

Module descriptions Physical Education (PE and Health)

MODULE description: The basis, culture and values of the subject Physical education

Type, extent and language of module

Basis, formulated nationally for 10 ECTS credits.

Brief description of the module

A module where the student works with the basic areas of the subject and with physical education as a culture-creating factor. There is focus on basic knowledge, skills and physical competencies and on analysing, mediating and developing different physical education cultures. Among other things, the content will be *play, the basics of artistic gymnastics, the basics of ball games* and the basics with *dance and expression*. The student will work on planning, carrying out and evaluating teaching in physical education. Among other things, the topics will be related to physical education's values, qualities, history and diversity, anatomy and kinetics as well as motor skill learning.

The module's knowledge basis

The module is based on humanistic, social scientific and natural scientific theory and research regarding physical education and movement for children and young people. Furthermore, theory and research regarding the subject physical education in municipal school form a key basis.

Competence areas included in the module

Competence area 1: Versatile physical education

Competence area 4: Physical education culture and relations

Competence goals included in the module

The student can

carry out, analyse and mediate versatile movements with a view to developing pupils' versatile physical and sports-related competencies

analyse, mediate and develop versatile physical education cultures' structures, norms and values and the connection with pupils' social and personal development

Skill goals: The student can	Knowledge goals: The student is to have knowledge of
Master versatile movement skills and physical expressions	Movement skills and physical expressions
Analyse and assess movement skills and expression	Anatomy, biomechanics and content-specific concepts and analysis tools
Establish and manage processes within motor skill learning - including the use of IT	Motor skill learning, learning strategies and relevant IT tools

Use relevant technical terms and subject-related didactic concepts and models in planning, implementation and evaluation of physical education teaching	Subject-related terminology and subject-related didactic concepts and models of relevance to teaching in physical education in school
Analyse and mediate different physical education cultures	Structure, norms and values of physical education cultures
Analyse the development of the subject physical education in Danish physical education culture	The school subject's reason, form and content in a historical, cultural and societal perspective
Develop the subject physical education creatively, innovatively and enterprising across genres, disciplines and versatile physical education spaces	Physical education as a culture-creating factor, including the cultures and subcultures of physical education, organised and self-organised physical education and the versatile spaces of physical education
Develop learning communities that support pupils' personal and social development	Inclusion, responsibility and social relations in physical education communities
Develop and carry out physical education teaching and humanistic and social scientific projects based on national and international research and development work	Physical education theories, study methods and results of relevant national and international research

The module's relation to practice

The student's experiences from teaching experience/practice will be included in the module. There will be teaching experience mediation at the educational institution or at a school

Compliance with duty to participate in the module

The students must, in groups of 2-3 students, hand in 1-2 written products as well as 1-2 products in practice, document active participation in the subject on the student's blog as well as the following:

- Based on practice, the student is to plan, carry out and evaluate a teaching process for pupils in school in cooperation with fellow students.
- Based on the knowledge goals and in cooperation with fellow students, the student is to prepare a written product about the reason, form and content of the school subject in a historical, cultural and societal perspective.

MODULE description: Versatile physical education practice - learning, development and physical training

Type, extent and language of module

Basis, formulated nationally for 10 ECTS credits.

Brief description of the module

A module where the student works on development of versatile physical and sports-related competencies in a didactic perspective. There will be focus on physical training, health, bodily awareness and well-being, and the module will include training theory, physical measurements and safety conditions with regard to physical education in school.

The module's knowledge basis

The module is based on humanistic, social scientific and natural scientific theory and research with relation to the connection of the body, the physical education and physical activity to development, learning, health and well-being in a school perspective.

