

Four-Year B.Ed. Course Manual

CONTENT AND FOUNDATIONAL KNOWLEDGE IN PHYSICAL EDUCATION









The Government of Ghana









FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors and lecturers in delivering a complete B.Ed. course for training student teachers which meet the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan. This will help to ensure that student teachers learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce these sets of resources for tutors/lecturers, mentors and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copies resulting in a set of materials that are easy to use, read and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team is approach used to produce these manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked and who have directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. the course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 - 1. What is to be taught and why.
 - 2. how it can be taught.
 - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is	
In view of this philosophy, I	will facilitate this course by/through

Extended Lesson Planner

A. Course Information

Title Page

i. The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners.

ii. C	Course Details							
Course	Content and Foundational Knowledge in Physical Education							
name								
Pre-	Intersection of Physical Activity, Sport, Music and Dance							
requisite								
Course	200 Course Code Credit Value 3							
Level								

Table of contents

1. Goal for the Course

The goal is to understand and apply common and specialized content knowledge for the delivery of an effective physical education and sport programme in basic school

2. Course Description

The course covers common content knowledge (CCK) including the knowledge of the rules and etiquette, and knowledge of techniques and tactics obtained primarily through participation in activity itself. In addition, the course will cover specialized knowledge (SCK) including the knowledge of (a) common errors that students are likely to make when learning an activity, and (b) instructional tasks and representations (i.e., how to plan for and implement developmentally appropriate learning task progressions, being able to accurately assess/diagnose critical performance elements and common errors. The scientific and theoretical foundational knowledge in physical education covers physiological and biomechanical concepts related to skilful movement, physical activity and fitness. Additionally, the course covers motor learning and behaviour-change/psychological principles related to skilful movement, physical activity and fitness as well as motor development theory and principles related to fundamental motor skills, skilful movement, physical activity and fitness and physical activity/sport adaptations to serve all learners including those with special needs. Historical, philosophical and social perspectives of physical education and adapted physical education issues and legislation shall be covered. Through exposure to the sub-disciplines student teachers move beyond the "how" of teaching to the "why" of various pedagogical strategies and practices.

Primary Source Note: This course was conceptualized and contextualized based on references from the Society of Health and Physical Educators (SHAPE)

2017 National Standards for Initial Physical Education Teacher Education-[SHAPE "A"]:

https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-Standards-and-Components.pdf(retrieved 18 June 2019)

2017 National Standards for Initial Physical Education Teacher Education-[SHAPE "B"]:

http://www.ncate.org/~/media/Files/caep/program-review/2017-shape-america-full-pete-standards-r.pdf?la=en (retrieved 18 June 2019)

3. Key contextual factors

The *Content and foundational knowledge in physical education course* will be taught in a one-three-hour session in each week. Every 3-hour session in a week should focus on both theory and practical performance and analysis of various healthenhancing exercises. It is expected that, practicing of sports, physical activities and analysis of performance errors should be pursued at least 3-days in a week from 3:30pm to 5:30pm each day to practice common content knowledge as well as specialised knowledge introduced in-class. This arrangement will increase opportunity to respond and allow student teachers to master the content and diffuse the following misconceptions:

- 1. Physical education content is not as important as numeracy and literacy content. The content and the pedagogical experiences will reveal that physical education is unique and worthy in its own right and cannot be compared to numeracy and literacy content. It will further reveal that, numeracy and literacy content can be reinforced in physical education settings
- 2. **Physical activities/exercise are meant for boys**. In this course student teachers will be exposed to various adaptations that will serve the needs of ALL learners. The benefits derivable from participation in physical activity is healthy for ALL persons regardless of gender or disability condition.
- 3. **Sport is for the less talented in academics**. Student teachers will know and apply scientific, historical, philosophical and sociological knowledge which sharpens cognition and reinforces important scientific and mathematical concepts. For example, addition, multiplication, use of force etc

4. Core and transferable skills and cross cutting issues, including equity and inclusion

- -Cross-discipline connections that promote or reinforce physical activity for health development and improvement in sport performance
- -Critical thinking through analysis of common and specialized content knowledge
- -Cultural, gender and inclusivity issues through traditional games- include learners with special needs
- -Core Values—honesty, integrity, cooperation, responsible citizenry, etc. (NTECF) through acquisition of fundamental motor skills

-Digital literacy- opportunities to surf and present information across units using various digital tools

Digital literacy- opportunities to surf and present information across units using various digital tools				
5. Course Learning Outcomes (CLO)	6. Learning Indicators (LI)			
5. Course Learning Outcomes (CLO) CLO 1 Describe and apply common content knowledge (CCK) and specialized content knowledge (SCK) for teaching physical education NTS 2c.NTS 2d. NTECF p16), (EPJMDS) CLO2 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness (CI.1 Describe at least four (4) CCK and show how they can be applied in teaching physical education LI.2 Apply CCK to discriminate performance errors and critical elements of performance in movement pattern and skills LI.3 Describe at least four (4) SCK and show how they can be applied/integrated in teaching physical education to develop physical literacy in all learners including those with SEND LI.4 Apply SCK to minimize performance errors and help all learners (including those with SEND) to acquire physical literacy LI.1 Demonstrate knowledge and understanding of the connection between physical activity and health as well as how the body responds to physical activity. LI.2 Demonstrate knowledge and understanding of the cardiovascular and musculoskeletal systems, energy systems, physiological			
NTS 2. NTECF p.20	responses to exercise, influence of lifestyle factors, components of health-related fitness, and how to design fitness and physical activity programs. LI.3 Use biomechanical principles and functional anatomy to analyze students' movement technique and determine how to best correct or enhance the execution of the movement			
CLO3 Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness	 LI.1 Apply goal setting techniques, motivational strategies, and behaviour-management practices to support student engagement in learning experiences. LI.2 Use self-monitoring practices that are essential to exercise adherence and lifelong physical activity 			
CLO4 Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness	LI.1 Demonstrate knowledge and understanding of typical development of movement patterns and how to determine individual students' levels of readiness. LI.2 Identify and describe four (4) categories of essential motor development knowledge including developmental perspective, motor behavior changes across the lifespan, factors affecting movement change; and developmentally appropriate practices			
CLO5 Describe historical, philosophical and social perspectives of physical education issues and legislation	LI.1 Demonstrate knowledge and understanding of the social, historical, and philosophical context of physical education and physical activity in the Ghanaian culture. LI.2 Explain how the cultural context served as a foundation for the development of the Ghana Education Service: Physical Education and Sport Implementation Guidelines (GESPESIG) and practice in PE for all.			
CLO6Demonstrate competency in all fundamental motor skills, as well as skilful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).	LI.1 Demonstrate competency in all fundamental motor skills, as well as skilful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities). LI.2 Achieve and maintain a health-enhancing level of fitness throughout the program.			

7.	Course Content		
Unit	Topic	ub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	Common content knowledge and specialized content knowledge	Common content knowledge specialized content knowledge	Set Induction : Icebreaker activities that set the tone for starting the lesson. Offers opportunity for student teacher reflection and knowledge translation/connection.
2	Physiological and biomechanical concepts related to movement	Physiological perspectives Biomechanical perspectives	Small Group Presentation: Student teachers are assigned to small groups to collaboratively engage in a variety of tasks, share completed tasks with other groups and/or to the whole class.
3	Motor behaviour and Psychological principles	Motor learning perspectives Psychological perspectives	Class discussion: Whole class facilitation and interaction. Think-Pair-Share: Student teachers work in pairs to discuss/share ideas relating to assigned tasks. Pairs share
4	Motor development theory and principles	Motor development theory Motor development principles	their common ideas with other pairs in the class Small Group Work: Assign students teachers to small groups to perform a variety of tasks
5	History, social and philosophical perspectives	 Historical perspectives Socio-cultural perspectives Philosophical perspectives 	Observation/Analysis of video/live performances and asses/diagnose critical performance errors Independent e-learning tasks to search, retrieve and
6	Fundamental motor skills	1.Traditional games, sports and aquatics 2.Dance, music and rhythmic activities 3. Outdoor pursuits, individual-performance activities	document various supporting evidence from e-learning sources Reflection and Closure: Opportunity for student teachers to reflect and express themselves regarding what they have learned and match their responses to the purpose of the lesson. Lesson closure focusing on what's to be learned in the next lesson and how that connects with PK across disciplines. Practical Activity: Physical practice of varieties of motor skills and movement patterns.

8. Teaching and Learning Strategies

- a) The *course* will be taught in a one-three-hour session in each week. Every 3-hour session in a week should be taught to promote the inter-disciplinary connections between and amongst various courses. This will comprise the Theory and Practical Instruction in the classroom setting. It is recommended that extended evening practices should be required at least 3-days in a week from 3:30pm to 5:30pm each day to practice skills and concepts introduced in-class. This gives the course nine (9) [i.e., 3+6] contact hours per week.
- b) Cooperative learning
- c) Teamwork/group
- d) Individual and group presentations
- e) Writing of reflective notes

9. Course Assessment Components (of, for, and as learning)

Component 1 :PROJECT30% (go to appendix 1 for details)

Class participation and group presentations - Portfolio project

CLO 1-6

NTS 1 a Critically and collectively reflects to improve teaching and learning **NTS1.d** Is guided by legal and ethical teacher codes of conduct in his or her

development as a professional teacher.

NTS 2 c Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.

NTS 2 e Understands how children develop and learn in diverse contexts and applies this in his or her teaching.

NTS 2d At pre-primary and primary the teacher knows the curriculum for the years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

NTS 2 f Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

NTECF 16)

Component 3 [EXAMINATION]: 40%

NTS 1 a Critically and collectively reflects to improve teaching and learning

NTS1.d Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher

NTS 2 c Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in

NTS 2dAt pre-primary and primary the teacher knows the curriculum for the years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction

NTS2e Understands how children develop and learn in diverse contexts and applies this in his or her teaching

NTS 2f Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching

NTECF 16,20,21,23,32,38,38 & 41

Component 2 [PORTFOLIO]: 30%

Independent e-learning assignment, observation and analysis of performance errors School visit and/or observation

CLO 1-6(

NTS 1 a Critically and collectively reflects to improve teaching and learning.

NTS 1 b

NTS 1 d Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher

NTS 2 c Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.

NTS 2 e Understands how children develop and learn in diverse contexts and applies this in his or her teaching.

NTS 2d At pre-primary and primary the teacher knows the curriculum for the years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

NTS 2 f Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

NTS 3 c

NTECF 16)

10. Required Reading and Reference List

Arthur, T. J. (2016). *Biomechanics and Exercise Physiology*. John Wiley & Sons, Inc. New York Winter, A. D. (2009). *Biomechanics and Motor Learning*. John Wiley & Sons, Inc. New York 2017 National Standards for Initial Physical Education Teacher Education[SHAPE "A"]:

https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-Standards-and-Components.pdf(retrieved 18 June 2019)

2017 National Standards for Initial Physical Education Teacher Education-[SHAPE "B"]:

http://www.ncate.org/~/media/Files/caep/program-review/2017-shape-america-full-pete-standards-r.pdf?la=en (retrieved 18 June 2019)

Basic School Curriculum 2018 (NaCCA)

Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston: McGraw-Hill.

Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). *Concepts of physical fitness: Active lifestyles for wellness (14th Ed)*. Boston: McGraw Hill.

11. Teaching and Learning resources

- 1. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)
- 2. Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold calipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc.
- 3. Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc.

