

**PRIME PETE Programme Module Samples**

<b>MODULE DETAILS</b>	
Module Title	Understanding Physical Education
Suggested Number of ECTS	2.5
Dimensions Core	D1S1, D1S2; D1C1. D2K1; D2S1, D2S2, D2S3, D2S4, D2S5. D3S2; D3C1, D3C2, D3C3. D4S1, D4S2; D4C1, D4C3. D5C1.
Dimensions Extended	D1C2, D1C3. D2K2, D2K3, D2K5; D2S6, D2S7, D2S8; D2C2, D2C3. D3K2, D3K3; D3S3, D3S6. D4K2; D4S4; D4C4, D4C5. D5S3; D5C4, D5C5.
Setting (Online, Hybrid, Offline, Movement-Based, Theory-Based (Lecture or Seminar))	Predominantly movement based with some theory based (lectures).
Short Description	This module builds on the experience of the student who has engaged with the foundation course in physical education and taught some physical education to children in junior classes, prompting them to reflect on teaching physical education in both junior and senior classes. The student is provided with opportunities for deepening understanding of strands of the Primary PE Curriculum (e.g., gymnastics, athletics) while beginning to explore strands such as outdoor and adventure activities. Teaching methodologies and approaches including integration with other subjects will be analysed with reference to their application in the physical education lesson. Promotion of physical activity within lessons, development of fundamental movement skills and development of the child's understanding of movement activities underpin the work.

<b>MODULE LEARNING OUTCOMES</b>	
<b>Upon successful completion of this module, the student will be able to:</b>	
LO1	recognise the importance of continuing to develop knowledge and expertise related to teaching physical education with reference to the Physical Education Curriculum
LO2	identify and apply key teaching methodologies for teaching physical education related to individual and group/teamwork underpinned by the principles of maximum participation, differentiation, and promotion of high levels of physical activity.
LO3	engage critically and analytically and develop a personal understanding of teaching physical education with reference to key considerations such as the role of competition, inclusion, safety, and personal responsibility.
LO4	develop integrated pedagogical approaches for teaching physical education linking it to work in other subjects of the curriculum.
LO5	use a range of strategies to support, monitor and assess children's progress.
LO6	begin to use some digital tools (e.g., iPads) to enhance teaching in physical education.

## PRIME PETE Programme Module Samples

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

The Primary Physical Education Curriculum

Planning and teaching physical education: design of progressional plans lesson plans; planning physical education for school placement with an emphasis on planning for senior classes.

Focus on development of fundamental movement skills and prompting high levels of physical activity.

Safe practice in teaching physical education

Integration with other subjects e.g., Geography, Mathematics

Differentiation with particular reference to inclusion of children with special needs and teaching gifted children.

Focus on teaching pedagogies and approaches: Application of particular teaching methodologies (e.g., questioning children appropriately, class organisation, providing appropriate feedback to pupils, group teaching in a games setting) with a particular emphasis on assessment.

Focus on assessment: Selection of learning intentions, using teacher observation, and recording some outcomes of assessment.

Focus on teaching strands of the curriculum.

Athletics: (a) the running strand unit with focus on increasing physical activity levels of children and their understanding and appreciation of running activities with particular reference to relay and running over distance; (b) consolidation of jumping and throwing activities

Gymnastics: individual, pair and group work for senior classes, teaching specific skills

Dance: exploration of folk (including Irish) dance and creative dance underpinned by the Laban principles of movement

Outdoor and adventure strand: exploring walking, orienteering activities, and outdoor challenges.

Games for senior classes: (a) teaching specific skills across a broad range of sports e.g., basketball set shot, volley, lateral pass in rugby (b) application of skills in a variety of appropriately challenging contexts (c) further development of small-sided games using a variety of equipment.

#### TEACHING METHODOLOGIES

Movement Based, Theory Based Lectures, Individual tasks, Group tasks, Structured Independent tasks.

#### FACILITIES: INDOORS AND/OR OUTDOOR

Indoor sports hall and outdoor sports field

#### MODULE WORKLOAD

Type	Learning Outcomes	Total Hours
Theory-Based	LO1, LO3;	4
Movement-Based	LO2, LO4, LO5, LO6;	20
Structured Independent Work	LO1	8
Independent Work	LO1, LO2, LO4, LO3, LO4, LO5, LO6;	93

**PRIME PETE Programme Module Samples**

Total Workload	<b>125</b>
----------------	------------

<b>READING</b>
<b>Essential Reading</b>
1. National Curriculum  2. Primary School Sports Initiative. (n.d.). Primary School Sports Initiative Resource Materials for Teaching Physical Education (PSSI). <a href="http://pssi.pdst.ie/clickme.html">http://pssi.pdst.ie/clickme.html</a>  3. Graham, G., Holt/Hale, S. A., & Parker, M. (2020). Children moving: A reflective approach to teaching physical education. (Tenth edition.). McGraw-Hill Education: NY.

