

YEAR 2

SEMESTER 1

Four-Year B.Ed. Course Manual

CONTENT AND FOUNDATIONAL KNOWLEDGE IN
PHYSICAL EDUCATION





The Government of Ghana



Published by the Ministry of Education; Ghana, under Creative Commons Attribution-ShareAlike 4.0 International License.

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, NTECF, 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.

CORE WRITING TEAM

Names of writers	Subject		Names of writers	Subject
Dr. Isaac Eshun	African Studies		Cletus Ngaaso	Social Studies
Dr. Anthony Baabereyir			Mohammed Adam	
Ms. Shirley Dankwa			Dr. Emmanuel Adjei-Boateng	
Prof. S.Y. Annor	Agriculture		Dr. Yaw Nyadu Offei	Special Education
Dr. Salome praise Otami	Early Grade		Prof. Samuel Hayford	
Dr. Samuel Frimpong		Dr. Awuni		
Robert Quansah		English Language		Rev.(Dr) Nyueko Avotri
Dr. Abraham Kwadwo Okrah			Elizabeth Lani Ashong	
Dr. Sarah Emma Eshun				
Vivian Acquaye	French		Michael Tsorgali	
Felix A. Odonkor			Frnaxis Donkor	
Dr. Cecilia Esinam Agbeh			Dr. Maxwell Nyatsikor	
Ibrahim Osmanu	Geography		Prof. Salomey Essuman	Pedagogy
Dr. Kofi Adu-Boahen			Dr. Paul Kwadwo Addo	
Dr. M. Kusimi			Dr. Winston Kwame Abroampa	
Dr. Aboagyee Dacosta	Ghanaian Language		Mr. Kwaku Esia-Donkoh	Arabic
Mr. Alexander Otoo			Mohammed Z. Abdulmumin	
Dr. Yvonne A.A. Ollennu			Dr. Mohammed Hafiz	
Kwasi Adomako	History		Iddris Mohammed	
Dr. Akwasi Kwarteng Amoako-Gyampah			Mohammed Almu Mahaman	
Anitha Oforiwah AduBoahen			Murtada M. Muaz	
Gertrude Nkrumah			Dr M. Q. Adjahoe	Music

Prof Charles Owu-Ewie	Literacy	Prof Cosmas Mereku	
Dr. Ahmed Amihere	Mathematics	Prof. Reginald Ocansey	Physical Education
Zakaria Sadiq		Dr. Emmanuel Osei Sarpong	
Dr. R. Addai-Mununkum	RME	E. Kwaku Kwaa-Aidoo	ICT
Dr Charles Nyarko Annobil		Victor Anyamful	
Mr. Owusu Afiriyie			
Dr. V. Ankamah-Lomotey	Science		
Jonathan Ayelsoma Samari			
Prof. Ruby Hanson			

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. Course Details

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

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 health-enhancing 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	
<p>-Cross-discipline connections that promote or reinforce physical activity for health development and improvement in sport performance</p> <p>-Critical thinking through analysis of common and specialized content knowledge</p> <p>-Cultural, gender and inclusivity issues through traditional games- include learners with special needs</p> <p>-Core Values—honesty, integrity, cooperation, responsible citizenry, etc. (NTECF) through acquisition of fundamental motor skills</p> <p>-Digital literacy- opportunities to surf and present information across units using various digital tools</p>	
5. Course Learning Outcomes (CLO)	6. Learning Indicators (LI)
<p>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)</p>	<p>LI.1 Describe at least four (4) CCK and show how they can be applied in teaching physical education</p> <p>LI.2 Apply CCK to discriminate performance errors and critical elements of performance in movement pattern and skills</p> <p>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</p> <p>LI.4 Apply SCK to minimize performance errors and help all learners (including those with SEND) to acquire physical literacy</p>
<p>CLO2 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness (NTS 2. NTECF p.20</p>	<p>LI.1 Demonstrate knowledge and understanding of the connection between physical activity and health as well as how the body responds to physical activity.</p> <p>LI.2 Demonstrate knowledge and understanding of the cardiovascular and musculoskeletal systems, energy systems, physiological responses to exercise, influence of lifestyle factors, components of health-related fitness, and how to design fitness and physical activity programs.</p> <p>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</p>
<p>CLO3 Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness</p>	<p>LI.1 Apply goal setting techniques, motivational strategies, and behaviour-management practices to support student engagement in learning experiences.</p> <p>LI.2 Use self-monitoring practices that are essential to exercise adherence and lifelong physical activity</p>
<p>CLO4 Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness</p>	<p>LI.1 Demonstrate knowledge and understanding of typical development of movement patterns and how to determine individual students' levels of readiness.</p> <p>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</p>
<p>CLO5 Describe historical, philosophical and social perspectives of physical education issues and legislation</p>	<p>LI.1 Demonstrate knowledge and understanding of the social, historical, and philosophical context of physical education and physical activity in the Ghanaian culture.</p> <p>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 (GESPE SIG) and practice in PE for all.</p>
<p>CLO6 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).</p>	<p>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).</p> <p>LI.2 Achieve and maintain a health-enhancing level of fitness throughout the program.</p>