12. Course related professional development for tutors

- Play-based approaches (PD1)
- 2. Questioning techniques (PD2)
- 3. Task-Station approach (PD3 & 4)
- 4. Equipment and supplies (PD5-TLM)
- 5. Assessment (PD7)
- 6. NaCCA curriculum Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools: KG-

- JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
- 7. PES Policy guidelines ----Ghana Education Service (2017). *Physical education and Sports Implementation Guidelines. MOE,* Accra: Ghana Education Service

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson		Common content knowledge and specialized content knowledge Lesson Duration 3 hot						
Lesson description	Covers introduction to the course manual and expectation. Additionally, the course covers application of common content knowledge and specialized content knowledge in teaching basic school physical education.							
Previous student teacher knowledge, prior learning (assumed)	Students have completed a course in intersection of PEMD and concurrently enrolled in curriculum studies							
Possible barriers to learning in the lesson	2. Lack of adequate backgrour	 Student teachers may have special educational needs. Lack of adequate background in science and mathematics Lack of adequate practical knowledge in dance and physical fitness 						
Lesson Delivery – chosen to support students in achieving the outcomes		Vork-Based eaning	Seminars	Independer Study☑	e-learning opportunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Class Discussion- to introduce presentations Small Group Presentation/Disunderstanding of the CCK and presentation.	scussion: Enga	ge discussio	ons to demon	strate knowledge ar	nd		
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	To help student teachers to apply common and specialized knowledge in PES appropriate to as as a ling An a of							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning 	Learning Outcomes	Learning Inc	dicators		Identify which cross issues - core and traskills, inclusivity, ed addressing diversity these be addressed developed.	ansferable Juity and J. How will		
outcome	CLO1 Demonstrate knowledge and understanding of common and specialized content for the delivery of an effective basic education physical education programme REQUIRED REFERENCE SHAPE "A" & "B", NTS 2c, NTS 2d, NTECF p16	teachir physica LI.2 Describe special knowle	nt knowledging basic schalleducation e and apply lized conteredge for teachool physi	ge for loool n nt aching	 Reflection, critic and problem so Gender/SEN issisteaching basic side physical educatic common or special content Adaptations for with SEN diversifical issues or stereotyping, bid prejudices in PE 	lving, ues in chool on cialized children ity and		

Topic	Sub-topic	Stage/Time	_	es to achieve learning outcomes: node selected. Teacher led, dependent study
			Tutor Activity	Student Teacher Activity
Common content knowledge and specialized content knowledge		Stage 1 - 30 min	Set Induction: Tutors introduce the course manual stating how it would be used to facilitate learning in the JHS physical education and sports specialism	Student teachers introduce themselves with a recap of their experiences from the previous semester's course (intersection of PEMD.
			-Specifically, tutors introduce the sequence of the lesson content (i.e., main topic and sequence of subtopic(s) expectations, reflection, connection and application, closure, assignments and assessment), and how learning will occur.	
		Stage 2 - 40 min	Presentation: What's to be learned and how it will be learned. Discussion: Discuss common content knowledge using the explanation and supporting evidence in the Required Reference SHAPE "A" & "B" frominternet/e-learning sites on the web.	Student teachers work in small groups to discuss the supporting evidence for common content knowledge and how it applies to teaching basic school physical education. They share with other groups (pair-share), culminating with presentation of refined work.
		Stage 3 - 40 min	Discussion: Discuss specialized content knowledge using the explanation and supporting evidence in the Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.	Student teachers work in small groups to discuss the supporting evidence for specialized content knowledge and how it applies to teaching basic school physical education. They share with other groups (pair-share), culminating with presentation of refined work.
		Stage 4 - 60 min	Reflection – Connection- Application and Closure. Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.
			Connection: Tutors help student teachers to matchwhat they have learned to similar occurrences or encounters in life, real world.	Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines. Application: Student teachers
			encounters in life, real world or across disciplines. Application: Tutors help student teachers to think creatively in ways they can apply what they have learned	express what they can do with the results from evaluation and how they would use or apply what they have learned to impact self or others positively.

			to impact themselves, others			
			or society (e.g., what to do with common content knowledge and specialized content knowledge)	Student teacherslisten attentively and take notes summaries.		
			Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the RequiredReferences forfurther exploratory exercise to facilitate understanding. Tutors state the focus of the next lessonon	Student's independently search the web to familiarize with further and current reference on common content knowledge and specialized content knowledge.		
			physiological concepts related to skilful movement, physical activity and fitness for basic school learners Tutors reiterate the source of the supporting evidence in RequiredReference- SHAPE "A" & "B" for independent e-learning			
		Stage 5- (3:30- 5:30pm) 3days/week	Practical Activity: Tutors organize student teachers to; a- assess/diagnose critical performance elements and common errors b- practice tasks extensions,	Student teachers work in groups watching video/live performances and asses/diagnose critical performance errors		
			refinements, and applications	Student teachers work in small groups. Student teachers prepare and practice extended tasks, refining tasks and applications. After the preparation, they pair share their task analysis to ensure alignment between initial task, extended task, refining task and application task.		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	IndeperReflectiSmall GPair-shaQuestion	In-lesson Assessment Independent e-learning assignment Reflection by student teachers. Small Group Assignment Pair-share Questioning Task analysis				
Teaching Learning Resources	 Use a cl Cones, tape me bells, ru Balls for 					

Required Text (core)	2017 National Standards for Initial Physical Education Teacher Education- https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE- Standards-and-Components.pdf(retrieved 18 June 2019) 2017 National Standards for Initial Physical Education Teacher Education- http://www.ncate.org/~/media/Files/caep/program-review/2017-shape-america-full-						
	<u>pete-standards-r.pdf?la=en</u> (retrieved 18 June 2019)						
Additional Reading List	Arthur, T. J. (2016). <i>Biomechanics and Exercise Physiology</i> . John Wiley & Sons, Inc. New York Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i> . John Wiley & Sons, Inc. New York						
CPD Needs	 How to use the SHAPE references ([SHAPE "A"]: [SHAPE "B"]: as related to common content knowledge and specialized content knowledge Reflect-Connect-Apply- as related to common content knowledge and specialized content knowledge 						

•	Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	Physiological concepts related to movement Lesson Duration 3 hou							
Lesson description	Covers application of spec movement, physical activi		_					
Previous student teacher knowledge, prior learning (assumed)	Students have completed a course in intersection of PEMD and concurrently enrolled in curriculum studies Students have completed a lesson on introduction to common content and specialized content knowledge for teaching basic school physical education							
Possible barriers to learning in the lesson	 Student teachers may have special educational needs. Student teachers may possess inadequate background in science and mathematics Student teachers may possess inadequate practical knowledge in dance and physical fitness 							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face Activity	Work- Based Leaning	Seminars	Independent Study☑	e-learning opportunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Class Discussion- to introduce presentations Small Group Presentation understanding of the SCK school physical education presentation	duce new topion/Discussion: Effocusing on bi	ingage discu	ssions to demor concepts applic	nstrate knowledg cable to teaching	e and		
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	To help student teachers	presentation. To help student teachers to understand specialized content knowledge (i.e., physiological concepts) and especially, how they can be applied in teaching basic school PES appropriately.						
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcomes	Learning Inc	licators	core and t inclusivity diversity.	hich cross-cuttin ransferable skill: , equity and add How will these b or developed.	s, ressing		
each learning outcome	CLO2 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness REQUIRED REFERENCE SHAPE "A" & "B" NTS 2e, NTECF p.20	connection I physical acti as well as ho responds to activity. LI.2 Demons knowledge understand cardiovascu musculoske energy syst physiologic to exercise lifestyle fac	and ing of the petween vity and hea ow the body physical trate and ling of the plar and eletal system ems, al responses influence of tors, as of health- ess, and how tness and	Reflect proble Gende of move school Adapta diversi Cross-cand sk school s,	tion, critical thinl m solving, or/SEN issues in a vement/motor sk physical educati ations for childre ty and inclusivity discipline issues ilful movement i physical educati	cquisition cills in basic on n with SEN n in science n basic		

Торіс	Sub-topic	Stage/Time				
Dhysialasiaal aanaanta			Tutor Activity	Student Teacher Activity		
Physiological concepts related to movement		Stage 1 - 30 min	Set Induction: Tutors breakthe ice by reviewing concepts from science studies related to human physiology.	Student teachers work in groups to reflect on concept relating to human physiology from their science studies. Student teachers pair-share in their small groups		
		Stage 2 - 40 min	Presentation: Tutors state what's to be learned and how it will be learned. Discussion: Tutors discuss physiological concepts related to movement using the explanation and supporting evidence in the Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.	Student teachers work in small groups to discuss the supporting evidence for physiological specialized content knowledge and how it applies to teaching basic school physical education. They share with other groups (pairshare), culminating with presentation of refined work.		
		Stage 3 - 40 min	Discussion: Tutors discuss specialized physiological content knowledge using the explanation and supporting evidence in the Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.	Student teachers work in small groups to discuss the supporting evidence for specialized physiological content knowledge and how it applies to teaching basic school physical education. They share with other groups (pairshare), culminating with presentation of refined work.		
		Stage 4 - 60 min	Reflection – Connection- Application and Closure. Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding. Connection: Tutors help student teachers to match	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding. Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.		
			what they have learned to similar occurrences or encounters in life, real world or across disciplines. Application: Tutors help	Application: Student teachers express what they can do with the results from evaluation and how they would use or apply what they have learned to impact self or others positively.		
			student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society (e.g., what to do with on specialized physiological content knowledge)	-Student teacherslisten attentively and take notessummaries.		

			Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the RequiredReferences for further exploratory exercise to facilitate understanding. -Tutors reiterate the source of the supporting evidence in RequiredReference- SHAPE "A" & "B" for independent elearning -Tutors state the focus of the next lesson on biomechanical concepts related to skilful movement, physical activity and fitness for basic school learners	-students independently search the web to familiarize with further and current reference on specialized physiological content knowledge.		
		Stage 5- (3:30- 5:30pm) 3days/week	Practical Activity: Tutors organize student teachers to; a- assess/diagnose physiological elements associated with moving b- practice tasks extensions, refinements, and applications that can be used to practice and/or familiarize with physiological elements/concepts in performance	Student teachers work in groups watching video/live performances and asses/diagnose critical performance errors Student teachers work in small groups. They prepare and practice extended tasks, refining tasks and applications. After the preparation, they will pair share their task analysis to ensure alignment between initial task, extended task, refining task and application task		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	IndepeReflectSmall GPair-shQuestion	are oning	teachers. ent on the revision of the physiolo			
Teaching Learning Resources	 Task analysis and concept application E-learning materials as appendices to the lesson planner Use a chart to illustrate the relationship between physiology and movement Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold calipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc 					
Required Text (core)	htt. PET 2017 Nation htt.	<i>ps://www.shag TE-Standards-a</i> nal Standards fo p://www.ncate	or Initial Physical Education Teach peamerica.org/accreditation/uplo nd-Components.pdf(retrieved 18 or Initial Physical Education Teach e.org/~/media/Files/caep/program odf?la=en (retrieved 18 June 2019	pad/2017-SHAPE-America-Initial- June 2019) ner Education- ^{[SHAPE "B"]:} m-review/2017-shape-america-full-		
Additional Reading List	Winter, A. [D. (2009). <i>Biom</i>	echanics and Motor Learning. Jo	John Wiley & Sons, Inc. New York hn Wiley & Sons, Inc. New York		
CPD Needs	How to contenReflect	use the SHAPE t knowledge -Connect-Apply	ereferences (^{[SHAPE "A"]:} [SHAPE "B"]: as y- as related tophysiological speci and affect movement	s related tophysiological specialized		

Year	of B.Ed.	2	Semester	1	Place of lesson in semester	123456789101112
						120 430703101112

Title of Lesson	Biomechanical concepts related to movement Less Dura						3 hours		
Lesson description	Covers application of specialized content knowledge including biomechanical concepts related to movement, physical activity and fitness in teaching learners in basic school physical education.								
Previous student teacher knowledge, prior learning (assumed)	Students have completed a course in intersection of PEMD and concurrently enrolled in curriculum studies Students have completed a lesson on introduction to common content and specialized content knowledge for teaching basic school physical education								
Possible barriers to learning in the lesson	1. Student te	Student teachers have covered physiological concepts related to movement 1. Student teachers may have special educational needs. 2. Student teachers may possess inadequate background in science and mathematics							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face ☑	Practical Activity ☑	Work- Based Leaning	Seminars	Independent Study☑	e-learning opportunities ☑	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed	presentation Small Group understandir school physic presentation To help stude	s Presentation/I ng of the SCK for cal education. T . ent teachers to	Discussion: E ocusing on bio They pair-shar understand s	ngage discus omechanical re their work specialized co	ssions to demon concepts applic and then refin ontent knowled	ers in small group strate knowledg able to teaching e them for class ge (i.e., biomech school PES appro	e and basic anical		
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Out	comes	Learning Ind	icators	core and inclusivit diversity	which cross-cutti transferable skil y, equity and ad . How will these d or developed.	lls, dressing		
each learning outcome	CLO2 Describ physiological biomechanic related to ski movement, p activity and f REQUIRED R SHAPE "A" & NTS 2e, NTEO	and al concepts Ilful ohysical itness EFERENCE "B"	anatomy to students' m technique a how to best	nd ng of the petween vity and heal w the body physical nechanical nd functiona analyze povement and determinat c correct or e execution of	Refle probl Gend of moth basic Adap SEN c Cross and s school	ction, critical thing em solving, ler/SEN issues in ovement/motor s school physical of tations for childred diversity and included diversity and diversity	acquisition skills in education en with usivity s in science in basic		

Торіс	Sub-topic	Stage/Time					
Diamanhamian language			Tutor Activity	Student Teacher Activity			
Biomechanical concepts related to movement		Stage 1 - 30 min	Set Induction: Tutor breaks the ice by reviewing concepts from science studies related to mechanic/physics.	Student teachers work in groups to reflect on concept relating to mechanic/physics from their science studies. Student teachers pair-share in their small groups			
		Stage 2 - 40 min	Presentation: Tutors state what's to be learned and how it will be learned. Discussion: Tutors discuss biomechanical concepts related to movement in basic school physical education using the explanation and supporting evidence in the Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.	Student teachers work in small groups to discuss the supporting evidence for biomechanical specialized content knowledge and how it applies to teaching basic school physical education. Student teachers share with other groups (pair-share), culminating with presentation of refined work.			
		Stage 3 - 60	Reflection – Connection- Application and Closure.				
			Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.			
			Connection: Tutors help student teachers to matchwhat they have learned to similar occurrences or encounters in life, real world or across	Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.			
			disciplines. Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society (e.g., what to do with biomechanical specialized content knowledge)	Application: Student teachers express what they can do with the results from evaluation and how they would use or apply what they have learned to impact self or others positively.			
			Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s)in the	 Student teacherslisten attentively and take notes summaries. 			