	<b>RESOURCE</b>  (Expansion of Indicative Content)  Note: This module resource is based on a structure of 12 weeks x 2 hours
1	<b>Introduction to Year 2 Physical Education</b> <b>Theory-Based Lecture (1 hour)</b> <ul style="list-style-type: none"> <li>● Best Practice for full engagement in the module to include safe practice.</li> <li>● Assessment of the module</li> <li>● Presentation of module schedule</li> </ul> <b>Physical, Affective and Cognitive Development through Outdoor and Adventure activities (OAA)</b> <b>Movement-Based (1 Hour)</b>  <i>Sample Cooperative Challenges:</i> Steppingstones/Frogger, Hula Hut, Shuffle Pack, Bull ring; circle soccer; Quoit/hula hoop pass etc Exploration of <a href="#">Walking Activities and Outdoor Challenges PSSI Online Resource</a>  <i>Pedagogy focus:</i> processing including debriefing in an O&AA lesson; the place of outdoor challenges in long-term and short-term plans
2	<b>Physical, Affective (Social/Personal) and Cognitive Development through Outdoor and Adventure Activities (O&amp;AA) (2)</b> <b>Movement-Based (2 Hours)</b> Outdoor and adventure activities: rationale, content, pedagogy <b>Exploring Orienteering activities</b> <ul style="list-style-type: none"> <li>● Using control cards</li> <li>● Undertaking Photo Star indoors and outdoors</li> <li>● Undertaking Photo Orienteering</li> <li>● Orientating a map</li> </ul> <i>Pedagogy focus:</i> teacher questioning to prompt learning
3	<b>Physical, Affective (Social/Personal) and Cognitive Development through Outdoor and Adventure activities (O&amp;AA) (3)</b> <b>Movement-Based (1 Hour)</b> <ul style="list-style-type: none"> <li>● Reading a Map-integration with Geography</li> <li>● Undertaking a 'Map Walk' – map orientation and route planning</li> </ul>

**PRIME PETE Programme Module Samples**

	<ul style="list-style-type: none"> <li>Using an iPad to record location of a control.</li> <li>Undertaking Point to Point Orienteering</li> <li>Exploration of different versions of Orienteering: Star Orienteering, Score Orienteering, Mass Orienteering</li> </ul> <p><b>Theory-Based Lecture (1 Hour)</b></p> <ul style="list-style-type: none"> <li>Lesson planning for O&amp;AA with particular attention to the strand units of O&amp;AA and embedding them in lesson plans.</li> <li>Managing a class in an open environment</li> </ul> <p><i>Pedagogy focus:</i> teacher observation linked to learning outcomes and success criteria; using technology to support teaching and learning</p>
4	<p><b>Physical, Cognitive and Affective Development through Athletics</b>  <b>Movement-Based (2 Hours)</b></p> <ul style="list-style-type: none"> <li>Exploration of dynamic stretching in the context of warm-up activities</li> <li>Consolidation of running short distances/sprint with a focus on efficient technique for start (including reaction sprints) and finish (acceleration)</li> <li>Running for distance activities e.g., team relay</li> <li>Throwing: the standing overarm throw (tennis ball/javelin); using an approach run</li> <li>Running a standard relay: baton changeover technique</li> <li>Understanding and appreciation of athletics: how to prompt learning about athletic events, athletes (local and international) and preparation/training of athletes.</li> </ul> <p>Exploring <a href="#">Athletics activities from PSSI resource materials</a></p> <p><i>Pedagogy focus:</i> using images of athletics/athletes to prompt learning; class organisation to optimise physical activity levels.</p>
5	<p><b>Physical, Cognitive and Affective Development through Athletics (2)</b>  <b>Movement-Based (2 Hours)</b></p> <ul style="list-style-type: none"> <li>Measurement and timing of children's achievements: integrating with mathematics.</li> <li>Pacing for running longer distances</li> <li>Jumping for height: Exploration of different ways of jumping e.g., scissors technique</li> <li>Running over obstacles: including development of rhythm/pattern over evenly spaced obstacles (hurdling)</li> <li>Lesson planning for athletics</li> </ul> <p><i>Pedagogy focus:</i> group teaching using stations. <a href="#">Exploring PSSI Resource sample</a> illustrating station teaching</p>
6	<p><b>Physical (including developing and mastery of Fundamental Movement Skills), Affective and Cognitive Development through Games.</b>  <b>Theory-Based Lecture (1 Hour)</b>  <b>Universal design for learning (UDL) in physical education and inclusion</b></p> <ul style="list-style-type: none"> <li>Analysis of UDL as an approach to teaching and inclusion</li> <li>Illustrating and experiencing some examples of the application of UDL in PE</li> <li>Exploring the <a href="#">Disentangling Inclusion in Primary Physical Education website</a> to assist teachers in their work.</li> <li>Applying UDL to Games and beyond</li> </ul>