Competence areas included in the module

Competence area 1: Versatile physical education

Competence area 2: Body, training and well-being

Competence goals included in the module

The student can

- carry out, analyse and mediate versatile movements with a view to developing pupils' versatile physical and sports-related competencies
- use knowledge about and teach in connections between physical training, health and well-being

Skill goals: The student can	Knowledge goals: The student is to have knowledge of
Master versatile movement skills and physical expressions	Movement skills and physical expressions
Analyse and assess aspects that are of significance to carry out safe physical education teaching	Safety in physical education teaching
Handle teaching in theory and practice regarding warm-up, basic training and training planning	Training physiology, training theory and principles for warm-up
Select, carry out and account for relevant physical measurements and tests	Physical tests and measuring of motor skills, strength, fitness, speed and mobility - including with the use of IT
Prevent and handle acute sports injuries and handle teaching in theory and practice regarding prevention and handling of sports injuries	Prevention and handling of sports injuries
Handle teaching in different approaches and action possibilities that promote health and well-being	Interaction between living conditions, sports habits and health

Handle teaching that creates reflection and understanding of connections between body, training and well-being	Connections between body, training and well-being
Analyse and mediate teaching that develops pupils' bodily awareness and understanding of connections between body, feelings and awareness	Connections between body, feelings and awareness

The module's relation to practice

The student's experiences from teaching experience/practice will be included in the module. There will be teaching experience mediation at the educational institution or at a school

Compliance with duty to participate in the module

The students must, in groups of 2-3 students, hand in 1-2 written products as well as 1-2 products in practice, document active participation in the subject on the student's blog as well as the following:

- Based on versatile movement skills and bodily expression, the student is to plan, carry out and evaluate a practice performance in cooperation with fellow students.
- Based on the knowledge goals and in cooperation with fellow students, the student must prepare a written product about training physiology, training theory and principles for warm-up as well as physical tests and measuring of motor skills, strength, fitness, speed and mobility - including with the use of IT.

MODULE DESCRIPTION A: The physical education subject in the introductory period and at the intermediate stage

Type, extent and language of module

Basis, formulated locally for 10 ECTS credits.

A module where the student works with the content areas and working methods of the subject with special focus on physical education and movement aimed towards pupils in the introductory period and at the intermediate stage.

Students that have started the teacher education on the 1st of September 2013 or later and begin the 3rd module in Physical education in September 2015 are covered by the module descriptions in the study programme for the teacher education at UCSJ 2013 with regard to this teaching subject.

Brief description of the module

Among other things, the content will be versatile physical education teaching, including play activities and cross-disciplinary teaching processes. Furthermore, there will be work on motor skill learning and testing as an evaluation tool.

The module's knowledge basis

The module is based on humanistic, social scientific and natural scientific theory and research regarding teaching and learning in relation to physical education teaching in the 1st to 6th form in municipal school.

Competence areas included in the module

Competence area 1: Versatile physical education

Competence area 3: The physical education subject in the introductory period and at the intermediate stage

Competence goals included in the module

The student can

- carry out, analyse and mediate versatile movements with a view to developing pupils' versatile physical and sports-related competencies
- plan, carry out, evaluate and develop versatile physical education teaching aimed particularly at pupils in the introductory period and at the intermediate stage

Skill goals: The student can	Knowledge goals: The student is to have knowledge of
Master versatile movement skills and physical expressions	Movement skills and physical expressions
In a substantiated way carry out versatile and differentiated learning goal-oriented physical education teaching with emphasis on inclusion, progression and evaluation,	Pupils' learning and qualifications for learning in the introductory period and at the intermediate stage
In a substantiated way use motor skill tests as the basis for the pupils' motor skill development and learning	Evaluation methods and tests to be used for analysis and assessment of motor skill development and learning
In a substantiated way develop play activities in different learning spaces	Play as goal and pedagogical aid in teaching
In a substantiated way carry out thematic and cross-disciplinary teaching processes about body, training and physical education	The possibilities of the subject physical education in thematic and cross-disciplinary teaching processes in the introductory period and at the intermediate stage
Prepare and carry out warm-up and training programmes	Elements, principles and purpose of warm-up and basic training
Develop and mediate physical education movements, exercises and cross-disciplinary themes based on different perspectives, didactic methods, models and theory	Didactic methods, perspectives, models and theory within movement, exercises and cross-disciplinary themes in physical education

The module's relation to practice

The student's experiences from teaching experience/practice will be included in the module. There will be teaching experience mediation at the educational institution or at a school.

