

**Programme PRIME PETE Erasmus +**

MODULE DETAILS	
Module Title	Theory and Practice of Physical Education
Suggested Number of ECTs	2
Dimensions Core	D1S2, D1C1 D2S1, D2S2, D2S3 D4S1
Dimensions Extended	D2K3, D2S6, D2S7
Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar))	Predominantly movement based, with two introducing lectures.
Short Description	This module is based on didactics and methods of child-appropriate movement education. Levels of decision-making and conditions in physical activity teaching are discussed and the decision-making fields of physical activity teaching, which represent the what-decisions, are introduced. How-decisions represent the dimensions of teaching methods.

MODULE LEARNING OUTCOMES	
<b>Upon successful completion of this module, the student will be able to:</b>	
LO1	reflect on and apply different methodological concepts and approaches in movement teaching; and to be able to apply them;
LO2	plan and reflect on activities in the competence areas of the primary school curriculum in an age-appropriate, and appropriate to the situation and to reflect on them;

**Indicative Content (list topics to be covered)**

- Individualisation and differentiation
- Pupil-centred teaching
- Cooperative learning
- Pupil assessment

TEACHING METHODOLOGIES	
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	
Classroom (lecture part)	
Indoor sports hall (practical part)	



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PRIMARY EDUCATION PHYSICAL EDUCATION TEACHER EDUCATION

MODULE WORKLOAD		
Type	Learning Outcomes	Total Hours
Lecture		3
Seminar/Workshop/Tutorial		17
Structured Independent Work		32
Independent Work		
Total Workload		52

READING	
Essential Reading	
<p>1. Döhring, V., &amp; Gissel, N. (2009). Sportunterricht planen und auswerten: Ein Praxisbuch für Lehrende und Studierende. Baltmannsweiler: Schneider-Verlag Hohengehren.</p> <p>2. Esslinger-Hinz, I., Wigbers, M., Giovannini, N., Hannig, J., Herbert, L., Jäkel, L., Klingmüller, C., Lange, B., Neubrech, N. &amp; Schnepf-Rimsa, E. (2013). Der ausführliche Unterrichtsentwurf. Weinheim und Basel: Beltz.</p> <p>3. Meyer, H. (2014). Leitfaden Unterrichtsvorbereitung. 7. Auflage Berlin: Cornelsen</p>	
<b>RESOURCE</b> <b>(Expansion of Indicative Content)</b>  Note: This module resource is based on a structure of 5 weeks x 4 hours	
1	<b>Introduction to Year 2 Physical Education</b> <b>Theory-Based Lecture (4 hours)</b> <ul style="list-style-type: none"> <li>- Course description PE 2</li> <li>- Learning outcomes</li> <li>- Evaluation</li> <li>- Primary School Curriculum - Areas of Competence in Physical Education</li> <li>- Seminar topics</li> <li>- Assignment Seminars</li> </ul>
2	<b>Individualisation and differentiation</b>  <b>Theory-Based Lecture (1 hour)</b> <ul style="list-style-type: none"> <li>- External differentiation/internal differentiation</li> <li>- Prerequisite-oriented differentiation/ requirement-oriented differentiation</li> <li>- Forms of internal differentiation</li> </ul> <b>Movement-Based (3 hours)</b> <b>Differentiation using the following exemplary movement tasks:</b> <ul style="list-style-type: none"> <li>- Catching games</li> <li>- Playing with hand and ball</li> <li>- Props and rolls</li> <li>- Running with endurance</li> </ul>

	<ul style="list-style-type: none"> <li>- Dare and responsibility</li> </ul>
3	<p><b>Pupil-centred teaching</b></p> <p><b>Theory-Based Lecture (1 hour)</b></p> <ul style="list-style-type: none"> <li>- Open, pupil-centred teaching</li> <li>- Independent learning</li> <li>- Stimulate</li> <li>- Movement task</li> <li>- Freedom for self-determination</li> <li>- Pupil participation/independent action</li> <li>- Challenges for the modern teacher</li> <li>- Methodological principles</li> </ul> <p><b>Movement-Based (3 hours)</b></p> <p><b>Pupil-centred teaching using the following exemplary movement tasks:</b></p> <ul style="list-style-type: none"> <li>- Rhythm training based on a journey through the world of music (e.g., round dance)</li> <li>- Throwing and aiming</li> <li>- Circus arts: juggling, balancing, swinging, jumping/ flying</li> <li>- Coordination: managing several tasks at the same time (linking skills)</li> <li>- Jumping in all directions and in all forms</li> </ul>
4	<p><b>Cooperative learning</b></p> <p><b>Theory-Based Lecture (1 hour)</b></p> <ul style="list-style-type: none"> <li>- Basic elements of cooperative learning - PIGS-FACE</li> <li>- Basic Elements of Cooperative Learning</li> </ul> <p><b>Movement-Based (3 hours)</b></p> <p><b>Cooperative learning using the following exemplary movement tasks:</b></p> <ul style="list-style-type: none"> <li>- Running and catching: Being successful in a team</li> <li>- Cooperative games</li> <li>- Attack and defence in goal games</li> <li>- On the racetrack: Running fast</li> <li>- Acrobatics: Building figures and pyramids</li> </ul>
5	<p><b>Pupil assessment</b></p> <p><b>Theory-Based Lecture (1 hour)</b></p> <ul style="list-style-type: none"> <li>- Clarification of terms</li> <li>- Reference standard</li> <li>- Quality features of the assessment</li> <li>- Competences and competence levels in Luxembourg</li> <li>- Assessment of success with learning grids; can books; catalogue of criteria; competence assessment sheet; observation sheets; equipment licence; swimming badge; self-assessment; annual assessment</li> </ul> <p><b>Movement-Based (3 hours)</b></p> <p><b>Pupil assessment using the following exemplary movement tasks:</b></p> <ul style="list-style-type: none"> <li>- Strengthening with own body weight and with small equipment in a playful form (feedback)</li> <li>- Passing and running free (feedback)</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Learning to move (auto-evaluation)</li><li>- Playing with balls and rackets (auto-evaluation)</li><li>- Designing, presenting (peer evaluation)</li></ul> |
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