			RequiredReferences	Students independently search the week to formille rise with
			forfurther exploratory	the web to familiarize with
			exercise to facilitate	further and current reference
			understanding.	on specialized biomechanical content knowledge.
			Tutors state the focus	
			of the next lesson on	
			motor learning	
			concepts related to	
			skilful movement,	
			physical activity and	
			fitness for basic school	
			learners	
			 Tutors reiterate the source of the 	
			supporting evidence in	
			RequiredReference-	
			SHAPE "A" & "B" for	
			independent e-learning	
		Stage 5- (3-	Practical Activity: Organize	Student teachers work in groups
		5:30pm)	student teachers to;	watching video/live performances
		3days/week	a- assess/diagnose	and asses/diagnose critical
			biomechanical elements	performance errors.
			associated with moving	Student teachers would be arred
			b- practice tasks extensions, refinements, and	Student teachers work in small groups. They will prepare and
			applications that can be	practice extended tasks, refining
			used to practice and/or	tasks and applications focusing on
			familiarize with	application of biomechanical
			biomechanical	concepts.
			elements/concepts in	
			performance	Student teachers will pair share their
				analysis and application of
				biomechanical concepts to ensure
				alignment between initial task,
				extended task, refining task and
				application task as well as the biomechanical dimensions.
Lesson assessments –	• In-	lesson Assessm	nent	1
evaluation of learning: of,	• Inc	ependent e-lea	arning assignment	
for and as learning within	• Re	flection by stuc	lent teachers.	
the lesson (linking to		all Group Assig	nment	
learning outcomes)		r-share		
		estioning	annami and line it -	
Teaching Learning		•	concept application	nlannor
Teaching Learning Resources		_	als as appendices to the lesson strate the relationship betweer	
Resources				eter, bathroom scale, skinfold callipers,
				monitors, medicine ball, free weights,
			er bands, goal ball, etc.	
			_	I, table tennis equipment, badminton
	eq	uipment, etc		7222 // 2 // 2
Required Text (core)			or Initial Physical Education Tea	
				oload/2017-SHAPE-America-Initial-
			nd-Components.pdf(retrieved 1	
			s for Initial Physical Educa	ation Teacher Education- 'am-review/2017-shape-america-full-
			o <u>df?la=en</u> (retrieved 18 June 20.	
Additional Reading List				. John Wiley & Sons, Inc. New York
				ohn Wiley & Sons, Inc. New York
	• • • • • • • • • • • • • • • • • • • •	•		·

CPD Needs	•	How to use the SHAPE references ([SHAPE "A"]: [SHAPE "B"]: as related to biomechanical specialized content knowledge
	•	Reflect-Connect-Apply- as related to biomechanical specialized content knowledge
	•	Force and its application to human movement

Year of B.Ed.	2	Semester	1	Place of lesson in semester	123 4 56789101112

Title of Lesson	Application of principles of motor learning and behaviour-change to movement Covers application of principles of motor learning and behaviour-change to motor learning and behaviour-change to motor learning and behaviour						Lesson Duration	3 hours
Lesson description	Covers application activity and fitne	-	-	_			_	ent, physical
Previous student teacher	Students have c	completed a	course in in	tersection of	PEMD and	conc	currently enrolle	d in
knowledge, prior learning	curriculum studies							
(assumed)	Students have completed a lesson on introduction to common content and specialized content							
	knowledge for teaching basic school physical education							
	Student teachers have covered physiological and biomechanical concepts related to movement							
Possible barriers to learning	1. Student teachers may have special educational needs.							
in the lesson	2. Student teach					ence a	and mathematic	S
	3. Student teach							
Lesson Delivery – chosen to		ractical	Work-	Seminars	Independe		e-learning	Practicum
support students in		ctivity 🗹	Based		Study☑		opportunities	
achieving the outcomes			Leaning				⋈	
Lesson Delivery – main	Class Discussion	n- to introdu		cs and engag	sa studant ti	each	ers in small grou	Inwork and
mode of delivery chosen to	presentations	ii to introde	ace new topi	es and engag	c staucht to	.cucii	crs in sman groc	apwork and
support student teachers in	Small Group Pre	ocontation/	Discussion:	Engago discu	ssions to de	omor	astrato knowlod	go and
	understanding of							-
	behaviour-chan		J			162 01	i illotor learning	allu
outcomes.		_	_			رم + h	مند سمعاد معط +4 م	n rafina
	Think-pair-Share			ik critically, r	enect, -snar	re the	eir work and the	n refine
	them for class presentation.							
		To help student teachers to understand specialized content knowledge (i.e., motor learning and						
i disperse for the recording	To help student		understand	-				_
what you want the			understand	-				_
what you want the students to achieve,	To help student		understand	-				_
what you want the students to achieve, serves as basis for the	To help student		understand	-				_
what you want the students to achieve, serves as basis for the learning outcomes. An	To help student		understand	-				_
what you want the students to achieve, serves as basis for the	To help student		understand	-				_
what you want the students to achieve, serves as basis for the learning outcomes. An	To help student		understand	-				_
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of	To help student		understand	-				_
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.	To help student		understand	-				_
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed	To help student		understand	-	eaching bas	sic sc		oriately.
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for	To help student		understand	-	eaching bas	sic sc	hool PES approp	cutting
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and	To help student behaviour-chang	ge) and how	o understand v they can be	e applied in t	eaching bas	dent ssues	ify which cross- s - core and tran	cutting esferable
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the	To help student	ge) and how	understand	e applied in t	eaching bas	denti ssues	ify which cross- s - core and tran inclusivity, equ	cutting esferable ity and
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification	To help student behaviour-chang	ge) and how	o understand v they can be	e applied in t	eaching bas	denti ssues skills,	ify which cross- s - core and tran	cutting esferable ity and How will
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	To help student behaviour-chang	ge) and how	o understand v they can be	e applied in t	eaching bas	denti ssues skills, addre	ify which cross-os - core and tran inclusivity, equessing diversity.	cutting esferable ity and How will
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification	To help student behaviour-chang	ge) and how	understand v they can be	e applied in t	eaching bas	denti ssues skills, addre these devel	ify which cross-os - core and tran inclusivity, equessing diversity. be addressed of oped.	cutting esferable ity and How will or
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	To help student behaviour-chang Learning Outcom CLO3 Describe a	mes	understand v they can be Learning Inc	e applied in t	eaching bas	denti ssues skills, addre :hese devel	ify which cross-os - core and tranding diversity. e be addressed of oped. effection, critica	cutting esferable ity and How will or
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcook CLO3 Describe a apply motor lea	mes and	LI.1 Apply gotechniques,	licators pal setting motivationa	eaching bas	denti ssues kills, addre these e Re ar	ify which cross- s - core and tran inclusivity, equ essing diversity. be addressed of oped. eflection, critica nd problem solvi	cutting esferable ity and How will or I thinking ing,
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcom CLO3 Describe a apply motor lea and behavior-	mes and arning	LI.1 Apply go techniques, strategies, a	licators pal setting motivationa and behavior	eaching bas	denti ssues skills, addre chese devel • Re ar	ify which cross-os - core and tranding diversity. The beaddressed of the core and tranding diversity. The beaddressed of the core and problem solvice and problem solvice and problem solvice and problem issue the core and problem solvice and problem issue the core and problem is the	cutting esferable ity and How will or I thinking ing,
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcom CLO3 Describe a apply motor lea and behavior-change/psychological points and properties and behavior-change/psychological points and properties and prop	mes and arning	Learning Inc Lini Apply go techniques, strategies, a managemer	licators oal setting motivationa and behaviou nt practices t	eaching bas	denti ssues skills, addre these devel	ify which cross-os - core and tran inclusivity, equessing diversity. be addressed oped. eflection, criticand problem solviender/SEN issuecquisition of	cutting esferable ity and How will or I thinking ing, es in
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcom CLO3 Describe a apply motor lea and behavior-change/psycholoprinciples relate	mes and arning logical ed to	Learning Ind LI.1 Apply go techniques, strategies, a managemer support stud	licators oal setting motivationa and behaviou t practices t dent engager	eaching bas	denti ssues skills, addre these devel • Re ar ac m	ify which cross-os - core and transitions, estimated by the core and transitions of the core and problem solving ender/SEN issues causition of the covernent/motor	cutting esferable ity and How will or I thinking ing, es in
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcom CLO3 Describe a apply motor lea and behavior-change/psycholoprinciples relate skillful movements	mes and arning logical ed to ent,	Learning Ind LI.1 Apply go techniques, strategies, a managemer support stud learning exp	licators al setting motivationa ind behaviou at practices t dent engager eriences.	eaching bas	denti ssues skills, addre hese devel • Ro ar • Go ac m	ify which cross-os - core and transition diversity. The beaddressed of the core and problem solving ender/SEN issues and problem solving ender/SEN issues and problem solving ender/SEN issues and problem solving ender/se	cutting esferable ity and How will or I thinking ing, es in
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcom CLO3 Describe a apply motor lea and behavior-change/psycholoprinciples relate skillful moveme physical activity	mes and arning logical ed to ent,	Learning Industrategies, a managemer support studies in the control of the contro	licators licators oal setting motivationa and behaviou at practices telent engager eriencesmonitoring	eaching bas	denti ssues skills, addre these devel • Re ar ac m ba	ify which cross- is - core and tran inclusivity, equ essing diversity. be addressed of oped. eflection, critical nd problem solvi ender/SEN issue equisition of novement/motor asic school physic ducation	cutting esferable ity and How will or I thinking ing, es in or skills in ical
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcom CLO3 Describe a apply motor lea and behavior-change/psycholoprinciples relate skillful movements	mes and arning logical ed to ent, and	Learning Inc LI.1 Apply go techniques, strategies, a managemer support stud learning exp LI.2 Use self- practices tha	licators pal setting motivationa and behaviou at practices t dent engager eriencesmonitoring at are essent	eaching base lists a ting definition of the ment in the lists and the lists and the lists are the li	denti ssues skills, addre ehese devel • Ro ar ba ec	ify which cross-os - core and tran inclusivity, equessing diversity. The beaddressed of the core and problem solving ender/SEN issues equisition of the core asic school physical ducation daptations for core as the core and problem is the core as	cutting asferable ity and How will or I thinking ing, es in r skills in ical
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcomes CLO3 Describe a apply motor lea and behavior-change/psycholoprinciples relate skillful moveme physical activity fitness.	mes and arning logical ed to ent, r and	Learning Inc. Li.1 Apply go techniques, strategies, a managemer support studiearning exp LI.2 Use self-practices that exercise adh	licators licators oal setting motivationa and behaviou at practices telent engager eriencesmonitoring at are essent herence and	eaching base lists a ting definition of the ment in the lists and the lists and the lists are the li	denti ssues skills, addre these devel • Re ar ba ec • A	ify which cross-os - core and tran inclusivity, equessing diversity. The beaddressed of the problem solving ender/SEN issues equisition of the problem solving is school physical ducation daptations for clean diversity and	cutting asferable ity and How will or I thinking ing, es in r skills in ical hildren with inclusivity
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcomes CLO3 Describe a apply motor lea and behavior-change/psycholoprinciples relate skillful moveme physical activity fitness. REQUIRED REFE	mes and arning logical ed to ent, y and	Learning Inc LI.1 Apply go techniques, strategies, a managemer support stud learning exp LI.2 Use self- practices tha	licators licators oal setting motivationa and behaviou at practices telent engager eriencesmonitoring at are essent herence and	eaching bases	denti ssues skills, addre hese devel • Re ar ba ec • Ar SE • Cr	ify which cross-os - core and transitions diversity. e be addressed of oped. effection, criticand problem solviender/SEN issue equisition of novement/motor asic school physiducation daptations for clent diversity and ross-discipline is	cutting esferable ity and How will or I thinking ing, es in r skills in ical hildren with inclusivity sues in
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcomes CLO3 Describe a apply motor lea and behavior-change/psycholoprinciples relate skillful movement physical activity fitness. REQUIRED REFE SHAPE "A" & "B"	mes and arning logical ed to ent, and	Learning Inc. Li.1 Apply go techniques, strategies, a managemer support studiearning exp LI.2 Use self-practices that exercise adh	licators licators oal setting motivationa and behaviou at practices telent engager eriencesmonitoring at are essent herence and	eaching base lies sattle description of the ment in lifelong	denti ssues skills, addre hese devel • Re ar ba ec • Ar SE • Cr	ify which cross-os - core and tran inclusivity, equessing diversity. The beaddressed of the problem solving ender/SEN issues equisition of the problem solving is school physical ducation daptations for clean diversity and	cutting esferable ity and How will or I thinking ing, es in r skills in ical hildren with inclusivity sues in
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcomes CLO3 Describe a apply motor lea and behavior-change/psycholoprinciples relate skillful moveme physical activity fitness. REQUIRED REFE	mes and arning logical ed to ent, and	Learning Inc. Li.1 Apply go techniques, strategies, a managemer support studiearning exp LI.2 Use self-practices that exercise adh	licators licators oal setting motivationa and behaviou at practices telent engager eriencesmonitoring at are essent herence and	eaching base lies sattle description of the ment in lifelong	denti ssues kills, addre hese devel • Ro ar • Go ac m ba ec • A SE • Cr sc	ify which cross-os - core and transitions diversity. e be addressed of oped. effection, criticand problem solviender/SEN issue equisition of novement/motor asic school physiducation daptations for clent diversity and ross-discipline is	cutting esferable ity and How will or I thinking ing, es in r skills in ical hildren with inclusivity sues in I