Compliance with duty to participate in the module

The students must, in groups of 2-3 students, hand in 1-2 written products as well as 1-2 products in practice, document active participation in the subject on the student's blog as well as the following:

- Based on the knowledge goals, the student will, in cooperation with fellow students, prepare a written product about evaluation methods and tests to be used for analysis and assessment of motor skill development and learning through physical activity

Exam in the teaching subject Physical education 1st - 6th form

The exam consists of two part-exams. The student will be given a total grade for the practical exam and the oral exam.

1st part-exam: Practical exam

The student will prepare a physical education-didactic synopsis. The synopsis is to include a physical education-related issue, which the student will account for, analyse and discuss in relation to the goals of the subject physical education. The synopsis is part of the evaluation. The physical education-didactic synopsis forms the basis of a physical education practice where the student demonstrates own versatile physical education skills and physical education-didactic competencies with a view to being able to teach in the subject Physical education

The practical exam can be taken individually or in groups according to the choice of the student.

The extent of the synopsis is a maximum of 5 standard pages. The number of pages is consistent with the group size.

2nd part-exam: Oral exam

The oral exam is based on the practical exam and the prepared synopsis. In the oral exam, the student is to demonstrate compliance with the competence goals of the subject.

The oral exam can be taken individually or in groups according to the choice of the student.

Total examination time for the two exams: 60 minutes for an individual exam. See time schedule, if the exam is held as a group exam.

The following prerequisites are associated with participation in the exam:

Handing in a physical education-didactic synopsis with the stated form and content at the right time and place

MODUL B description: Physical education at the intermediate stage and in lower secondary stage

Module type, scope and language

Basic, locally drawn up, equal to 10 ECTS credits. The module language is Danish.

A brief description of the module

This module provides a framework within which the student will work with the content areas and working methods of the discipline, particularly focused on the subject of physical education and exercise targeted at pupils at the intermediate and second stages. Work within this module will e.g. focus on comprehensive practice of physical education comprising IT, thematic teaching – including the Leaving Examination of the Folkeskole in physical education. In addition, the module will comprise the analysis and development of warm-up and training programmes together with an understanding of the interrelationship between body, identity and society within a didactic context.

The knowledge base of the module

This module is based on theory and research within humanistic, social and natural sciences in connection with teaching and learning as regards the teaching of physical education at Folkeskolen’s form levels 4-10.

Competence areas comprised by the module

Competence area 1: Comprehensive athletics

Competence area 3: the subject physical education at the intermediate and second stages.

Competence goals comprised by the module

The student demonstrates an ability to

perform, analyse and teach varied exercises for the purpose of developing pupils’ comprehensive physical and athletic competences

plan, practice, assess and develop comprehensive teaching of physical education, particularly targeted at pupils at the intermediate and second stages.

Proficiency goals: The student is able to	Knowledge goals: The student possesses knowledge about
master comprehensive exercise skills and physical communication,	exercise skills and physical communication,
perform a reasoned comprehensive and differentiated learning-target governed teaching in physical education focused on inclusion and participation in decision-making,	the pupils’ learning and learning qualifications at the intermediate and second stages,
perform a reasoned application of diverse digital technologies and assessment forms, comprising the planning and performance of the Leaving Examination of the Folkeskole in physical education,	assessment methods, relevant digital technologies and the formal requirements of the Leaving Examination of the Folkeskole in physical education,
perform a reasoned development of physical-education teaching focused on inclusion and motivation and on the teaching of bilingual pupils,	the particular challenges and conditions applicable to the work with physical-education, exercise and activity at the intermediate and second stages,

perform reasoned thematic and interdisciplinary teaching processes in the school – processes focused on body, exercise and physical education,	the potential of physical education with respect to thematic and interdisciplinary teaching processes at the intermediate and second stages,
communicate knowledge enabling the pupils to analyse and prepare warm-up and exercise programmes,	the objective, structure and variation potential of warm-up and exercise programmes,
perform teaching which will give rise to reflection and understanding of physical and mental changes and the interaction between body, identity and society,	interrelationships between body, identity and society,
develop and communicate physical movement, exercises and interdisciplinary themes seen from different perspectives, didactic methods, models and theory.	didactic methods, perspectives, models and theory as regards physical movement, exercises and interdisciplinary themes within physical education.