7. Course Content			
Unit	Topic	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	Common content knowledge and specialized content knowledge	1. Common content knowledge 2. 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	1. Physiological perspectives 2. 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	1. Motor learning perspectives 2. 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 their common ideas with other pairs in the class
4	Motor development theory and principles	1. Motor development theory 2. Motor development principles	Small Group Work: Assign students teachers to small groups to perform a variety of tasks
5	History, social and philosophical perspectives	1. Historical perspectives 2. Socio-cultural perspectives 3. Philosophical perspectives	Observation/Analysis of video/live performances and asses/diagnose critical performance errors Independent e-learning tasks to search, retrieve and document various supporting evidence from e-learning sources
6	Fundamental motor skills	1. Traditional games, sports and aquatics 2. Dance, music and rhythmic activities 3. Outdoor pursuits, individual-performance activities	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			
<p>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.</p> <p>b) Cooperative learning</p> <p>c) Teamwork/group</p> <p>d) Individual and group presentations</p> <p>e) Writing of reflective notes</p>			
9. Course Assessment Components (of, for, and as learning)			
<p>Component 1 :PROJECT30% (go to appendix 1 for details) Class participation and group presentations - Portfolio project CLO 1-6</p> <p>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.</p> <p>NTS 2 c Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p> <p>NTS 2 e Understands how children develop and learn in diverse contexts and applies this in his or her teaching.</p> <p>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.</p> <p>NTS 2 f Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.</p> <p>NTECF 16)</p> <p>Component 3 [EXAMINATION]: 40%</p> <p>NTS 1 a Critically and collectively reflects to improve teaching and learning</p>			

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

1. 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

LESSON 1

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 hours						
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	<ol style="list-style-type: none"> 1. Student teachers may have special educational needs. 2. Lack of adequate background in science and mathematics 3. Lack of adequate practical knowledge in dance and physical fitness 											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the CCK and SCK. They pair-share their work and then refine them for class presentation.</p>											
<ul style="list-style-type: none"> • 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 appropriately											
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.					
	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			LI.1 Describe and apply common content knowledge for teaching basic school physical education LI.2 Describe and apply specialized content knowledge for teaching basic school physical education			<ul style="list-style-type: none"> • Reflection, critical thinking and problem solving, • Gender/SEN issues in teaching basic school physical education common or specialized content • Adaptations for children with SEN diversity and inclusivity • Ethical issues on stereotyping, biases and prejudices in PE content 					

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
Common content knowledge and specialized content knowledge		Stage 1 - 30 min	<p>Set Induction: Tutors introduce the course manual stating how it would be used to facilitate learning in the JHS physical education and sports specialism</p> <p>-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.</p>	Student teachers introduce themselves with a recap of their experiences from the previous semester's course (intersection of PEMD).
		Stage 2 - 40 min	<p>Presentation: What's to be learned and how it will be learned.</p> <p>Discussion: Discuss common content knowledge using the explanation and supporting evidence in the Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.</p>	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	<p>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.</p>	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	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.</p> <p>Connection: Tutors help student teachers to match what they have learned to similar occurrences or encounters in life, real world or across disciplines.</p> <p>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>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.</p>

			<p>to impact themselves, others or society (e.g., what to do with common content knowledge and specialized content knowledge)</p> <p>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.</p> <ul style="list-style-type: none"> Tutors state the focus of the next lesson on 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 	<ul style="list-style-type: none"> Student teachers listen attentively and take notes. - summaries. Student's independently search the web to familiarize with further and current reference on common content knowledge and specialized content knowledge.
		<p>Stage 5- (3:30-5:30pm) 3days/week</p>	<p>Practical Activity: Tutors organize student teachers to;</p> <p>a- assess/diagnose critical performance elements and common errors</p> <p>b- practice tasks extensions, refinements, and applications</p>	<p>Student teachers work in groups watching video/live performances and asses/diagnose critical performance errors</p> <p>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.</p>
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</p>	<ul style="list-style-type: none"> In-lesson Assessment Independent e-learning assignment Reflection by student teachers. Small Group Assignment Pair-share Questioning Task analysis 			
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> E-learning materials as applicable to the lesson planner Use a chart to illustrate the relationship between CCK and SCK 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)	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	<ul style="list-style-type: none"> • 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

LESSON 2

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 hours	
Lesson description	Covers application of specialized content knowledge including physiological 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 teachers may have special educational needs. 2. Student teachers may possess inadequate background in science and mathematics 3. 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 <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing on biomechanical concepts applicable to teaching basic school physical education. They pair-share their work and then refine them for class presentation.</p>						
<ul style="list-style-type: none"> 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., physiological concepts) and especially, how they can be applied in teaching basic school PES appropriately.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	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	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 responses to exercise, influence of lifestyle factors, components of health-related fitness, and how to design fitness and physical activity programs.	<ul style="list-style-type: none"> Reflection, critical thinking and problem solving, Gender/SEN issues in acquisition of movement/motor skills in basic school physical education Adaptations for children with SEN diversity and inclusivity Cross-discipline issues in science and skilful movement in basic school physical education 				

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
Physiological concepts related to movement		Stage 1 - 30 min	Set Induction: Tutors break the 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 (pair-share), 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 (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. 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 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)	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 they would use or apply what they have learned to impact self or others positively. -Student teachers listen attentively and take notes. -summaries.