**PRIME PETE Programme Module Samples**

	<p><b>Movement-Based (1 Hour)</b></p> <p><i>Warm Up:</i> Incorporating games skills in your warmups e.g., dribbling.</p> <p>Focus on (a) locomotor skills running, jumping, turning (b) object-control skills: throwing, catching, striking,</p> <ul style="list-style-type: none"> <li>● Identifying skills in games teaching points</li> <li>● Demonstrating games skills</li> <li>● Selecting activities to develop and practise skills.</li> <li>● Applying skills to modified games play.</li> </ul> <p><i>Pedagogy focus:</i> Using task cards to guide children’s learning; Using grid and station teaching methodology.</p> <p><a href="#">See PSSI Resource materials Games 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class level</a></p>
7	<p><b>Critique of Readings and Resources</b></p> <p><b>Online Seminar/ Workshop/Tutorial (2 Hours)</b></p>
8	<p><b>Physical (including Fundamental Movement Skills) Affective and Cognitive Development through Games</b></p> <p><b>Movement-Based (2 Hours)</b></p> <ul style="list-style-type: none"> <li>● Identifying practices for senior classes to develop games skills.</li> <li>● Playing with opposition: 3v1; 3v2; 5v5</li> <li>● Playing, refereeing, and adapting modified games</li> <li>● Planning games lessons</li> <li>● Using space effectively, defending, attacking, scoring, communication</li> </ul> <p><i>Pedagogy focus:</i> group teaching_ using stations and/or grids; inclusive practice: applying the TREE principles to adapt activities; illustrating examples of good games teaching, how to manage rules and adapt games, application of best practice related to grouping/selecting teams; demonstrating and explaining</p>
9	<p><b>Physical, Cognitive and Affective Development through creative dance</b></p> <p><b>Movement-Based (2 Hours)</b></p> <p><i>Exploring dance activities from <a href="#">PSSI dance lessons</a></i></p> <ul style="list-style-type: none"> <li>● Exploring what children learn in dance with a focus on the Principles of Movement: body awareness, relationships, spatial awareness, dynamic awareness.</li> <li>● Identifying dance activities which include exploration of using different body parts, making different body shapes and performing different body actions.</li> <li>● Creating and performing dance sequences</li> </ul> <p><i>Pedagogy focus:</i> organising children to perform dance compositions; self- and peer-assessment</p>
10	<p><b>Physical, Cognitive and Affective Development through folk dance</b></p> <p><b>Movement-Based (1 Hour)</b></p> <ul style="list-style-type: none"> <li>● Exploring children’s movement to music: action songs</li> <li>● Folk dances from different countries.</li> </ul> <p><b>Theory-Based Lecture (1 Hour)</b></p> <p><b>School Placement (SP) Preparation</b></p> <ul style="list-style-type: none"> <li>● Short term planning: Examining sample lesson plans illustrating lesson components.</li> <li>● Long-term planning: Examining sample progressional schemes incorporating the lessons from each week.</li> <li>● Discussing some of the PE issues related to school placement using school placement guidelines on teaching PE.</li> </ul>

**PRIME PETE Programme Module Samples**

	<ul style="list-style-type: none"> <li>● Explore resources specific to school placement. <ul style="list-style-type: none"> <li>○ Collaborating with the external provider and implications for your teaching on SP</li> <li>○ Promoting inclusive practice on SP</li> </ul> </li> </ul>
11	<p><b>Physical, Affective and Cognitive development through Gymnastics</b></p> <p><b>Movement-Based (2 Hours)</b></p> <ul style="list-style-type: none"> <li>● Lesson introductions including warmups for gymnastics – and exploring specific activities to promote the strength of the child.</li> <li>● Exploring gymnastics using the Principles of Movement and/or the Skill Theme Approach</li> <li>● Exploration of Individual Work: Travelling including jumping and rolling; balance (including mirroring and matching, creating symmetrical/asymmetrical balances)</li> <li>● Rolling activities underpinned by examination of the PDST video resource <a href="https://www.scoilnet.ie/pdst/physlit/videos/">https://www.scoilnet.ie/pdst/physlit/videos/</a></li> <li>● Creating and performing sequences of movement: Working together to link travel and balance.</li> </ul> <p><i>Pedagogy focus:</i> facilitating group gymnastics performances, checking for understanding (questioning) and providing feedback using success criteria.</p>
12	<p><b>Physical, Affective and Cognitive development through Gymnastics (2)</b></p> <p><b>Movement-Based (2 Hours)</b></p> <ul style="list-style-type: none"> <li>● Exploring specific gymnastics skills (e.g., forward roll and cartwheel)</li> <li>● Exploring pair and group balances involving matching, mirroring, balance, and counterbalance</li> <li>● Short term planning for gymnastics: examining sample lesson plans.</li> </ul> <p><i>Pedagogy focus:</i> questioning and providing feedback; Using an i-Pad to support self- and peer-assessment.</p> <p><a href="#">Read PSSI Gymnastics lesson plan Resource</a></p> <p><i>Pedagogy focus:</i> assessment – questioning, feedback, self- and peer-assessment.</p>

# PRIME PETE

PRIMARY EDUCATION PHYSICAL EDUCATION TEACHER EDUCATION