The module's relation to practice

This module will involve the student's experiences from training practice/practise. The module will involve practice education at the educational institution or a school.

Compliance with module-attendance duty

In groups of 2-3 students, the students will submit 1-2 written products together with 1-2 practice products, document active participation in the discipline on the student's Blog, and:

Taking his/her point of departure in the knowledge goals – and in cooperation with fellow students – the student will prepare a written product on assessment methods, relevant digital technologies and formal requirements pursuant to the Leaving Examination of the Folkeskole in physical education.

Specialisation modules

Pursuant to appendix 3 of the current study programme, the student will have the option of choosing monodisciplinary/interdisciplinary/interprofessional specialisation modules in the course of the student's period of study.

Examination in the school subject physical education at form levels 4-10

The examination comprises 2 partial examinations. One collective grade will be given for the two partial examinations.

Partial examination 1: Practical examination

The student must prepare a synopsis of physical-education didactics. This synopsis shall contain a research question related to physical education for which the student will give an account, analyse and discuss in relation to the goal of the subject physical education. The synopsis will enter in the assessment. The synopsis of physical-education didactics will constitute the point of departure for a physical-education practice in which the student demonstrates own comprehensive skills within physical education as well as

competences within physical-education didactics for the purpose of enabling the student to teach the subject physical education.

The student can choose to take the practical examination as an individual examination or as a group examination.

The scope of the synopsis constitutes a maximum of 5 standard pages. The number of pages will depend on group sizes.

Partial examination 2: Oral examination

The oral examination takes its point of departure in the practical examination and the prepared synopsis. At the oral examination, the student must demonstrate that he/she is capable of meeting the competence goals of the discipline.

The student can choose to take the oral examination as either an individual or a group examination.

The collective examination time for the two partial examinations: 60 minutes. In case the examination is held as a group examination, see time schedule.

The following provisions are linked with participation in the examination:

- The submission of a synopsis of physical-education didactics subject to the stipulated form and content, at the stipulated time and place.

Module description: Health

Competence area:

Health, food, life quality and general well-being concerns acquisition and application of skills and knowledge about health awareness, and the effects this has. In addition, skills and knowledge about nutrition, need for energy, food and hygiene as well as how working with food and cooking promotes the learning of the content of the area.

Competence goals: the student can plan, carry out, evaluate and develop in a substantiated manner in a material based teaching of the basic concepts and connections within health, nutrition, food and hygiene.

Skill goals: The student can	Knowledge goals: The student have knowledge about
Apply versatile broad and positive health concepts,	Health concepts and theories about health and food,
Substantiate health teaching which motivates pupils to want to seek knowlegde about nutritional concepts and connections,	Concepts within the study of nutrition, including the importance of energy requirements, energy providing matters, fibres, vitamins, minerals and secondary matters energigivende stoffers, fibres, to illness and health,
Master a substantiated composition and evaluation of meals from different food recommendations and food calculations ,	Food, food calculations, food investigation methods and recommendations and their use,

<p>In a substantiated manner carry out differentiated teaching critically including national food recommendations, IT-calculations and various unofficial recommendations with objectives about health, well-being and life quality,</p>	<p>The official food recommendations, their scientific background and their connection to to life stile and living conditions,</p>
<p>In a substantiated manner carry out teaching that promotes pupils' opportunities to act consciously and critically in respect of health, well-being and life quality,</p>	<p>Food habits and the connection with emotional, ethical, aesthetic and cultural aspects as well as the inclusion of the broad and positive health concept,</p>
<p>In a substantiated manner apply general hygiene principals for preparation, storage and conservation of food, and</p>	<p>Hygiene understood as the occurence of micro organisms, the importance, growth conditions and spread as well as the micro biological background for storage and conservation methods and</p>
<p>In a substantiated manner carry out teaching of practial food preparation taking into consideration and making clear the importance of micro organisms and their favourable as well as damaging effects.</p>	<p>Micro organisms and handling food in the home, industry and retail.</p>