		<p>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.</p> <p>-Tutors reiterate the source of the supporting evidence in RequiredReference- SHAPE “A” & “B” for independent e-learning</p> <p>-Tutors state the focus of the next lesson on biomechanical concepts related to skilful movement, physical activity and fitness for basic school learners</p>	-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	<p>Practical Activity: Tutors organize student teachers to;</p> <p>a- assess/diagnose physiological elements associated with moving</p> <p>b- practice tasks extensions, refinements, and applications that can be used to practice and/or familiarize with physiological elements/concepts in performance</p>	<p>Student teachers work in groups watching video/live performances and asses/diagnose critical performance errors</p> <p>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..</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • In-lesson Assessment • Independent e-learning assignment • Reflection by student teachers. • Small Group Assignment on the revision of the physiological basis of physical activity • Pair-share • Questioning • Task analysis and concept application 		
Teaching Learning Resources	<ul style="list-style-type: none"> • 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)	<p>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)</p> <p>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)</p>		
Additional Reading List	<p>Arthur, T. J. (2016). <i>Biomechanics and Exercise Physiology</i>. John Wiley & Sons, Inc. New York</p> <p>Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i>. John Wiley & Sons, Inc. New York</p>		
CPD Needs	<ul style="list-style-type: none"> • How to use the SHAPE references (^{[SHAPE “A”]:} ^{[SHAPE “B”]:} as related tophysiological specialized content knowledge • Reflect-Connect-Apply- as related tophysiological specialized content knowledge • Discussion on how food affect movement 		

LESSON 3

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	Biomechanical concepts related to movement				Lesson Duration	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 Student teachers have covered physiological concepts related to movement						
Possible barriers to learning in the lesson	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 <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing on biomechanical concepts applicable to teaching basic school physical education. They pair-share their work and then refine them for class presentation.</p>						
<ul style="list-style-type: none"> 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., biomechanical concepts) and especially, how they can be applied in teaching basic school PES appropriately.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>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</p>	<p>Learning Indicators</p> <p>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 Use biomechanical principles and functional anatomy to analyze students’ movement technique and determine how to best correct or enhance the execution of the movement</p>	<p>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</p> <ul style="list-style-type: none"> Reflection, critical thinking and problem solving, Gender/SEN issues in acquisition of movement/motor skills in basic school physical education Adaptations for children with SEN diversity and inclusivity Cross-discipline issues in science and skilful movement in basic school physical education 				

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
Biomechanical concepts related to movement		Stage 1 - 30 min	<p>Set Induction: Tutor breaks the ice by reviewing concepts from science studies related to mechanic/physics.</p>	<p>Student teachers work in groups to reflect on concept relating to mechanic/physics from their science studies.</p> <p>Student teachers pair-share in their small groups</p>
		Stage 2 - 40 min	<p>Presentation: Tutors state what's to be learned and how it will be learned.</p> <p>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.</p>	<p>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.</p>
		Stage 3 - 60 min	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.</p> <p>Connection: Tutors help student teachers to match what they have learned to similar occurrences or encounters in life, real world or across disciplines.</p> <p>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)</p> <p>Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>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.</p> <ul style="list-style-type: none"> • Student teachers listen attentively and take notes. - summaries.

			<p>RequiredReferences for further exploratory exercise to facilitate understanding.</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students independently search the web to familiarize with further and current reference on specialized biomechanical content knowledge.
	Stage 5- (3-5:30pm) 3days/week	<p>Practical Activity: Organize student teachers to;</p> <p>a- assess/diagnose biomechanical elements associated with moving</p> <p>b- practice tasks extensions, refinements, and applications that can be used to practice and/or familiarize with biomechanical elements/concepts in performance</p>	<p>Student teachers work in groups watching video/live performances and asses/diagnose critical performance errors.</p> <p>Student teachers work in small groups. They will prepare and practice extended tasks, refining tasks and applications focusing on application of biomechanical concepts.</p> <p>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.</p>	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> In-lesson Assessment Independent e-learning assignment Reflection by student teachers. Small Group Assignment Pair-share Questioning Task analysis and concept application 			
Teaching Learning Resources	<ul style="list-style-type: none"> 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 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)	<p>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)</p> <p>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)</p>			
Additional Reading List	<p>Arthur, T. J. (2016). <i>Biomechanics and Exercise Physiology</i>. John Wiley & Sons, Inc. New York</p> <p>Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i>. John Wiley & Sons, Inc. New York</p>			

CPD Needs	<ul style="list-style-type: none">• 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
------------------	---

LESSON 4

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	Application of principles of motor learning and behaviour-change to movement						Lesson Duration	3 hours
Lesson description	Covers application of principles of motor learning and behaviour-change 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 Student teachers have covered physiological and biomechanical concepts related to movement							
Possible barriers to learning in the lesson	1. Student teachers may have special educational needs. 2. Student teachers may possess inadequate background in science and mathematics 3. 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 <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing on the application of principles of motor learning and behaviour-change to teaching basic school physical education.</p> <p>Think-pair-Share- student teachers think critically, reflect, -share their work and then refine them for class presentation.</p>							
<ul style="list-style-type: none"> 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., motor learning and behaviour-change) and how they can be applied in teaching basic school PES appropriately.							
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.			
	CLO3 Describe and apply motor learning and behavior-change /psychological principles related to skillful movement, physical activity and fitness. REQUIRED REFERENCE SHAPE “A” & “B” NTS 2e, NTECF p.20	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			<ul style="list-style-type: none"> Reflection, critical thinking and problem solving, Gender/SEN issues in acquisition of movement/motor skills in basic school physical education Adaptations for children with SEN diversity and inclusivity Cross-discipline issues in science and skilful movement in basic school physical education 			

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
Application of principles of motor learning and behaviour-change to movement		Stage 1 - 30 min	<p>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</p> <p>Tutors help students to reflect on concepts from the YR2 SEM 2 Pedagogical studies course on Psychological basis of learning.</p> <p>Tutors give overview of what is to be learned and how it will be learned.</p>	<p>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.</p> <p>Student teachers reflectively engage in class discussion and take notes</p> <p>Student teachers listen attentively and take notes.</p>
		Stage 2 - 40 min	<p>Discussion: Tutors group student teachers to discuss motor learning and behaviour-change principles as it relates to movement in basic school physical education using the explanation and supporting evidence Required Reference SHAPE “A” & “B” from internet/e-learning sites on the web.</p>	<p>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.</p> <p>Student teachers share their work with other groups (pair-share), culminating with presentation of refined work.</p>
		Stage 3 - 40 min	<p>Presentation: Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.</p>	<p>Student teachers, in their groups, participate in a culminating class presentation.</p>
		Stage 4 - 60 min	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>Connection: Tutors help student teachers to match what they have learned to similar occurrences or encounters in life, real world or across disciplines.</p> <p>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</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>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.</p>