Торіс	Sub-	Stage/Time	Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
	topic		Tutor Activity	Student Teacher Activity		
Application of principles of motor learning and behaviour-change to movement		Stage 1 - 30 min	Set Induction: Tutors break the ice, by engaging student teachers in a review of concepts in growth, development and learning in the Pedagogical Studies course in YR1 SEM 2	Student teachers actively engage in reflecting on relevant concepts from their courses in Pedagogical Studies (namely, growth, development and learning and psychological basis of learning.		
			Tutors help students to reflect on concepts from the YR2 SEM 2 Pedagogical studies course on Psychological basis of	Student teachers reflectively engage in class discussion and take notes		
			Tutors give overview of what is to be learned and how it will	Student teachers listen attentively and take notes.		
			be learned.			
		Stage 2 - 40 min	Discussion: Tutors group student teachers to discuss motor learning and behaviour-change principlesas it relates to movement in basic school physical education using the explanation and supporting	Student teachers work in small groups to discuss the supporting evidence for motor learning and behaviour-change specialized content knowledge and how it applies to teaching basic school physical education.		
			evidence Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.	Student teachers share their work with other groups (pair-share), culminating with presentation of refined work.		
		Stage 3 - 40 min	Presentation: Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.	Student teachers, in their groups, participate in a culminating class presentation.		
		Stage 4 - 60	Reflection – Connection- Application and Closure.			
			Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.		
			Connection: Tutors help student teachers to matchwhat they have learned to similar occurrences or encounters in life, real world or across	Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.		
			disciplines. Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others	Application: Student teachers express what they can do with the results from evaluation and how they would use or apply what they have learned to impact self or others positively.		
			or society (e.g., what to do			

Required Text (core)	2017 National Standards for Initial Physical Education Teacher Education-[SHAPE "A"]:					
	https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-					
	PETE-Standards-and-Components.pdf(retrieved 18 June 2019)					
	2017 National Standards for Initial Physical Education Teacher Education- [SHAPE "B"]:					
	http://www.ncate.org/~/media/Files/caep/program-review/2017-shape-america-full-					
	<u>pete-standards-r.pdf?la=en</u> (retrieved 18 June 2019)					
Additional Reading List	Arthur, T. J. (2016). Biomechanics and Exercise Physiology. John Wiley & Sons, Inc. New York					
	Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i> . John Wiley & Sons, Inc. New York					
CPD Needs	How to use the SHAPE references ([SHAPE "A"]: [SHAPE "B"]: as related to motor learning and					
	behaviour changespecialized content knowledge					
	Reflect-Connect-Apply- as related to motor learning and behaviour change specialized					
	content knowledge					
	Apply computer applications in the acquisition of motor skills					

Year of B.Ed. 2	Semester	1	Place of lesson in semester	1234 5 6789101112
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Title of Lesson	Application of psychological p	Application of psychological principles to movement						
Lesson description	Covers application of psychological principles to movement, physical activity and fitness in teaching learners in basic school physical education.							
Previous student	Students have completed a co	ourse in intersection of PEMI	D and concurr	ently enrolled in	curriculum			
teacher knowledge,	studies							
prior learning (assumed)	Students have completed a le	esson on introduction to com	mon content	and specialized c	ontent			
	knowledge for teaching basic	school physical education						
	Student teachers have covere	· · · · · · · · · · · · · · · · · · ·	-					
	Student teachers have covered	ed application of principles of	f motor learni	ng and behaviou	r-change to			
	movement.							
Possible barriers to								
learning in the lesson								
Lesson Delivery –	Face-to-face Practical		ndependent	e-learning	Practicur			
chosen to support	☑ Activity ☑	Based	Study☑	opportunities				
students in achieving		Leaning		Ø				
the outcomes								
Lesson Delivery – main	Class Discussion- to introduce	e new topics and engage stud	dent teachers	in small groupwo	ork and			
mode of delivery chosen	presentations		_		_			
to support student	Small Group Presentation/Di			_				
teachers in achieving	understanding of the SCK foc			•				
the learning outcomes.	Think-pair-Share- student tea	achers think critically, reflect,	, -share their v	work and then re	fine them			
	for class presentation.							
 Purpose for the 	To help student teachers to u		_		al			
lesson, what you	principles) and how they can	be applied in teaching basic	school PES ap	propriately.				
want the students								
to achieve, serves								
as basis for the								
learning outcomes.								
An expanded								
version of the								
description.								
 Write in full aspects 								
of the NTS								
addressed			1					
Learning Outcome			_	which cross-cutt	_			
for the lesson,				d transferable sk	•			
picked and	Learning Outcomes	Learning Indicators		ty, equity and ac	aressing			
developed from the				y. How will these				
course specification	GLGG B ::	1144 1 1		ed or developed				
• Learning indicators	CLO3 Describe and apply	LI.1 Apply goal setting		action critical thi				
for each learning	motor learning and	motor learning and techniques, motivational problem solving,						
	1	• •		olem solving,	nking and			
outcome	behavior-	strategies, and behaviour-	• Gen	olem solving, der/SEN issues in	nking and			
outcome	change/psychological	strategies, and behaviour- management practices to	• Gen	olem solving, der/SEN issues in uisition of moven	nking and			
outcome	change/psychological principles related to skillful	strategies, and behaviour- management practices to support student engageme	• Generacquent skills	olem solving, der/SEN issues in uisition of moven s in basic school p	nking and			
outcome	change/psychological principles related to skillful movement, physical activity	strategies, and behaviour- management practices to support student engageme in learning experiences.	• Genacquent skills	olem solving, der/SEN issues in usition of moven s in basic school p cation	nking and nent/moto physical			
outcome	change/psychological principles related to skillful	strategies, and behaviour- management practices to support student engageme in learning experiences. LI.2 Use self-monitoring	• Genacquent skills educ	olem solving, der/SEN issues in uisition of moven s in basic school p cation otations for child	nking and nent/moto ohysical ren with			
outcome	change/psychological principles related to skillful movement, physical activity and fitness	strategies, and behaviour- management practices to support student engageme in learning experiences. LI.2 Use self-monitoring practices that are essential	• Genacquent skills educ	olem solving, der/SEN issues in usition of moven s in basic school p cation	nking and nent/moto ohysical ren with			
outcome	change/psychological principles related to skillful movement, physical activity and fitness REQUIRED REFERENCE	strategies, and behaviour- management practices to support student engageme in learning experiences. LI.2 Use self-monitoring practices that are essential exercise adherence and	• Genacquent skills educe • Adaption SEN • Cros	olem solving, der/SEN issues in disition of moven in basic school p cation otations for child diversity and inc s-discipline issue	nking and nent/moto physical ren with lusivity s in scienc			
outcome	change/psychological principles related to skillful movement, physical activity and fitness	strategies, and behaviour- management practices to support student engageme in learning experiences. LI.2 Use self-monitoring practices that are essential	• Genacquent skills educe • Adaption SEN • Cros	olem solving, der/SEN issues in disition of moven in basic school p cation otations for child diversity and inc	nking and nent/moto physical ren with lusivity s in scienc			

Topic	Sub-topic	Stage/Time	Teaching and learning activities to achieve learning outcome depending on delivery mode selected. Teacher led, collaborating group work or independent study			
Application of			Tutor Activity	Student Teacher Activity		
Application of psychological principles to movement		Stage 1 - 30 min	Set Induction: Tutors break the ice, by engaging student teachers in a review of concepts in psychological basis of learning in the Pedagogical Studies course in YR2 SEM 2	Student teachers actively engage in reflecting on relevant concepts from their courses in Pedagogical Studies (namely, psychological basis of learning and psychological basis of learning.		
				Student teachers reflectively engage in class discussion and take notes		
			Tutors give overview of what is to be learned and how it will be learned.	Student teachers listen attentively and take notes.		
		Stage 2 - 40 min	Tutors group student teachers to discuss application of psychological principlesas it relates to movement in basic school physical education using the explanation and supporting evidence in Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web	Student teachers work in small groups to discuss the supporting evidence regarding application of psychological principles as it relates to movement and physical activity Student teachers share their work with other groups (pairshare) culminating with		
		Stage 3 - 40	Tutors help student teachers (in	share), culminating with presentation of refined work. Student teachers, in their		
		min	their groups), to present their groupwork from the think-pairshare exercise.	groups, participate in a culminating class presentation.		
		Stage 4 - 60 min	Reflection – Connection- Application and Closure.			
			Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding. Connection: Student teachers		
			Connection: Tutors help student teachers to matchwhat they have learned to similar occurrences or encounters in life, real world or across disciplines.	match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines. Application: Student teachers		
			Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society (e.g., what to do with common	express what they can do with the results from evaluation and how they would use or apply what they have learned to impact self or others positively.		
			content knowledge and specialized content knowledge)	-Student teacherslisten attentively and take notes		

