

MICRO MODULE DETAILS	
Micro Module Title	Foundations of Physical Education: Knowledge and Understanding of Physical Activity Recommendations
Suggested Number of ECTs	1 ECTs
Dimensions Core	D1K3 D1K4, D1S1 D1S2 D1S3, D1C1. D3K1, D3C1 D3C2 D3C3.
Dimensions Extended	D1C2 D1C3 D1C4 D3K2 D3K3.
Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar))	Theory-based (1.5 hours) + movement-based lectures in the classroom (1.5 hours). The micro-module is predominantly theory based and is run in a university room. The practical activities consist of group discussions among students. Anyway, the micro-module is conducted according to active school principles, i.e., with use of active breaks.
Short Description	<p>The aim of this micro module is to provide students with the knowledge and understanding of the content and “philosophy” of the most recent recommendations for PA and guidelines for Quality Physical Education. Suggestions for implementing QPE classes and for promoting out-of-school through PE will be also provided.</p> <p>Upon completion of this micromodule, students will know and understand the contents and the rationale of the most important international PA guidelines, and in particular those published by the WHO in 2020. Additionally, they will acquire teaching strategies, know how to reflect on them to design and implement effective and enjoyable teaching activities.</p> <p>In the theoretical part of the micro module (1 hour and a half), information regarding the current trends of PA around the world, with a particular focus on European countries, and recommendations by some international and national Organizations will be discussed. Suggestions on how to design and manage QPE classes, links with physical literacy, implementation of individualised programmes, promotion of self-monitoring, intrinsic motivation and enjoyment will also be provided.</p> <p>In the seminar part (1 hour and a half), students will work in small groups and will be asked to design and create effective “messages” for PA promotion through PE, targeting the diverse actors involved in PA promotion, at school and out-of-school.</p>

MICRO MODULE LEARNING OUTCOMES	
Upon successful completion of this micro module, the student will be able to:	
LO1	Knowing and understanding the contents and the rationale of the most important international PA guidelines, and in particular those published by the WHO in 2020.
LO2	Acquiring teaching strategies, knowing how to reflect on them to design and implement effective and enjoyable teaching activities.

Indicative Content (list topics to be covered)

Lecture

Seeking for Quality PE:

- Physical Activity recommendations for children and adolescents
- The concept of physical literacy
- Eight investments that work for promoting PA
- Five key points for implementing QPE classes

Seminar

- Implementation of a PE lesson based on the theoretical contents

TEACHING METHODOLOGIES	
Teaching Methodologies	Lecture: Face-to-face classroom discussion with the use of “traditional” tools, such as slides shows, videos, and videoclips. Group work.
	Seminar: small group work aims at creating effective “messages” for PA promotion through PE, targeting the diverse actors involved in PA promotion, at school and out-of-school.

FACILITIES: INDOORS AND/OR OUTDOOR
University room with slide projector and, if possible, with tables for small groups working.

MICRO MODULE WORKLOAD		
Type	Learning Outcomes	Total Hours
Lecture		1.5 hrs.
Seminar/Workshop/Tutorial		1.5 hrs.
Structured Independent Work		
Independent Work		
Total Workload		3 hrs.

READING
Essential Reading
<ol style="list-style-type: none"> 1. Canadian 24-Hour Movement Guidelines: An Integration of Physical Activity, Sedentary Behaviour, and Sleep. https://csepguidelines.ca/ 2. Canadian Society for Exercise Physiology (2012). <i>Canadian Physical Activity Guidelines - Canadian Sedentary Behaviour Guidelines</i>. https://heartstrokeprod.azureedge.net/-/media/pdf-files/healthy-living/csep_guidelines_handbook.ashx?la=en 3. International Society for Physical Activity and Health. (2020). Eight investments that work for physical activity. Ispah.org. Retrieved on 22nd June 2022 from: https://www.ispah.org/wp-content/uploads/2020/11/English-Eight-Investments-That-Work-FINAL.pdf 4. United Nations Educational, Scientific and Cultural Organization. (2015). Quality physical education: Guidelines for policy-makers. En.unesco.org. Retrieved on 22nd June 2022 from: https://en.unesco.org/inclusivepolicylab/sites/default/files/learning/document/2017/1/231101E.pdf 5. World Health Organization. (2020). WHO guidelines on physical activity and sedentary behaviour. Who.int. Retrieved on 22nd June 2022 from: https://www.who.int/publications/i/item/9789240015128 6. World Health Organization. (2021). <i>Promoting Physical Activity Through Schools: A Toolkit</i>. Geneva: World Health Organization.