			<p>with principles of motor learning and behaviour-change to movement)</p> <p>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.</p> <p>-Tutors state the focus of the next lesson on application of psychological principles related to skilful movement, physical activity and fitness for basic school learners</p> <p>-Tutors reiterate the source of the supporting evidence in RequiredReference- SHAPE “A” & “B” for independent e-learning</p> <p>-Tutors provide independent e-learning task related to psychological specialized content knowledge</p> <p>-Tutors discuss how the knowledge gained through this lesson relates to biomechanical and physiological concepts related to skilful movement, physical activity and fitness.</p>	<ul style="list-style-type: none"> • Student teacherslisten attentively and take notes. - summaries. • Student’s independently search the web to familiarize with further and current reference on specialized psychological content knowledge.
		Stage 5- (3:30- 5:30pm) 3days/week	<p>Practical Activity: Tutors organize student teachers to apply motor learning and behaviour-change principles with peers while practicing task extensions, refinements and applications</p>	<p>Student teachers participate in groups while practicing various task extensions, refinements and applications focusing on application of behaviour change principles.</p> <p>Student teachers will reflect on various strategies/intervention as they connect to the real context.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Independent e-learning assignment • Reflection by student teachers. • Small Group Assignment • Pair-share • Questioning • Application of behaviour change 			
Teaching Learning Resources	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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

LESSON 1

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	Application of psychological principles to movement						Lesson Duration	3 hours
Lesson description	Covers application of psychological principles to movement, physical activity and fitness in teaching learners in basic school physical education.							
Previous student teacher knowledge, prior learning (assumed)	<p>Students have completed a course in intersection of PEMD and concurrently enrolled in curriculum studies</p> <p>Students have completed a lesson on introduction to common content and specialized content knowledge for teaching basic school physical education</p> <p>Student teachers have covered physiological and biomechanical concepts related to movement</p> <p>Student teachers have covered application of principles of motor learning and behaviour-change to movement.</p>							
Possible barriers to learning in the lesson								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing on the application of psychological principles of movement</p> <p>Think-pair-Share- student teachers think critically, reflect, -share their work and then refine them for class presentation.</p>							
<ul style="list-style-type: none"> 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., psychological principles) and how they can be applied in teaching basic school PES appropriately.							
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>CLO3 Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness</p> <p>REQUIRED REFERENCE SHAPE “A” & “B” NTS 2e, NTECF p.20</p>	<p>Learning Indicators</p> <p>LI.1 Apply goal setting techniques, motivational strategies, and behaviour-management practices to support student engagement in learning experiences.</p> <p>LI.2 Use self-monitoring practices that are essential to exercise adherence and lifelong physical activity</p>	<p>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</p> <ul style="list-style-type: none"> Reflection, critical thinking and problem solving, Gender/SEN issues in acquisition of movement/motor skills in basic school physical education Adaptations for children with SEN diversity and inclusivity Cross-discipline issues in science and skilful movement in basic school physical education 					

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
Application of psychological principles to movement		Stage 1 - 30 min	<p>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</p> <p>Tutors give overview of what is to be learned and how it will be learned.</p>	<p>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.</p> <p>Student teachers reflectively engage in class discussion and take notes</p> <p>Student teachers listen attentively and take notes.</p>
		Stage 2 - 40 min	<p>Tutors group student teachers to discuss application of psychological principles as 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..</p>	<p>Student teachers work in small groups to discuss the supporting evidence regarding application of psychological principles as it relates to movement and physical activity</p> <p>Student teachers share their work with other groups (pair-share), culminating with presentation of refined work.</p>
		Stage 3 - 40 min	<p>Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.</p>	<p>Student teachers, in their groups, participate in a culminating class presentation.</p>
		Stage 4 - 60 min	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>Connection: Tutors help student teachers to match what they have learned to similar occurrences or encounters in life, real world or across disciplines.</p> <p>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)</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>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.</p> <p>-Student teachers listen attentively and take notes. -</p>

			<p>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.</p> <p>-Tutors state the focus of the next lesson on development of movement patterns and how to determine individual students' levels of readiness</p> <p>-Tutors reiterate the source of the supporting evidence in RequiredReference- SHAPE "A" & "B" for independent e-learning</p> <p>-Tutors provide independent e-learning task related to development of movement patterns and how to determine individual students' levels of readiness</p> <p>-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 fitness.</p>	<p>summaries.</p> <p>-students independently search the web to familiarize with further and current reference on application of psychological specialized content knowledge and content knowledge.</p>
		<p>Stage 5- (3:30- 5:30pm) 3days/week</p>	<p>Practical Activity: Tutors organize student teachers to apply psychological principles with peers while practicing task extensions, refinements and applications</p>	<p>Student teachers participate in groups while practicing various task extensions, refinements and applications focusing on application of psychological principles.</p> <p>Student teachers will reflect on various psychological principles as they connect to the real context.</p>
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</p>	<ul style="list-style-type: none"> • Independent e-learning assignment • Reflection by student teachers. • Small Group Assignment • Pair-share • Questioning • Application of behaviour change/psychological principles 			
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> • 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 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 			
<p>Required Text (core)</p>	<p>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)</p> <p>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)</p>			