			Closure: Tutors summarize the	summaries
			closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s)in the RequiredReferences forfurther exploratory exercise to facilitate understanding.	summariesstudents independently search the web to familiarize with further and current reference on application of psychological specialized content knowledge and content knowledge.
			-Tutors state the focus of the next lesson on development of movement patterns and how to determine individual students' levels of readiness -Tutors reiterate the source of the supporting evidence in RequiredReference- SHAPE "A" & "B" for independent e-learning -Tutors provide independent e-learning task related to development of movement patterns and how to determine individual students' levels of readiness -Tutors discuss how the knowledge gained through this lesson relates to principles of motor learning and behaviour-change concepts related to skilful movement, physical activity and	
		Stage 5- (3:30- 5:30pm) 3days/week	fitness. Practical Activity: Tutors organize student teachers to apply psychological principles with peers while practicing task extensions, refinements and applications	Student teachers participate in groups while practicing various task extensions, refinements and applications focusing on application of psychological principles.
				Student teachers will reflect on various psychological principles as they connect to the real context.
Lesson assessments –	• Indep	endent e-learni	ng assignment	
evaluation of learning:		ction by student		
of, for and as learning within the lesson	SmallPair-s	Group Assignmentare	ent	
(linking to learning		tioning		
outcomes)			our change/psychological principles	
Teaching Learning			as appendices to the lesson planner	
Resources			te the relationship between physiolostes, stop watches, stadiometer, ba	-· I
			d reach box, heart rate monitors, m	-
	bells,	rubber bands, g	oal ball, etc.	-
			sketball, volleyball, handball, table	e tennis equipment, badminton
Required Text (core)	equip 2017 National	ment, etc Standards for In	nitial Physical Education Teacher Edu	cation- ^[Shape "A"] :
	<u>https:</u>	//www.shapean	nerica.org/accreditation/upload/201	17-SHAPE-America-Initial-PETE-
	Stand	ards-and-Compo	onents.pdf(retrieved 18 June 2019)	, . [SHAPE "B"]:
	2017 Nationa	Standards for li	nitial Physical Education Teacher Edu g/~/media/Files/caep/program-revie	ication- ' ''
	· · · · · · · · · · · · · · · · · · ·		<u>1</u> (retrieved 18 June 2019)	, 2017 Shape unicricu-jun-peter
			,	

Additional Reading List	Arthur, T. J. (2016). <i>Biomechanics and Exercise Physiology</i> . John Wiley & Sons, Inc. New York Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i> . John Wiley & Sons, Inc. New York
CPD Needs	 How to use the SHAPE references ([SHAPE "A"]: [SHAPE "B"]: as related to psychologicalspecialized content knowledge
	Reflect-Connect-Apply- as related to psychological specialized content knowledge
	Integration of psychological principles to improve human movement

Year of B.Ed. 2 Semester	1	Place of lesson in semester	12345 6 789101112
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Title of Lesson	Typical development of moindividual students' levels o	•	and how to	determine	Lesson Duration	3 hours
Lesson description	Covers application of specialized content knowledge including motor development theory and principles concepts related to movement, physical activity and fitness in teaching learners in basic school physical education.					
Previous student teacher knowledge, prior learning (assumed)	Students have completed a course in intersection of PEMD and concurrently enrolled in curriculum studies Students have completed lessons on CCK and SCK Student teachers have covered physiological, biomechanical and motor learning concepts related to movement					
Possible barriers to learning in the lesson	Student teachers maStudent teachers ma				n dance and phys	ical fitness
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face Practical Activity ☑	Work- Based Leaning	Seminars	Independent Study☑	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS	Class Discussion- to introduce presentations Small Group Presentation/ understanding of the SCK for determine individual studer reflect, -share their work and To help student teachers to theory and principles) and eappropriately.	Discussion: Enga ocusing Typical de nts' levels of read nd then refine the understand spec	ge discussion evelopment liness. Think er em for class cialized cont	ns to demonstra of movement pa pair-Share- stud presentation. ent knowledge (ate knowledge an atterns and how dent teachers thi i.e., motor devel	nd to nk critically, opment
 addressed Learning Outcome for the lesson, picked and developed from the course specification 	Learning Outcomes	Learning Indica	ators	iss sk ac th	entify which crosues - core and to sues - core and to dills, inclusivity, e ddressing diversion ese be addresse eveloped.	ransferable equity and ty. How will
Learning indicators for each learning outcome	CLO4 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness REQUIRED REFERENCE SHAPE "A" & "B" NTS 2e, NTECF p.20	LI.1 Demonstra understanding development of and how to de students' level LI.2 Identify an categories of e development is development a behaviour challifespan, factor change; and de appropriate pr	of typical of movemen termine indicts of readines describe for sential motor moved a cross of the cross of th	t patterns vidual ss. our (4) tor ncluding e, motor the movement	Reflection, crit and problem so Gender/SEN is: acquisition of movement/mo basic school ph education Adaptations fo with SEN divers inclusivity Cross-discipline science and ski movement in b physical educa	olving, sues in otor skills in hysical r children sity and e issues in old liful oasic school

Topic	Sub-topic	Stage/Time	Teaching and learning activities to depending on delivery mode select group work or independent study	_
Typical development of			Tutor Activity	Student Teacher Activity
movement patterns and how to determine individual students' levels of readiness		Stage 1 - 30 min	Set Induction: Tutors break the ice, by engaging student teachers in a review of concepts in human growth and development lessons in Pedagogical studies.	Student teachers work in groups to reflect on concept relating to human growth and development from courses in Pedagogical Studies Student teachers pair-share in their small groups
		Stage 2 - 40 min	Discussion: Tutors state what's to be learned and how it will be learned. Tutors group student teachers to discuss motor development theory and principles related to movement in basic school physical education using the explanation and supporting evidence in Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.	Student teachers work in small groups to discuss the supporting evidence for Motor development theory and principles specialized content knowledge and how it applies to teaching basic school physical education. They share with other groups (pair-share), culminating with presentation of refined work.
		Stage 3 - 40 min	Discussion: Tutors discuss typical development of movement patterns and how to determine individual students' levels of readiness using supporting evidence in Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web	Work in small groups to discuss the supporting evidence for typical development of movement patterns and how to determine individual learners' levels of readiness in basic school physical education. They share with other groups
		Stage 4 - 60	Reflection – Connection- Application	(pair-share), culminating with presentation of refined work.
		min	Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding. Connection: Tutors help student teachers to match what they have learned to similar occurrences or	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding. Connection: Student teachers match/connect what they
			encounters in life, real world or across disciplines. Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society (e.g., what to do with knowledge about movement patterns and how to determine individual students' levels of readiness)	have learned to similar occurrence or encounters in the real world or across disciplines. Application : Student teachers express what they can do with the results from evaluation and how they would use or apply what they have learned to impact self or others positively.

		Stage 5- (3:30- 5:30pm) 3days/week	Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the RequiredReferences forfurther exploratory exercise to facilitate understanding. -Tutors state the focus of the next lesson on the essential categories of motor development and as it is related to skilful movement, physical activity and fitness in basic school PES -Tutors reiterate the source of the supporting evidence in RequiredReference- SHAPE "A" & "B" for independent e-learning -Tutors help student teachers to connect the knowledge gained to motor learning concepts and how it affects skilful movement, physical activity and fitness. Practical Activity: Tutors organize student teachers to; a- apply motor development theories and principles in movement b- practice identification of initial tasks, tasks extensions, refinements, and applications in typical developmental movement patterns c. practice decision-making in determining learners' levels of readiness	Take Away: Student teacherslisten attentively and take notessummaries. -students independently search the web to familiarize with further and current reference on typical development of movement patterns and how to determine individual students' levels of readiness. Student teachers work in groups watching video and/or performance live and asses/diagnose performance by applying the concepts discussed in class lectures Student teachers work in small groups. They will prepare and practice extended tasks, refining tasks and applications focusing on application of motor development theories and principles. After the preparation, they pair share their work to ensure alignment between initial task, extended task,	
				principles. After the preparation, they pair share their work to ensure alignment between	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	ReflectSmallPair-sQuest	ction by studer Group Assignn hare tioning	nent		
Teaching Learning Resources	 Application of theories and principles E-learning materials as appendices to the lesson planner Use a chart to illustrate the typical development of movement patterns Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. 				

	Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton								
	equipment, etc								
Required Text (core)	2017 National Standards for Initial Physical Education Teacher Education-[SHAPE "A"]:								
	https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-								
	<u>Standards-and-Components.pdf</u> (retrieved 18 June 2019)								
	2017 National Standards for Initial Physical Education Teacher Education- [SHAPE "B"]:								
	http://www.ncate.org/~/media/Files/caep/program-review/2017-shape-america-full-pete-								
	standards-r.pdf?la=en (retrieved 18 June 2019)								
Additional Reading List	Arthur, T. J. (2016). Biomechanics and Exercise Physiology. John Wiley & Sons, Inc. New York								
	Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i> . John Wiley & Sons, Inc. New York								
CPD Needs	 How to use the SHAPE references ([SHAPE "A"]: [SHAPE "B"]: as related to development of 								
	movement patterns								
	Reflect-Connect-Apply- as related to development of movement patterns								
	Stages of development and relevance to readiness to participate in physical activity								

Year of B.Ed. 2 Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12	
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Title of Lesson	Categories of es	sential motor d	evelopment	knowledge		Lesson Duration	3 hours			
Lesson description	development kı	Covers application of specialized content knowledge including four categories of essential motor development knowledge related to movement, physical activity and fitness in teaching learners in basic school physical education.								
Previous student teacher knowledge, prior learning (assumed)	Students have completed a course in intersection of PEMD and concurrently enrolled in curriculum studies Students have completed lessons on CCK and SCK Student teachers have covered physiological, biomechanical, motor learning and typical development of movement patterns									
Possible barriers to learning in the lesson	1. Student teach 2. Student teach	1. Student teachers may have special educational needs. 2. Student teachers may possess inadequate practical knowledge in dance and physical fitness 3. Lack of gross and refined motor skills								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Leaning	Seminars	Independent Study☑	e-learning opportunities ☑	Practicum			
mode of delivery chosen to support student teachers in achieving the learning outcomes. Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	understanding of pair-share their To help student	of the SCK focus work and then teachers to und	ing categorion in the contract	es of essenti for class pre cialized con	al motor develo sentation. tent knowledge	ate knowledge a pment knowledge (i.e., motor deve ng basic school f	ge. They elopment			
Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcom	mes Learn	ing Indicato	rs	core and inclusivi diversity	which cross-cutt I transferable sk ty, equity and ac r. How will these ed or developed	ills, Idressing be			
Learning indicators for each learning outcome	CLO4 Describe a apply motor development the and principles reto skillful mover physical activity fitness (NTS 2e, NTECF APPENDIX 2 & 3	eory devel devel patte indivireading p.20). Li.2 locateg devel include perspectang factor chang	emonstrate rstanding of opment of n rns and how dual student ness. dentify and dories of esse opment knowing development development saffecting rge; and developriate pract	typical novement to determine s' levels of escribe four ntial motor wledge mental or behaviour e lifespan, novement lopmentally	end Refler problem General of metasic Adaption SEN (4) Cross and school of metasic s	ection, critical thiolem solving, der/SEN issues in ovement/motor school physical otations for child diversity and inconsections of the color of the	nking and acquisition skills in education ren with lusivity s in science t in basic			

Topic	Sub-topic	Stage/Time	_	ities to achieve learning outcomes: selected. Teacher led, collaborative
	ous topic	Stage, Time	Tutor Activity	Student Teacher Activity
Categories of essential motor development knowledge		Stage 1 - 30 min	Set Induction: Tutors break the ice by engaging student teachers in a review of concepts in the development of movement patterns and how to determine individual students' levels of readiness.	Student teachers work in groups to reflect on development of movement patterns and how to determine individual students' levels of readiness. Student teachers listen attentively and take notes.
			Tutors give overview of what is to be learned and how it will be learned	
		Stage 2 - 60 min	Discussion: Tutors group student teachers to discuss categories of essential motor development knowledge as it relates to movement in basic school physical education using the explanation and supporting	Student teachers work in small groups to discuss the supporting evidence for motor learning and behaviour-change specialized content knowledge and how it applies to teaching basic school physical education.
			evidence Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web	Student teachers share their work with other groups (pair-share), culminating with presentation of refined work
		Stage 3 - 40 min	Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.	Student teachers, in their groups, participate in a culminating class presentation.
		Stage 4 - 60 min	Reflection – Connection- Application and Closure.	
			Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.
			Connection: Tutors help student teachers to matchwhat they have learned to similar	Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.
			occurrences or encounters in life, real world or across disciplines.	Application: Student teachers express what they can do with the results from evaluation and how
			Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society (e.g., what to do with	they would use or apply what they have learned to impact self or others positively.
			categories of essential motor specialized content knowledge)	 Student teacherslisten attentively and take notes summaries.

