

MICRO MODULE DETAILS	
Micro Module Title	Understanding Physical Education: Cooperative Challenges Outdoors
Suggested Number of ECTS	1 ECTS
Dimensions Core	D1K1, D1K2, D1K3, D1K4; D1S1, D1S3; D1C1 D2K1; D2S1, D2S2, D2S3, D2S5 D3K1; D3S1, D3S2; D3C1, D3C2, D3C3 D4S1, D4S2; D4C1, D4C2, D4C3 D5C2, D5C3
Dimensions Extended	D1C2, D1C3 D2K2, D2K3; D2S6, D2S7, D2S8; D2C2, D2C3 D3K2, D3K3; D3S3, D3S6 D4K2; D4S4; D4C4 D5C4
Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar))	Movement-Based
Short Description	The student is provided with opportunities for deepening understanding of Primary Physical Education with a focus on cooperative challenges in the context of outdoor and adventure activities. Teaching methodologies and strategies will be analysed with reference to their application in the physical education lesson and particularly when teaching outdoor and adventure activities. A key focus will be on experiential learning to promote understanding of qualities such as cooperation and respect, as challenges are undertaken. Physical activity, development of fundamental movement skills and development of understanding of activities explored underpin the work. Students will be encouraged to probe aspects for integration with other subjects in primary curricula and to consider issues such as risk and safety related to outdoor and adventure activities.

MICRO MODULE LEARNING OUTCOMES	
Upon successful completion of this micro module, the student will be able to:	
LO1	engage critically and analytically, and develop a personal understanding of teaching outdoor and adventure education with reference to key considerations such as inclusion, safety, risk and personal responsibility
LO2	explore cooperative challenges in the context of outdoor and adventure activities
LO3	develop integrated pedagogical approaches with a focus on experiential learning for teaching outdoor and adventure activities and linking it to work in other subjects of the curriculum
LO4	begin to use some digital tools (e.g., iPads) to record process of working through cooperative challenges outdoors
LO5	use a range of strategies to support, monitor and assess children's progress

Indicative Content (list topics to be covered)

Adventure Education and Outdoor Education

Experiential learning: experiencing, reflecting, analysing, applying

Practical exploration of cooperative challenges (e.g., Steppingstones; Hula-hoop circle, Hula hut construction, Cooperative Jigsaw and Symbol Relays, Shuffle pack, Peg game, Blind trail; Bull Ring challenge)

Teaching methodologies and approaches with a particular focus on differentiation and experiential learning

Using cooperative challenges to enhance physical activity levels and development of fundamental movement

skills

How cooperative challenges can be integrated with work in other subjects e.g., science/environmental studies/social and personal development

Safety and risk assessment through cooperative challenges as an aspect of an outdoor and adventure programme

Use of digital technology e.g., i-Pads to record elements of challenge

Application of Multiple Means of Representation (Universal Design for Learning) when teaching cooperative challenge

TEACHING METHODOLOGIES	
Teaching Methodologies	Practical with theory woven through

FACILITIES: INDOORS AND/OR OUTDOOR
Outdoor play area, sports hall, local park/recreational area

MICRO MODULE WORKLOAD		
Type	Learning Outcomes	Total Hours
Lecture		0
Seminar/Workshop/Tutorial	LO1, LO2, LO3, LO4, LO5	2
Structured Independent Work		0
Independent Work		0
Total Workload		2

READING
<p>Essential Reading</p> <p>Dyson, B., & Sutherland, S. (2015). Adventure Education in Your Physical Education Program. In <i>Standards-Based Physical Education Curriculum Development</i> (3rd ed., pp. 229–252). Jones & Bartlett</p> <p>Graham, G., Holt-Hale, S., & Parker, M. (2020). Children Moving: A reflective approach to teaching physical education., 10th Ed., McGraw-Hill NY</p> <p>Stiehl, J., Parker, M., & Coulter, M. (2015). Outdoor Education. In <i>Standards-Based Physical Education Curriculum Development</i> (3rd ed., pp. 255–274). Jones & Bartlett.</p> <p>Disentangling Inclusion in Primary Physical Education (2021). https://www.dippe.lu/</p> <p>Move Well Move Often (2017). Professional Development Services for Teachers https://www.scoilnet.ie/pdst/physlit/fms-activities/</p>