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	<ul style="list-style-type: none"> • How to use the SHAPE references ([SHAPE "A"]; [SHAPE "B"]); as related to psychologicalspecialized content knowledge • Reflect-Connect-Apply- as related to psychologicalspecialized content knowledge • Integration of psychological principles to improve human movement

LESSON 1

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	Typical development of movement patterns and how to determine individual students' levels of readiness				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	<ul style="list-style-type: none"> • Student teachers may have special educational needs. • 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 <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing Typical development of movement patterns and how to determine individual students' levels of readiness.Think-pair-Share- student teachers think critically, reflect, -share their work and then refine them for class presentation.</p>						
<ul style="list-style-type: none"> • 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., motor development theory and principles) and especially, how they can be applied in teaching basic school PES appropriately.						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	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 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 behaviour changes across the lifespan, factors affecting movement change; and developmentally appropriate practices	<ul style="list-style-type: none"> • Reflection, critical thinking and problem solving, • Gender/SEN issues in acquisition of movement/motor skills in basic school physical education • Adaptations for children with SEN diversity and inclusivity • Cross-discipline issues in science and skilful movement in basic school physical education 				

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
Typical development of 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 (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. 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 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)	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 they would use or apply what they have learned to impact self or others positively.

			<p>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.</p> <p>-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</p> <p>-Tutors reiterate the source of the supporting evidence in RequiredReference- SHAPE “A” & “B” for independent e-learning</p> <p>-Tutors help student teachers to connect the knowledge gained to motor learning concepts and how it affects skilful movement, physical activity and fitness.</p>	<p>Take Away: Student teachers listen attentively and take notes. -summaries.</p> <p>-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.</p>
		Stage 5- (3:30- 5:30pm) 3days/week	<p>Practical Activity: Tutors organize student teachers to;</p> <p>a- apply motor development theories and principles in movement</p> <p>b- practice identification of initial tasks, tasks extensions, refinements, and applications in typical developmental movement patterns</p> <p>c. practice decision-making in determining learners' levels of readiness</p>	<p>Student teachers work in groups watching video and/or performance live and asses/diagnose performance by applying the concepts discussed in class lectures</p> <p>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.</p> <p>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 typical developmental movement patterns</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Independent e-learning assignment • Reflection by student teachers. • Small Group Assignment • Pair-share • Questioning • Application of theories and principles 			
Teaching Learning Resources	<ul style="list-style-type: none"> • 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. 			

	<ul style="list-style-type: none"> Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc
Required Text (core)	<p>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)</p> <p>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)</p>
Additional Reading List	<p>Arthur, T. J. (2016). <i>Biomechanics and Exercise Physiology</i>. John Wiley & Sons, Inc. New York</p> <p>Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i>. John Wiley & Sons, Inc. New York</p>
CPD Needs	<ul style="list-style-type: none"> 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

LESSON 7

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	Categories of essential motor development knowledge					Lesson Duration	3 hours
Lesson description	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 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 <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	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 categories of essential motor development knowledge. They pair-share their work and then refine them for class presentation.						
<ul style="list-style-type: none"> 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., motor development theory and principles) and especially, how they can be applied in teaching basic school PES appropriately.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	CLO4 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness (NTS 2e, NTECF p.20). APPENDIX 2 & 3	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 behaviour changes across the lifespan, factors affecting movement change; and developmentally appropriate practices	<ul style="list-style-type: none"> Reflection, critical thinking and problem solving, Gender/SEN issues in acquisition of movement/motor skills in basic school physical education Adaptations for children with SEN diversity and inclusivity Cross-discipline issues in science and skilful movement in basic school physical education 				

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
Categories of essential motor development knowledge		Stage 1 - 30 min	<p>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.</p> <p>Tutors give overview of what is to be learned and how it will be learned</p>	<p>Student teachers work in groups to reflect on development of movement patterns and how to determine individual students' levels of readiness.</p> <p>Student teachers listen attentively and take notes.</p>
		Stage 2 - 60 min	<p>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 evidence Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web</p>	<p>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.</p> <p>Student teachers share their work with other groups (pair-share), culminating with presentation of refined work</p>
		Stage 3 - 40 min	<p>Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.</p>	<p>Student teachers, in their groups, participate in a culminating class presentation.</p>
		Stage 4 - 60 min	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.</p> <p>Connection: Tutors help student teachers to match what they have learned to similar occurrences or encounters in life, real world or across disciplines.</p> <p>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 categories of essential motor specialized content knowledge)</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>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.</p> <ul style="list-style-type: none"> • Student teachers listen attentively and take notes. - summaries.

			<p>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.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • students independently search the web to familiarize with further and current reference on categories of essential motor development knowledge
		<p>Stage 5- (3:30-5:30pm) 3days/week</p>	<p>Practical Activity: Organize student teachers to;</p> <p>a- apply motor development theories and principles in movement</p> <p>b- practice identification of initial tasks, tasks extensions, refinements, and applications in typical developmental movement patterns</p> <p>c. practice decision-making in determining learners' levels of readiness</p>	<p>Student teachers work in groups watching video and/or performance live and asses/diagnose performance by applying the concepts discussed in class lectures</p> <p>Student teachers will work in small groups. They will prepare and practice extended tasks, refining tasks and applications focusing on application of motor development theories and principles.</p> <p>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</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Independent e-learning assignment • Reflection by student teachers. • Small Group Assignment • Pair-share • Questioning • Application of theories and principles
Teaching Learning Resources	<ul style="list-style-type: none"> • 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)	<p>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)</p> <p>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)</p>
Additional Reading List	<p>Arthur, T. J. (2016). <i>Biomechanics and Exercise Physiology</i>. John Wiley & Sons, Inc. New York</p> <p>Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i>. John Wiley & Sons, Inc. New York</p>
CPD Needs	<ul style="list-style-type: none"> • 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