Stage 5- (3:30- 5:30pm) 3days/week	Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s)in the RequiredReferences forfurther exploratory exercise to facilitate understanding. • Tutors state the focus of the next lesson on the historical, philosophical and social perspectives and as it is related to skilful movement, physical activity and fitness in basic school PES • Tutors reiterate the source of the supporting evidence in RequiredReference—SHAPE "A" & "B" for independent e-learning • Tutors help student teachers to connect the knowledge gained to motor learning concepts and to skilful movement, physical activity and fitness. Practical Activity: Organize student teachers to; a- apply motor development theories and principles in movement b- practice identification of initial tasks, tasks extensions, refinements, and applications in typical developmental movement	Student teachers work in groups on categories of essential motor development knowledge Student teachers work in groups watching video and/or performance live and asses/diagnose performance by applying the concepts discussed in class lectures Student teachers will work in small groups. They will prepare and practice extended tasks, refining
	applications in typical developmental movement patterns c. practice decision-making in determining learners'	groups. They will prepare and
	Tevers of reduitess	After the preparation, they will pair share their work to ensure alignment between initial task, extended task, refining task and application task as well as the typical developmental movement patterns
	(3:30- 5:30pm)	the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s)in the RequiredReferences forfurther exploratory exercise to facilitate understanding. • Tutors state the focus of the next lesson on the historical, philosophical and social perspectives and as it is related to skilful movement, physical activity and fitness in basic school PES • Tutors reiterate the source of the supporting evidence in RequiredReference—SHAPE "A" & "B" for independent e-learning • Tutors help student teachers to connect the knowledge gained to motor learning concepts and to skilful movement, physical activity and fitness. Stage 5-(3:30-5:30pm) 3days/week Practical Activity: Organize student teachers to; a-apply motor development theories and principles in movement b- practice identification of initial tasks, tasks extensions, refinements, and applications in typical developmental movement patterns c. practice decision-making

Lesson assessments –	Independent e-learning assignment
evaluation of learning:	Reflection by student teachers.
of, for and as learning	Small Group Assignment
within the lesson	Pair-share
(linking to learning	Questioning
outcomes)	Application of theories and principles
Teaching Learning	E-learning materials as appendices to the lesson planner
Resources	Use a chart to illustrate the typical development of movement patterns
	• Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold callipers,
	tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb
	bells, rubber bands, goal ball, etc.
	Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton
	equipment, etc
Required Text (core)	2017 National Standards for Initial Physical Education Teacher Education- [SHAPE "A"]:
	https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-
	Standards-and-Components.pdf(retrieved 18 June 2019)
	2017 National Standards for Initial Physical Education Teacher Education- [SHAPE "B"]:
	http://www.ncate.org/~/media/Files/caep/program-review/2017-shape-america-full-
	<u>pete-standards-r.pdf?la=en</u> (retrieved 18 June 2019)
Additional Reading List	Arthur, T. J. (2016). Biomechanics and Exercise Physiology. John Wiley & Sons, Inc. New York
	Winter, A. D. (2009). Biomechanics and Motor Learning. John Wiley & Sons, Inc. New York
CPD Needs	 How to use the SHAPE references ([SHAPE "A"]: [SHAPE "B"]: as related to motor
	developmentspecialized content knowledge
	Reflect-Connect-Apply- as related to motor development specialized content knowledge

Year of B.Ed. 2 Semester	1	Place of lesson in semester	1234567 8 9101112	
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Title of Lesson	History, social and philo	sophical perspe	ctives		Lesson Duration	3 hours			
Lesson description	Covers application of specialized content knowledge including the social, historical, and philosophical context of physical education and physical activity in the Ghanaian culture related to movement, physical activity and fitness in teaching learners in basic school physical education.								
Previous student teacher knowledge, prior learning (assumed)	Students have completed a course in intersection of PEMD and concurrently enrolled in curriculum studies Students have completed lessons on CCK and SCK Student teachers have covered physiological, biomechanical, motor learning, motor development and typical development of movement patterns								
Possible barriers to learning in the lesson	1. Student teachers may	have special ed	lucational ne	eds.					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face ☑ Practical Activity ☑	Work- Based Leaning	Seminars	Independent Study☑	e-learning opportunities ☑	Practicum			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing the social, historical, and philosophical context of physical education. Think-pair-Share- student teachers think critically, reflect, -share their work and then refine them for class presentation.								
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	To help student teachers to understand specialized content knowledge (i.e., the social, historical, and philosophical context of physical education) and especially, how they can be applied in teaching basic school PES appropriately.								
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcomes	Learning In	dicators	- core a inclusiv diversit	y which cross-cu and transferable vity, equity and a ty. How will thes sed or developed	skills, addressing se be			
each learning outcome	CLO5 Describe historical philosophical and social perspectives of physical education issues and legislation REQUIRED REFERENCE SHAPE "A" & "B" NTS 2e, NTECF p.20	and unders social, history philosophic physical education Section 2 Education and underst services of the section of the secti	al context of ucation and ivity in the ulture. how the cultured as a for the nt of the Gha ervice: Physi	e pro Ger acq mo sch Ada SEN Cro scie in b cal edu	lection, critical the blem solving, ander/SEN issues in uisition of vement/motor sool physical educations for child diversity and in assediscipline issuence and skilful neasic school physication	kills in basic cation dren with clusivity es in novement			

Торіс	Sub-topic	Stage/Time	o				
The social historical and			Tutor Activity	Student Teacher Activity			
The social, historical, and philosophical context of physical education and physical activity in the Ghanaian culture		Stage 1 - 30 min	Set Induction: Tutors break the ice by engaging student teachers in a review of concepts in motor development and typical development of movement patterns from previous lesson. Tutors will help students to reflect and connect to concepts in growth, development and learning in the Pedagogical Studies course in YR1 SEM 2	Student teachers actively engage in reflecting on relevant concepts from their courses in Pedagogical Studies (namely, growth, development and learning and psychological basis of learning. Student teachers reflectively engage in class discussion and take notes.			
			Tutors give overview of what is to be learned and how it will be learned.				
		Stage 2 - 60 min	Tutors group student teachers to discuss social, historical, and philosophical concepts related to movement in basic school physical education using the explanation and	Student teachers work in small groups to discuss the supporting evidence for social, historical, and philosophical concepts and how it applies to teaching basic school physical education.			
			supporting evidence in the Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.	Student teachers share their work with other groups (pair-share), culminating with presentation of refined work			
		Stage 3 - 40 min	Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.	Student teachers, in their groups, participate in a culminating class presentation.			
		Stage 4 - 60 min	Reflection – Connection- Application and Closure.				
			Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.			
			Connection: Tutors help student teachers to matchwhat they have learned to similar occurrences or encounters in life, real world or across disciplines.	Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.			
			Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society (e.g., what to do	Application: Student teachers express what they can do with the results from evaluation and how they would use or apply what they have learned to impact self or others positively.			

	with social, historical, and	
	philosophical knowledge	
	specialized content	
	knowledge)	
	Closure: Tutors summarize	Student teacherslisten
	the purpose of the lesson,	attentively and take notes
	assess the summaries of	summaries.
	student teachers and	
	reiterate the source(s)in the	
	RequiredReferences	
	forfurther exploratory	
	exercise to facilitate	
	understanding.	
		 Students independently search
	• Tutors state the focus of	the web to familiarize further
	the next lesson on the	with current references on
	cultural context as a	social, historical, and
	foundation for the PES in	philosophical knowledge
	basic schools	_
	 Tutors reiterate the 	
	source of the supporting	
	evidence in	
	RequiredReference-	
	SHAPE "A" & "B" for	
	independent e-learning	
	 Tutors help student 	
	teachers to summarize	
	the purpose of the lesson	
	and assess the	
	summaries of student	
	teachers	
	. Tutoro balo atudant	
	 Tutors help student teachers to connect the 	
	knowledge gained in this lesson to the previous	
	lesson(s), and to apply	
	the concepts/knowledge	
	to enhance skilful	
	movement and fitness.	
Stage 5- (3-	Practical Activity: Organize	Student teachers work in groups
5:30pm)	student teachers to;	Student teachers work in groups
3days/week	a- apply social, historical, and	watching video and/or
	philosophical knowledge in	performance live and
	movement.	asses/diagnose performance by
	b- consider social relevant	applying the concepts discussed in
	physical activities in Ghana	class lectures
	and how they contribute to	
	fitness	Student teachers work in small
	c-consider historical activities	groups. They will prepare and
	that are physically demanding	practice activities/tasks focusing on
	and contributes to levels of	application of social, historical, and
	physical fitness	philosophical knowledge.
	d-consider various	
	philosophies and their impact	After the preparation, they pair
	on the levels of fitness	share their work to ensure
	(education of the physical,	alignment between initial task,

	education through the physical, fitness renaissance etc) education through the physical, fitness renaissance etc) extended task, refining task and application task as well as the application of History, social and philosophical concepts.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	 Independent e-learning assignment Reflection by student teachers. Small Group Assignment Pair-share Questioning
Teaching Learning Resources	 Application of social, historical, and philosophical knowledge E-learning materials as appendices to the lesson planner Use a chart to illustrate the social, historical, and philosophical physically relevant knowledge Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc
Required Text (core)	2017 National Standards for Initial Physical Education Teacher Education- https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial- PETE-Standards-and-Components.pdf(retrieved 18 June 2019) 2017 National Standards for Initial Physical Education Teacher Education- http://www.ncate.org/~/media/Files/caep/program-review/2017-shape-america-full- pete-standards-r.pdf?la=en (retrieved 18 June 2019)
Additional Reading List	Arthur, T. J. (2016). <i>Biomechanics and Exercise Physiology</i> . John Wiley & Sons, Inc. New York Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i> . John Wiley & Sons, Inc. New York
CPD Needs	 How to use the SHAPE references (^{[SHAPE "A"]: [SHAPE "B"]:} as related to history, social and philosophicalspecialized content knowledge Reflect-Connect-Apply- as related tohistory, social and philosophicalspecialized content knowledge

Year of B.Ed. 2	Semester 1	L Place	of lesson in s	semester	1234567	8 9 10 11 12					
Title of Lesson	Cultural context as a	foundation	for the PES ir	basic scho	ols L	esson Duration	3 hours				
Lesson description	Covers application o for physical education	Covers application of specialized content knowledge including the cultural context as a foundation for physical education in basic school.									
Previous student teacher knowledge, prior learning (assumed)	 Students have completed; a course in intersection of PEMD and concurrently enrolled in curriculum studies lessons on CCK and SCK lessons in physiological, biomechanical, motor learning, motor development and typical development of movement patterns lessons in social, historical, and philosophical context of physical education and physical 										
Possible barriers to learning in the lesson	activity in the 1. Student teachers			onal needs.							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face Prac	tical vity ☑	Work- Based Leaning	Seminars	Independer Study☑	e-learning opportunities	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Class Discussion- to presentations Small Group Present understanding of the in basic schools. The Think-pair-Share- strolass presentation.	tation/Disco e SCK focusi y pair-share	ussion: Engagong the on the their work ar	e discussion cultural cor nd then refin	s to demonst ntext as a four ne them for c	rate knowledge and addition for physica ass presentation.	d education				
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	To help student teac foundation for physi PES appropriately.		-		_	•					
 Learning Outcome for the lesson, picked and developed from the course specification 	Learning Outcomes	Learni	ng Indicators		- cor inclu dive	tify which cross-cu e and transferable sivity, equity and a rsity. How will the essed or develope	skills, addressing se be				
Learning indicators for each learning outcome	CLO5 Describe historical, philosophical and social perspectives of physical education issues and legislation REQUIRED REFEREN SHAPE "A" & "B" NTS 2e, NTECF p.20	under histor of phy activit LI.2 Ex served development Educa Educa	emonstrate kr standing of th ical, and philo vsical education by in the Ghan eplain how the did as a foundate opment of the tion Service: If tion and Spor lines (GESPES	e social, sophical colors and physical cultures cultural colion for the Ghana Physical t Implemen	ntext ical ntext ntext ical ntext ical ntext ical ntext ical ntext ical ical ical ical ical ical ical ical	Reflection, critical to problem solving, Gender/SEN issues acquisition of novement/motor so chool physical edu Adaptations for chil EN diversity and in Cross-discipline issu- cience and skilful ro n basic school physical	kills in basic cation dren with clusivity es in novement				

Topic	Sub-topic	Stage/Time	Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
			Tutor Activity	Student Teacher Activity		
Cultural context as a foundation for the PES in basic schools		Stage 1 - 30 min	Set Induction: Tutors break the ice, by engaging student teachers in a review of concepts in social, historical, and philosophical context of physical education and physical activity in the Ghanaian culture from previous lesson.	Student teachers work in groups to reflect on social, historical, and philosophical context of physical education and physical activity in the Ghanaian culture from their previous lesson. Student teachers listen		
			Tutors give overview of what is to be learned and how it will be learned.	attentively and take notes.		
		Stage 2 - 60 min	Discussion: Tutors group student teachers to discuss cultureas it relates to movement in basic school physical education using the explanation and supporting evidence in the Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.	Work in small groups to discuss the supporting evidence for cultural context as a foundation for the PES in basic schools and how it applies to teaching basic school physical education. They share with other groups (pairshare), culminating with presentation of refined work.		
		Stage 3 – 40 min	Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.	Student teachers, in their groups, participate in a culminating class presentation.		
		Stage 4 - 60 min	Reflection – Connection- Application and Closure.			
			Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.		
			Connection: Tutors help student teachers to matchwhat they have learned to similar occurrences or encounters in life, real world or across disciplines.	Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.		
			Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society (e.g., what to do with knowledge of cultural context specialized content knowledge) Closure: Tutors summarize the	Application: Student teachers express what they can do with the results from evaluation and how they would use or apply what they have learned to impact self or others positively. • Student teacherslisten		
			purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the	attentively and take notes summaries.		

