movement-Based (3 hours)</p> <p>Cycle 1:</p> <ul style="list-style-type: none"> - Explore equipment landscapes, obstacle courses and movement building sites. - Use the large basic forms: running, climbing, gliding, jumping, turning and orientating in space orientate in space <p>Cycle 2:</p> <ul style="list-style-type: none"> - creatively work with small equipment - work with small equipment with a partner or in groups. <p>Cycle 3:</p> <ul style="list-style-type: none"> - Run short distances quickly and longer distances with stamina, and in addition perform orientation tasks and move on different surfaces - Jumping to heights and distances, also with aids, and using jumping opportunities in the natural environment in the natural environment <p>▪ Cycle 4:</p> <ul style="list-style-type: none"> - imitate, invent and present acrobatic tasks. |
| 3 | <p>Playfully measuring forces</p> <p>Theory-Based Lecture (1 hour)</p> <ul style="list-style-type: none"> - Primary school curriculum - Competence area: "Playfully measuring forces" <p>Movement-Based (3 hours)</p> <p>Cycle 1:</p> <ul style="list-style-type: none"> - Allow physical contact, - Playfully scuffle and respect the limits of the other person. <p>Cycle 2:</p> <ul style="list-style-type: none"> - Control the intensity of the effort and the use of the body. - Use own strength appropriately for the situation - Establish and maintain fairness rituals (e.g. greeting each other before a playful fight). <p>Cycle 3:</p> <ul style="list-style-type: none"> - Recognise and observe rules in wrestling and playful fighting as a necessary prerequisite for fair fighting. comply with them - Defend or conquer materials in spite of the opponent's interference. - express themselves on physical experiences and reflect on alternative strategies <p>Cycle 4:</p> <ul style="list-style-type: none"> - Develop handicap rules to create equal opportunities and change them if necessary, e.g. the stronger one may only use one arm (leg) - - Take over simple referee functions and contribute to the observance of the rules. |
| 4 | <p>Engaging in individual and collective play</p> |

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| | <p>Theory-Based Lecture (1 hour)</p> <ul style="list-style-type: none"> - Primary school curriculum - Competence area: "Engaging in individual and collective play" <p>Movement-Based (3 hours)</p> <p>▪ Cycle 1:</p> <ul style="list-style-type: none"> - Take on and fill a role in movement games. - Make one's contribution to work together in playful situations to achieve a common goal <p>Cycle 2:</p> <ul style="list-style-type: none"> - Understand play roles and act according to their meaning - orientate oneself in the play space - Understand the rules of the game as a basic prerequisite for success in play <p>Cycle 3:</p> <ul style="list-style-type: none"> - Play simple forms of goal kicking and back kicking games and use the corresponding equipment (balls, sticks, etc.) appropriately, rackets) and use them appropriately - play fair with and against each other <p>Cycle 4:</p> <ul style="list-style-type: none"> - know the different main roles in the major sports games and play them in a team-friendly way - Develop their own ideas for the game |
| 5 | <p>Moving to music</p> <p>Theory-Based Lecture (1 hour)</p> <ul style="list-style-type: none"> - Primary school curriculum - Competence area: "Moving to music" <p>Movement-Based (3 hours)</p> <p>Cycle 1:</p> <ul style="list-style-type: none"> - Move freely to music - move with classmates in different positions: circle, row, ... - Dance in a round dance <p>Cycle 2:</p> <ul style="list-style-type: none"> - perceiving different rhythms, tempo, dynamics and translating them into movement. - Maintaining balance in standing and in movement - perform dance-like forms of movement <p>Cycle 3:</p> <ul style="list-style-type: none"> - imitate rhythmic sequences with one's body - perceive body tension and build up and release it purposefully - Perform folk and fashion dances <p>Cycle 4:</p> <ul style="list-style-type: none"> - Perform gymnastic and dance movements with different equipment - invent, practise and present movement sequences in the group |