LESSON 1

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	History, social and philosophical perspectives				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 educational needs.					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing the social, historical, and philosophical context of physical education.</p> <p>Think-pair-Share- student teachers think critically, reflect, -share their work and then refine them for class presentation.</p>					
<ul style="list-style-type: none"> 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.					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>CLO5 Describe historical, philosophical and social perspectives of physical education issues and legislation</p> <p>REQUIRED REFERENCE SHAPE “A” & “B” NTS 2e, NTECF p.20</p>	<p>Learning Indicators</p> <p>LI.1 Demonstrate knowledge and understanding of the social, historical, and philosophical context of physical education and physical activity in the Ghanaian culture.</p> <p>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 (GESPE SIG) and practice in PE for all.</p>	<p>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</p> <ul style="list-style-type: none"> Reflection, critical thinking and problem solving, Gender/SEN issues in acquisition of movement/motor skills in basic school physical education Adaptations for children with SEN diversity and inclusivity Cross-discipline issues in science and skilful movement in basic school physical education 			

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
The social, historical, and philosophical context of physical education and physical activity in the Ghanaian culture		Stage 1 - 30 min	<p>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.</p> <p>Tutors will help students to reflect and connect to concepts in growth, development and learning in the Pedagogical Studies course in YR1 SEM 2</p> <p>Tutors give overview of what is to be learned and how it will be learned.</p>	<p>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.</p> <p>Student teachers reflectively engage in class discussion and take notes.</p>
		Stage 2 - 60 min	<p>Tutors group student teachers to discuss social, historical, and philosophical 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.</p>	<p>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.</p> <p>Student teachers share their work with other groups (pair-share), culminating with presentation of refined work</p>
		Stage 3 - 40 min	<p>Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.</p>	<p>Student teachers, in their groups, participate in a culminating class presentation.</p>
		Stage 4 - 60 min	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>Connection: Tutors help student teachers to match what they have learned to similar occurrences or encounters in life, real world or across disciplines.</p> <p>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</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>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.</p>

			<p>with social, historical, and philosophical knowledge specialized content knowledge)</p> <p>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.</p> <ul style="list-style-type: none"> • Tutors state the focus of the next lesson on the cultural context as a foundation for the PES in 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 • 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. 	<ul style="list-style-type: none"> • Student teachers listen attentively and take notes. - summaries. • Students independently search the web to familiarize further with current references on social, historical, and philosophical knowledge
		<p>Stage 5- (3-5:30pm) 3days/week</p>	<p>Practical Activity: Organize student teachers to;</p> <p>a- apply social, historical, and philosophical knowledge in movement.</p> <p>b- consider social relevant physical activities in Ghana and how they contribute to fitness</p> <p>c-consider historical activities that are physically demanding and contributes to levels of physical fitness</p> <p>d-consider various philosophies and their impact on the levels of fitness (education of the physical,</p>	<p>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</p> <p>Student teachers work in small groups. They will prepare and practice activities/tasks focusing on application of social, historical, and philosophical knowledge.</p> <p>After the preparation, they pair share their work to ensure alignment between initial task,</p>

			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)	<ul style="list-style-type: none"> • Independent e-learning assignment • Reflection by student teachers. • Small Group Assignment • Pair-share • Questioning • Application of social, historical, and philosophical knowledge 			
Teaching Learning Resources	<ul style="list-style-type: none"> • 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- ^{[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	<ul style="list-style-type: none"> • How to use the SHAPE references (^{[SHAPE "A"]:}^{[SHAPE "B"]:} as related to history, social and philosophicalspecialized content knowledge • Reflect-Connect-Apply- as related to history, social and philosophicalspecialized content knowledge 			

LESSON 1

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	Cultural context as a foundation for the PES in basic schools				Lesson Duration	3 hours	
Lesson description	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)	<p>Students have completed;</p> <ul style="list-style-type: none"> 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 activity in the Ghanaian culture 						
Possible barriers to learning in the lesson	1. Student teachers may have special educational needs.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing the on the cultural context as a foundation for physical education in basic schools. They pair-share their work and then refine them for class presentation.</p> <p>Think-pair-Share- student teachers think critically, reflect, -share their work and then refine them for class presentation.</p>						
<ul style="list-style-type: none"> 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., cultural context as a foundation for physical education) and especially, how they can be applied in teaching basic school PES appropriately.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	CLO5 Describe historical, philosophical and social perspectives of physical education issues and legislation REQUIRED REFERENCE SHAPE “A” & “B” NTS 2e, NTECF p.20	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 (GESPE SIG) and practice in PE for all.	<ul style="list-style-type: none"> Reflection, critical thinking and problem solving, Gender/SEN issues in acquisition of movement/motor skills in basic school physical education Adaptations for children with SEN diversity and inclusivity Cross-discipline issues in science and skilful movement in basic school physical education 				

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	<p>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.</p> <p>Tutors give overview of what is to be learned and how it will be learned.</p>	<p>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.</p> <p>Student teachers listen attentively and take notes.</p>
		Stage 2 - 60 min	<p>Discussion: Tutors group student teachers to discuss culture as 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.</p>	<p>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 (pair-share), culminating with presentation of refined work.</p>
		Stage 3 – 40 min	<p>Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.</p>	<p>Student teachers, in their groups, participate in a culminating class presentation.</p>
		Stage 4 - 60 min	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>Connection: Tutors help student teachers to match what they have learned to similar occurrences or encounters in life, real world or across disciplines.</p> <p>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)</p> <p>Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>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.</p> <ul style="list-style-type: none"> • Student teachers listen attentively and take notes. - summaries.