	Γ	T	I	I	
			RequiredReferences forfurther	a chudo ota indonesi desiti.	
			exploratory exercise to facilitate understanding.	students independently search the web to	
			 Tutors state the focus of the next lesson on skilfulness and health-related fitness in basic school PES Tutors reiterate the source of the supporting evidence in "Required Reference-SHAPE "A" & "B" for independent e-learning Tutors help student teachers to connect the knowledge gained in this lesson to the previous lesson(s), and to apply the concepts/knowledge to 	familiarize further with current references on cultural context as a foundation for the PES in basic schools	
			enhance skilful movement and fitness.		
		Stage 5- (3:30- 5:30pm) 3days/week	Practical Activity: Tutors organize student teachers to; a- apply cultural physical activities in basic schools b- consider socially relevant physical activities in Ghana and how they contribute to fitness	Student teachers work in groups Student teachers work in groups watching video and/or performance live and asses/diagnose performance by applying the concepts discussed in class lectures	
				Student teachers work in small groups. They will prepare and practice activities/tasks focusing on application of social, historical, and philosophical knowledge.	
				After the preparation, they pair share their work to ensure alignment between initial task, extended task, refining task and application task as well as the application cultural concepts.	
Lesson assessments –		endent e-learni			
evaluation of learning: of, for and as learning		ction by student			
within the lesson		l Group Assignm share	ent		
(linking to learning	Pair-shareQuestioning				
outcomes)	Application of cultural activities in basic school PES				
Teaching Learning	E-learning materials as appendices to the lesson planner				
Resources	 Use a chart to illustrate the cultural activities which are physically relevant Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton 				
	equipment, etc. 2017 National Standards for Initial Physical Education Teacher Education- [SHAPE "A"]:				
Required Text (core)	2017 National	Standards for Ir	nitial Physical Education Teacher Ec merica.org/accreditation/upload/2	ducation- Langue A. J. O17-SHAPE-America-Initial-DETE	
	Stand	dards-and-Comp	onents.pdf(retrieved 18 June 2019)		
	2017 Nationa	I Standards for I	nitial Physical Education Teacher E	ducation- ^{[SHAPE "B"]:}	
	<u>http:</u>	<u>//www.ncate.or</u>	g/~/media/Files/caep/program-rev	view/2017-shape-america-full-	

	pete-standards-r.pdf?la=en (retrieved 18 June 2019)					
Additional Reading List	Arthur, T. J. (2016). Biomechanics and Exercise Physiology. John Wiley & Sons, Inc. New York					
	Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i> . John Wiley & Sons, Inc. New York					
CPD Needs	How to use the SHAPE references ([SHAPE "A"]: [SHAPE "B"]: as related to cultural context as					
	foundation for PES					
	Reflect-Connect-Apply- as related tocultural context and foundation for PES					

Year of B.Ed.	2	Semester	1	Place of lesson in semester	123456789 10 11 12
					123 130 703 - 1112

Title of Lesson		ntal motor skills al games, sports	_	· ·		Lesso	on Duration	3 hours
Lesson description	focusing of physical e	Covers application of specialized content knowledge including the fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics in basic school physical education.						
Previous student teacher knowledge, prior learning (assumed)	 Students have completed; a course in intersection of PEMD and concurrently enrolled in curriculum studies lessons on CCK and SCK lessons in physiological, biomechanical, motor learning, motor development and typical development of movement patterns 							
	phys	sical activity in t	he Ghanaian c	ulture	·	ontext	t of physical edu	cation and
Possible barriers to learning in the lesson	1. Studen	t teachers may l	nave special e	ducational n	eeds.			
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face	Practical Activity ☑	Work- Based Leaning	Seminars	Indepen Study⊠	dent	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing on fundamental motor skills relating to skilful performance in traditional games, sports and aquatics content for physical education in basic schools. Think-pair-Share- student teachers think critically, reflect, -share their work and then refine							
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	aquatics content areas for physical education) and especially, how they can be applied in teaching basic school PES appropriately.							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for 	Learning Outcomes Learning Indicators - core and t inclusivity, diversity. H				y which cross-cu and transferable vity, equity and a sy. How will thes sed or develope	skills, addressing e be		
each learning outcome	skills as w performa physical a REQUIRE SHAPE "A	ncy in ntal motor rell as skillful nce in other activities.	LI.1Demonstr in all fundame as well as skil in games and content areas LI.2 Achieve a health-enhan fitness throug program. Guidelines (G practice in PE	ental motor of ful performations sports, aquations and maintain cing level of shout the	ncy skills, ance tics	 Refipro Geracq sche Ada SEN Croscie in b 	lection, critical the blem solving, ander/SEN issues wisition of the wement/motor sool physical educations for child diversity and in assediscipline issues and skilful masic school physication	ninking and n kills in basic cation dren with clusivity es in novement

Торіс	Sub- topic	Stage/Time	O THE TOTAL PROPERTY.				
Fundamental motor skills	ιορία		Tutor Activity	Student Teacher Activity			
focusing on skilful performance in traditional games, sports and aquatics content areas		Stage 1 - 30 min	Set Induction Tutors break the iceby engaging student teachers in a review of cultural context of physical education from previous lesson.	Student teachers work in groups to reflect on cultural context of physical education and physical in the basic schools from previous lesson from their previous lesson.			
			Tutors give overview of what is to be learned and how it will be learned.	Student teachers listen attentively and take notes			
		Stage 2 - 60 min	Tutors group student teachers to discuss fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics content areas using the explanation and supporting evidence in the Required Reference SHAPE "A" & "B"	Work in small groups to discuss the supporting evidence for cultural fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics and how they contribute to overall physical fitness of learners.			
			from internet/e-learning sites on the web.	Student teachers share their work with other groups (pair-share), culminating with presentation of refined work.			
		Stage 3 - 40 min	Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.	Student teachers, in their groups, participate in a culminating class presentation.			
		Stage 4 - 60 min	Reflection – Connection- Application and Closure.				
			Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.			
			Connection: Tutors help student teachers to matchwhat they have learned to similar occurrences or encounters in life, real world or across disciplines.	Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.			
			Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society (e.g., what to do with common content knowledge and specialized content knowledge)	Application: Student teachers express what they can do with the results from evaluation and how they would use or apply what they have learned to impact self or others positively.			

	T	I				
	Stage 5- (3:00- 5:30pm) 3days/week	Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the RequiredReferences for further exploratory exercise to facilitate understanding. Tutors state the focus of the next lesson on dance, music and rhythmic activities. Tutors reiterate the source of the supporting evidence in "RequiredReference-SHAPE "A" & "B" for independent e-learning Tutors help student teachers to connect the knowledge gained in this lesson to the previous lesson(s), and to apply the concepts/knowledge to enhance skilful movement and fitness. Practical Activity: Organize student teachers to; a-apply fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics content areas physical activities in basic schools.	Student teacherslisten attentively and take notes summaries. Student's independently search the web to familiarize further with current references on fundamental motor skills focusing on traditional games, sports and aquatics. Student teachers work in groups watching video and/or performance live and asses/diagnose performance by applying the concepts discussed in class lectures Student teachers work in small groups. They will prepare and practice activities/tasks focusing on application of fundamental motor skills (e.g., in traditional games, sports and aquatics content areas in PES. After the preparation, they will pair share their work to ensure			
			alignment between initial task, extended task, refining task and application task as well as the application of			
			fundamental motor skills.			
Lesson assessments – evaluation of learning: of,		learning assignment				
for and as learning within	· · · · · · · · · · · · · · · · · · ·	udent teachers.				
the lesson (linking to	Small Group AssignmentPair-share					
learning outcomes)	Pair-snare Questioning					
	_	undamental motor chills focusing s	on skilful narformanco in traditional			
	 Application of fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics content areas in basic school PES 					
Teaching Learning		erials as appendices to the lesson p				
Resources	_		skills focusing on skilful performance			
	in traditional games, sports and aquatics content areas which are physically relevant					

	 Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc.
Required Text (core)	2017 National Standards for Initial Physical Education Teacher Education- [SHAPE "A"]: https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial- PETE-Standards-and-Components.pdf (retrieved 18 June 2019) 2017 National Standards for Initial Physical Education Teacher Education- [SHAPE "B"]: http://www.ncate.org/~/media/Files/caep/program-review/2017-shape-america-full- pete-standards-r.pdf?la=en (retrieved 18 June 2019)
Additional Reading List	Arthur, T. J. (2016). <i>Biomechanics and Exercise Physiology</i> . John Wiley & Sons, Inc. New York Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i> . John Wiley & Sons, Inc. New York
CPD Needs	 How to use the SHAPE references (^{[SHAPE "A"]: [SHAPE "B"]:} as related to fundamental motor skills Reflect-Connect-Apply- as related to fundamental motor skills

Year of B.Ed. 2 Semester	1	Place of lesson in semester	12345678910 11 12	
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Title of Lesson		tal motor skills f				on Du	ration	3 hours
Lesson description	-	ce in dance, mu dication of spec	•			the fu	undamental mot	or skills
•		focusing on skilful performance in dance, music and rhythmic activities in basic school physical						
	education.							
Previous student teacher		ave completed;						
knowledge, prior learning				and concurr	ently enro	lled in	curriculum stud	lies
(assumed)		ons on CCK and		anical mata	r loorning	mata	r davalanmant s	and tunical
		elopment of mo			r learning,	посо	r development a	and typical
		•	•		sophical co	ontex	t of physical edu	cation and
		sical activity in the					, , , , , , , , , , , , , , , , , , , ,	
	• Less	on in fundamen	tal motor ski	lls focusing c	n tradition	al gar	mes, sports and	aquatics
Possible barriers to learning	1. Student	teachers may h	ave special e	ducational n	eeds.			
in the lesson								
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independ	ent	e-learning	Practicum
support students in achieving the outcomes	face ☑	Activity 🗹	Based Leaning		Study☑		opportunities ☑	
Lesson Delivery – main	Class Discu	ussion- to introd		ics and enga	ze student	teach	ers in small grou	ın work
mode of delivery chosen to	and preser		ace new top	ics and engag	5c staucht	teach	iers iir siriali grot	ap work
support student teachers in	•		/Discussion:	Engage discu	ussions to d	demoi	nstrate knowled	ge and
achieving the learning		•	-				ting to skilful per	
outcomes.					•		on in basic schoo	ols. They
	-	their work and t			-			,
Purpose for the lesson,	-			-	-		ntent knowledge	•
what you want the students to achieve,			_	· ·			music and rhythi they can be appl	
serves as basis for the		asic school PES		-	especially,	11000	incy can be appi	icu iii
learning outcomes. An			арр. ор. асс.,	•				
expanded version of the								
description.								
Write in full aspects of								
the NTS addressed								
Learning Outcome for							which cross-cu core and transf	_
the lesson, picked and developed from the	Learning O	utcomes	Learning Indi	cators			rclusivity, equity	
course specification			Learning ina	cators			sing diversity. H	
Learning indicators for							e addressed or	
each learning outcome	CLO6 Dem	onstrate I	LI.1Demonstr	ate compete			lection, critical t	
	competend	•	n all fundam		- 1	pro	blem solving,	
	fundament		as well as skil	-			nder/SEN issues	in
			n dance, mu	-	mic		uisition of	
	•		activities con				vement/motor s	
	physical ac		LI.2 Achieve a				ic school physica	31
	REQUIRED	health-enhancing level of education REQUIRED REFERENCE fitness throughout the Adaptations for					dren with	
		, and a second				I diversity and in		
	NTS 2e, NT		Guidelines (G	ESPESIG) an	d .		ss-discipline issu	-
			practice in Pl	E for all.			ence and skilful n	
						in b	asic school phys	ical
						edu	ıcation	

Topic	Sub- topic	Stage/Time		es to achieve learning outcomes: selected. Teacher led, collaborative dy
Fundamental motor skills	τοριτ		Tutor Activity	Student Teacher Activity
focusing on skilful performance in dance, music and rhythmic activities		Stage 1 - 30 min	Set Induction: Tutors break the ice by engaging student teachers in a review of fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics from previous lesson.	Student teachers work in groups to reflect on Fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics content areas in the basic schools from previous lesson from their previous lesson. Student teachers listen attentively and take notes
		Stage 2 - 60 min	Tutors group student teachers to discuss the fundamental motor skills focusing on skilful performance in dance, music and rhythmic activities content areas using the explanation and supporting evidence in the Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.	Student teachers work in small groups to discuss the supporting evidence for cultural fundamental motor skills focusing on skilful performance in dance, music and rhythmic activities and how they contribute to overall physical fitness of learners. Student teachers share their work with other groups (pair-share), culminating with presentation of refined work.
		Stage 3 - 40 min	Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.	Student teachers, in their groups, participate in a culminating class presentation.
		Stage 4 - 60 min	Reflection – Connection- Application and Closure.	
			Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding. Connection: Tutors help student teachers to matchwhat they have learned	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding. Connection: Student teachers match/connect what they have learned to similar occurrence or
			to similar occurrences or encounters in life, real world or across disciplines.	encounters in the real world or across disciplines.
			Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society (e.g., what to do with common content knowledge and specialized content knowledge)	Application: Student teachers express what they can do with the results from evaluation and how they would use or apply what they have learned to impact self or others positively.

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		Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the Required References for further exploratory exercise to facilitate understanding.	Student teachers listen attentively and take notes summaries.
		 Tutors state the focus of the next lesson on dance, music and rhythmic activities. -Tutors reiterate the source of the supporting 	 students independently search the web to familiarize further with current references on fundamental motor skills focusing on dance, music and rhythmic activities.
		evidence in "RequiredReference- SHAPE "A" & "B" for independent e-learning	
		 Tutors help student teachers to connect the knowledge gained in this lesson to the previous lesson(s), and to apply the concepts/knowledge to enhance skilful movement and fitness. 	
		 Discuss how the knowledge gained through this lesson relates to the traditional games and sports, aquatics lesson. Tutors task student 	
		teachers to develop reflective notes based upon the course lessons completed to date for the overall "reflect-connectapply" summary in the next lesson	
	Stage 5- (3:30- 5:30pm) 3days/week	Practical Activity: Organize student teachers to; a- apply fundamental motor skills focusing on skilful performance in dance, music and rhythmic activitiesin basic schools.	Student teachers work in groups Student teachers work in groups watching video and/or performance live and asses/diagnose performance by applying the concepts discussed in class lectures
			Student teachers work in small groups. They will prepare and practice activities/tasks focusing on application of fundamental motor skills (e.g., in dance, music and rhythmic activities content areas in PES.
			After the preparation, they will pair share their work to ensure

	alignment between initial task, extended task, refining task and application task as well as the application of fundamental motor skills.			
Lesson assessments –	Independent e-learning assignment			
evaluation of learning: of,	Reflection by student teachers.			
for and as learning within the lesson (linking to	Small Group Assignment			
learning outcomes)	Pair-share i :			
icariiiig cateonics,	Questioning Application of fundamental mater skills focusing an skilful newformance in dance.			
	 Application of fundamental motor skills focusing on skilful performance in dance, music and rhythmic activities in basic school PES 			
Teaching Learning Resources	E-learning materials as appendices to the lesson planner			
S S	 Use a chart to illustrate the fundamental motor skills focusing on skilful performance 			
	dance, music and rhythmic activities content areas which are physically relevant			
	Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold			
	callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free			
	weights, dumb bells, rubber bands, goal ball, etc.			
	Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc			
Required Text (core)	2017 National Standards for Initial Physical Education Teacher Education-[SHAPE "A"]:			
	https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-			
	PETE-Standards-and-Components.pdf (retrieved 18 June 2019)			
	2017 National Standards for Initial Physical Education Teacher Education- [SHAPE "B"]:			
	http://www.ncate.org/~/media/Files/caep/program-review/2017-shape-america-full-			
Additional Reading List	pete-standards-r.pdf?la=en (retrieved 18 June 2019)			
Additional Reading List	Arthur, T. J. (2016). <i>Biomechanics and Exercise Physiology</i> . John Wiley & Sons, Inc. New York Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i> . John Wiley & Sons, Inc. New York			
CPD Needs	How to use the SHAPE references ([SHAPE "A"]: [SHAPE "B"]: as related to fundamental motor			
	skills			
	Reflect-Connect-Apply- as related to fundamental motor skills			

ar of B.Ed. 2 Semester 1	Place of lesson in semester	1234567891011 12
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Title of Lesson	Fundamental motor skills focusing on skilful performance in outdoor pursuits, individual-performance activities Lesson Duration						
Lesson description	Covers application of specialized content knowledge including the fundamental motor skills focusing on skilful performance in outdoor pursuits, individual-performance activities in basic school physical education.						
Previous student teacher knowledge, prior learning (assumed) Possible barriers to	 Students have completed; a course in intersection of PEMD and concurrently enrolled in curriculum studies lessons on CCK and SCK lessons in physiological, biomechanical, motor learning, motor development and typical development of movement patterns lessons in cultural, social, historical, and philosophical context of physical education and physical activity in the Ghanaian culture Lesson in fundamental motor skills focusing on traditional games, sports and aquatics, dance, music and rhythmic activities 						
learning in the lesson Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-	· · · · · · · · · · · · · · · · · · ·					Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing on fundamental motor skills relating to skilful performance in in outdoor pursuits, individual-performance activities content for physical education in basic schools. Think-pair-Share- student teachers think critically, reflect, -share their work and then refine them for						
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	Class presentation. To help student teachers to understand and practice specialized content knowledge (i.e., fundamental motor skills focusing on skilful performance in outdoor pursuits, individual-performance activities content areas for physical education) and especially, how they can be applied in teaching basic school PES appropriately.						
Learning Outcome for the lesson, picked and developed from the course	Learning O	utcomes	Learning Indicat	ors	core and inclusivit diversity.	which cross-cutti transferable ski y, equity and ad . How will these d or developed.	lls, dressing
specification • Learning indicators for each learning outcome	as well as s performand physical ac	ey in all motor skills killful ce in other tivities. IREFERENCE & "B" technology is seen as a seen all motor skills with the seen all motor skills in the skills in the seen all motor skills in the skill	LI.1Demonstrate all fundamental well as skillful pe outdoor pursuits performance act areas. LI.2 Achieve and health-enhancin throughout the poudelines (GES practice in PE fo	motor skills, a erformance in s, individual- ivities conten maintain a g level of fitne program. PESIG) and	s problin Gend of motor basic Adap SEN Coss and s	ction, critical thing lem solving, ler/SEN issues in ovement/motor school physical etations for childraliversity and including issues kilful movement of physical educal	acquisition skills in education en with usivity s in science in basic

Торіс	Sub-topic	Stage/Time	Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study		
			Tutor Activity	Student Teacher Activity	
Fundamental motor skills focusing on skilful performance in outdoor pursuits, individual- performance activities		Stage 1 - 30 min	Set Induction: Tutors break the ice by engaging student teachers in a review of skilful performance in dance, music and rhythmic activities	Student teachers work in groups to reflect on fundamental motor skills focusing on skilful performance in dance, music and rhythmic activities content areas in the basic schools from previous lesson from their previous lesson.	
			Tutors give overview of what is to be learned and how it will be learned.	Student teachers listen attentively and take notes.	
		Stage 2 - 60 min	Tutors group student teachers to discuss fundamental motor skills focusing on skilful performance in outdoor pursuits, individual-performance activities content areasusing the explanation and supporting evidence in the Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.	Student teachers work in small groups to discuss the supporting evidence for cultural fundamental motor skills focusing on skilful performance in outdoor pursuits, individual-performance activities and how they contribute to overall physical fitness of learners. Student teachers share their work with other groups (pair-share), culminating with presentation of refined work.	
		Stage 3 - 40 min	Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.	Student teachers, in their groups, participate in a culminating class presentation.	
		Stage 4 - 60 min	Reflection – Connection- Application and Closure.		
			Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding in the course so far. Connection: Tutors help student teachers to match what they have learned to similar occurrences or encounters in life, real world or across disciplines. Application: Tutors help student teachers to think	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding. Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines. Application: Student teachers express what they can do with the results from evaluation and how	
			student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society (e.g., what to do with common content knowledge and specialized content knowledge)	results from evaluation and how they would use or apply what they have learned to impact self or others positively.	

	Closure: Tutors summarize the purpose of the lesson, assess	Student teacherslisten attentively and take notes
	the summaries of student teachers and reiterate the source(s) in the	summaries.
	RequiredReferences forfurther exploratory exercise to facilitate understanding. -Tutors state the focus of the course in anticipation of end of semester examinations. • Tutors reiterate the source of the supporting evidence in "RequiredReference-SHAPE "A" & "B" for independent e-learning • Tutors help student teachers to connect the knowledge gained in this lesson to the previous lesson(s), and to apply the concepts/knowledge to enhance skilful movement and fitness.	students independently search the web to familiarize further with current references on fundamental motor skills focusing on outdoor pursuits, individual-performance activities
	Closure/Overall Summary: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the Required References for further exploratory exercise to facilitate understanding. • Tutors help student teachers to reflect on the course lesson topic/subtopics as a whole and help them to connect across topics/subtopics and the real world, as well as how they would apply what they have learned from the	
Stage 5- (3:00-	course to the real world. Practical Activity: Organize student teachers to;	Student teachers will work in groups Student teachers work in
5:30pm) 3days/week	a- apply fundamental motor skills focusing on skilful performance in outdoor pursuits, individual-performance activitiesin basic schools.	groups student teachers work in groups watching video and/or performance live and asses/diagnose performance by applying the concepts discussed in class lectures. Student teachers will work in small
		groups. They will prepare and practice activities/tasks focusing on application of fundamental motor skills (e.g., in dance, music and rhythmic activities content areas in PES.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes) Teaching Learning Resources	After the preparation, they will pair share their work to ensure alignment between initial task, extended task, refining task and application task as well as the application of fundamental motor skills. Independent e-learning assignment Reflection by student teachers. Small Group Assignment Pair-share Questioning Application of fundamental motor skills focusing on skilful performance in outdoor pursuits, individual-performance activities in basic school PES E-learning materials as appendices to the lesson planner Use a chart to illustrate the fundamental motor skills focusing on skilful performance dance, music and rhythmic activities, outdoor pursuits, individual-performance content areas which are physically relevant Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc.		
Required Text (core)	2017 National Standards for Initial Physical Education Teacher Education- [SHAPE "A"]: https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE- Standards-and-Components.pdf (retrieved 18 June 2019) 2017 National Standards for Initial Physical Education Teacher Education- [SHAPE "B"]: http://www.ncate.org/~/media/Files/caep/program-review/2017-shape-america-full-pete- standards-r.pdf?la=en (retrieved 18 June 2019)		
Additional Reading List	Arthur, T. J. (2016). <i>Biomechanics and Exercise Physiology</i> . John Wiley & Sons, Inc. New York Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i> . John Wiley & Sons, Inc. New York		
CPD Needs	 How to use the SHAPE references ([SHAPE "A"]: [SHAPE "B"]: as related to fundamental motor skills and philosophicalspecialized content knowledge Reflect-Connect-Apply- as related to fundamental motor skills 		