			<p>RequiredReferences forfurther exploratory exercise to facilitate understanding.</p> <ul style="list-style-type: none"> • 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 enhance skilful movement and fitness. 	<ul style="list-style-type: none"> • students independently search the web to familiarize further with current references on cultural context as a foundation for the PES in basic schools
		Stage 5- (3:30-5:30pm) 3days/week	<p>Practical Activity: Tutors organize student teachers to;</p> <p>a- apply cultural physical activities in basic schools</p> <p>b- consider socially relevant physical activities in Ghana and how they contribute to fitness</p>	<p>Student teachers work in groups</p> <p>Student teachers work in groups watching video and/or performance live and asses/diagnose performance by applying the concepts discussed in class lectures</p> <p>Student teachers work in small groups. They will prepare and practice activities/tasks focusing on application of social, historical, and philosophical knowledge.</p> <p>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.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Independent e-learning assignment • Reflection by student teachers. • Small Group Assignment • Pair-share • Questioning • Application of cultural activities in basic school PES 			
Teaching Learning Resources	<ul style="list-style-type: none"> • E-learning materials as appendices to the lesson planner • 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. 			
Required Text (core)	<p>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)</p> <p>2017 National Standards for Initial Physical Education Teacher Education- ^{[SHAPE “B”]:} http://www.ncate.org/~media/Files/caep/program-review/2017-shape-america-full-</p>			

	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	<ul style="list-style-type: none"> • How to use the SHAPE references (^[SHAPE "A"]:^[SHAPE "B"]: as related to cultural context as foundation for PES • Reflect-Connect-Apply- as related to cultural context and foundation for PES

LESSON 1

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	Fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics content areas				Lesson Duration	3 hours	
Lesson description	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; <ul style="list-style-type: none"> • 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 						
Possible barriers to learning in the lesson	1. Student teachers may have special educational needs.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>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.</p> <p>Think-pair-Share- student teachers think critically, reflect, -share their work and then refine them for class presentation</p>						
<ul style="list-style-type: none"> • 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 and practice specialized content knowledge (i.e., fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics content areas for physical education) and especially, how they can be applied in teaching basic school PES appropriately.						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	CLO6 Demonstrate competency in fundamental motor skills as well as skillful performance in other physical activities. REQUIRED REFERENCE SHAPE “A” & “B” NTS 2e, NTECF p.20	LI.1 Demonstrate competency in all fundamental motor skills, as well as skillful performance in games and sports, aquatics content areas. LI.2 Achieve and maintain a health-enhancing level of fitness throughout the program. Guidelines (GESPE SIG) and practice in PE for all.	<ul style="list-style-type: none"> • Reflection, critical thinking and problem solving, • Gender/SEN issues in acquisition of movement/motor skills in basic school physical education • Adaptations for children with SEN diversity and inclusivity • Cross-discipline issues in science and skilful movement in basic school physical education 				

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
Fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics content areas		Stage 1 - 30 min	<p>Set Induction Tutors break the ice by engaging student teachers in a review of cultural context of physical education from previous lesson.</p> <p>Tutors give overview of what is to be learned and how it will be learned.</p>	<p>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.</p> <p>Student teachers listen attentively and take notes</p>
		Stage 2 - 60 min	<p>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” from internet/e-learning sites on the web.</p>	<p>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.</p> <p>Student teachers share their work with other groups (pair-share), culminating with presentation of refined work.</p>
		Stage 3 - 40 min	<p>Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.</p>	<p>Student teachers, in their groups, participate in a culminating class presentation.</p>
		Stage 4 - 60 min	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>Connection: Tutors help student teachers to match what they have learned to similar occurrences or encounters in life, real world or across disciplines.</p> <p>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)</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>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.</p>

			<p>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.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
		<p>Stage 5- (3:00- 5:30pm) 3days/week</p>	<p>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.</p>	<p>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</p> <p>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.</p>
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</p>	<ul style="list-style-type: none"> • Independent e-learning assignment • Reflection by student teachers. • Small Group Assignment • Pair-share • Questioning • Application of fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics content areas in basic school PES 			
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> • E-learning materials as appendices to the lesson planner • Use a chart to illustrate the fundamental motor skills focusing on skilful performance in traditional games, sports and aquatics content areas which are physically relevant 			

	<ul style="list-style-type: none"> • 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)	<p>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)</p> <p>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)</p>
Additional Reading List	<p>Arthur, T. J. (2016). <i>Biomechanics and Exercise Physiology</i>. John Wiley & Sons, Inc. New York</p> <p>Winter, A. D. (2009). <i>Biomechanics and Motor Learning</i>. John Wiley & Sons, Inc. New York</p>
CPD Needs	<ul style="list-style-type: none"> • 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

LESSON 11

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	Fundamental motor skills focusing on skilful performance in dance, music and rhythmic activities				Lesson Duration	3 hours	
Lesson description	Covers application of specialized content knowledge including the fundamental motor skills focusing on skilful performance in dance, music and rhythmic activities in basic school physical education.						
Previous student teacher knowledge, prior learning (assumed)	<p>Students have completed;</p> <ul style="list-style-type: none"> 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 						
Possible barriers to learning in the lesson	1. Student teachers may have special educational needs.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations</p> <p>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing on fundamental motor skills relating to skilful performance in dance, music and rhythmic activities content for physical education in basic schools. They pair-share their work and then refine them for class presentation.</p>						
<ul style="list-style-type: none"> 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 and practice specialized content knowledge (i.e., fundamental motor skills focusing on skilful performance in dance, music and rhythmic activities content areas for physical education) and especially, how they can be applied in teaching basic school PES appropriately.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	CLO6 Demonstrate competency in fundamental motor skills as well as skillful performance in other physical activities. REQUIRED REFERENCE SHAPE “A” & “B” NTS 2e, NTECF p.20	LI.1 Demonstrate competency in all fundamental motor skills, as well as skillful performance in dance, music and rhythmic activities content areas. LI.2 Achieve and maintain a health-enhancing level of fitness throughout the program. Guidelines (GESPE SIG) and practice in PE for all.	<ul style="list-style-type: none"> Reflection, critical thinking and problem solving, Gender/SEN issues in acquisition of movement/motor skills in basic school physical education Adaptations for children with SEN diversity and inclusivity Cross-discipline issues in science and skilful movement in basic school physical education 				

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
Fundamental motor skills 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 match what they have learned to similar occurrences or 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 common content knowledge and specialized content knowledge)	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 they would use or apply what they have learned to impact self or others positively.

		<p>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.</p> <ul style="list-style-type: none"> • 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. • 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-connect-apply” summary in the next lesson 	<ul style="list-style-type: none"> • Student teachers listen attentively and take notes. - summaries. • students independently search the web to familiarize further with current references on fundamental motor skills focusing on dance, music and rhythmic activities.
	<p>Stage 5- (3:30-5:30pm) 3days/week</p>	<p>Practical Activity: Organize student teachers to; a- apply fundamental motor skills focusing on skilful performance in dance, music and rhythmic activities in basic schools.</p>	<p>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</p> <p>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.</p> <p>After the preparation, they will pair share their work to ensure</p>

				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, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Independent e-learning assignment • Reflection by student teachers. • Small Group Assignment • Pair-share • Questioning • Application of fundamental motor skills focusing on skilful performance in dance, music and rhythmic activities in basic school PES 			
Teaching Learning Resources	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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 			

LESSON 12

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	Fundamental motor skills focusing on skilful performance in outdoor pursuits, individual-performance activities				Lesson Duration	3 hours	
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)	<p>Students have completed;</p> <ul style="list-style-type: none"> 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 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Student teachers may have special educational needs. 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the SCK focusing on fundamental motor skills relating to skilful performance in outdoor pursuits, individual-performance activities content for physical education in basic schools.</p> <p>Think-pair-Share- student teachers think critically, reflect, -share their work and then refine them for class presentation.</p>						
<ul style="list-style-type: none"> 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 	<p>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.</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>CLO6 Demonstrate competency in fundamental motor skills as well as skilful performance in other physical activities.</p> <p>REQUIRED REFERENCE SHAPE “A”& “B” NTS 2e, NTECF p.20</p>	<p>Learning Indicators</p> <p>LI.1 Demonstrate competency in all fundamental motor skills, as well as skilful performance in outdoor pursuits, individual-performance activities content areas.</p> <p>LI.2 Achieve and maintain a health-enhancing level of fitness throughout the program.</p> <p>Guidelines (GESPE SIG) and practice in PE for all.</p>	<p>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</p> <ul style="list-style-type: none"> Reflection, critical thinking and problem solving, Gender/SEN issues in acquisition of movement/motor skills in basic school physical education Adaptations for children with SEN diversity and inclusivity Cross-discipline issues in science and skilful movement in basic school physical education 				

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
Fundamental motor skills focusing on skilful performance in outdoor pursuits, individual-performance activities		Stage 1 - 30 min	<p>Set Induction: Tutors break the ice by engaging student teachers in a review of skilful performance in dance, music and rhythmic activities</p> <p>Tutors give overview of what is to be learned and how it will be learned.</p>	<p>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.</p> <p>Student teachers listen attentively and take notes.</p>
		Stage 2 - 60 min	<p>Tutors group student teachers to discuss fundamental motor skills focusing on skilful performance in outdoor pursuits, individual-performance activities content areas using the explanation and supporting evidence in the Required Reference SHAPE "A" & "B" from internet/e-learning sites on the web.</p>	<p>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.</p> <p>Student teachers share their work with other groups (pair-share), culminating with presentation of refined work.</p>
		Stage 3 - 40 min	<p>Tutors help student teachers (in their groups), to present their groupwork from the think-pair-share exercise.</p>	<p>Student teachers, in their groups, participate in a culminating class presentation.</p>
		Stage 4 - 60 min	<p>Reflection – Connection-Application and Closure.</p> <p>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.</p> <p>Connection: Tutors help student teachers to match what they have learned to similar occurrences or encounters in life, real world or across disciplines.</p> <p>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)</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>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.</p>

			<p>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.</p> <p>-Tutors state the focus of the course in anticipation of end of semester examinations.</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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 course to the real world. 	<ul style="list-style-type: none"> • Student teachers listen attentively and take notes. - summaries. • students independently search the web to familiarize further with current references on fundamental motor skills focusing on outdoor pursuits, individual-performance activities
		<p>Stage 5- (3:00-5:30pm) 3days/week</p>	<p>Practical Activity: Organize student teachers to;</p> <p>a- apply fundamental motor skills focusing on skilful performance in outdoor pursuits, individual-performance activities in basic schools.</p>	<p>Student teachers will 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.</p> <p>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.</p>

				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, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • 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 			
Teaching Learning Resources	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 			

