

EDUC N7018: Early Childhood: Physical Activity

Module Details	
Module Code:	EDUC N7018
Full Title:	Early Childhood: Physical Activity APPROVED
Valid From::	Semester 2 - 2018/19 (February 2019)
Language of Instruction:	English
Duration:	1 Semester
Credits::	5
Module Owner::	Sharon Courtney
Departments:	Unknown
Module Description:	The aim of this module is to equip students with the knowledge and skills required to plan, implement and evaluate safe and effective physical activity sessions for young children in line with the Aistear theme of Well-being.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Assess the importance of regular participation in physical activity in early childhood.
MLO2	Outline the safety precautions necessary to provide a secure and safe environment for exercise and play.
MLO3	Examine the physiological effects of physical activity on children.
MLO4	Plan and deliver safe, effective and child-centered physical activity sessions to develop physical fitness and motor ability in children.
MLO5	Evaluate the effectiveness of physical activity programmes and policies aimed at developing physical fitness and motor ability in children.
Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i>	
No recommendations listed	

Module Indicative Content
The role of physical activity in early childhood What is physical activity?; The benefits of physical activity in the context of a healthy lifestyle; components of physical fitness; recommended participation guidelines for young children; barriers to regular participation; physical activity in the context of Aistear – the Early Childhood Curriculum Framework
Promoting physical activity in a safe environment Creating a safe and supportive environment for exercise and play; risk assessment; health screening; child protection; adapting physical activities for children with disabilities and special needs
Physical Activity: Current policies and models of best practice Future directions in promoting physical activity; investigating the effectiveness of national and international initiatives aimed at increasing physical activity levels
Development of the child Physical and physiological growth and development; motor skill development; personal and social development; factors affecting growth and development
Exercise, play and physical activities for early childhood A range of activities to develop basic motor skills, spatial awareness, coordination and control, aiming/estimating/predicting; Buntus Start Programme; active play

Module Assessment	
Assessment Breakdown	%
Course Work	100.00%
Module Special Regulation	

Assessments

Part Time On Campus			
Course Work			
Assessment Type	Continuous Assessment	% of Total Mark	50
Marks Out Of	0	Pass Mark	0
Timing	n/a	Learning Outcome	1,2,3,4,5
Duration in minutes	0		
Assessment Description Students will be required to plan two physical activity sessions (one indoor AND one outdoor) for a group of pre-school aged children and deliver this session in a workplace setting. Students will then be required to evaluate the physical activity sessions.			
Assessment Type	Performance Evaluation	% of Total Mark	50
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	1,2,3,4,5
Duration in minutes	0		
Assessment Description Students will be required to design a physical activity session suitable for delivery in an early childhood setting. As part of the process they will be required to reflect on current PA guidelines and policies.			
No Project			
No Practical			
No Final Examination			
Reassessment Requirement			
No repeat examination <i>Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.</i>			
Reassessment Description Reassessment may include: 1). Submission of a project in which students will be required to design a physical activity session suitable for delivery in an early childhood setting and/or 2). Completion of a practical exam in which students will plan, deliver and evaluate a physical activity session suitable for early childhood.			

Module Workload

This module has no Full Time On Campus workload.

Workload: Part Time On Campus

<i>Workload Type</i>	<i>Contact Type</i>	<i>Workload Description</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>	<i>Hours</i>
Lecture	Contact	Classroom based learning	Every Week	1.00	1
Practical	Contact	Activity based learning	Once per semester	0.20	3
Independent Study	Non Contact	No Description	Every Week	5.00	5
Directed Reading	Non Contact	No Description	Every Week	2.50	2.5
				Total Weekly Learner Workload	8.70
				Total Weekly Contact Hours	1.20

Module Resources

Recommended Book Resources

Donnelly, F. C., Mueller, S. S., & Gallahue, D. L.. (2016), Developmental Physical Education for All Children: Theory into Practice, 5th. Human Kinetics, IL., [ISBN: ISBN 97814504].

Payne, G. V., & Isaacs, L. D.. (2016), Human Motor Development: A Lifespan Approach,, Routledge, NY., [ISBN: [ISBN: 97813].

Zachopoulou, E., Pickup, I., Tsangaridou, N. and Liukkonen, J.. (2010), Early Steps Physical Education Curriculum, Human Kinetics, Champaign, IL., [ISBN: 13: 9780736075398].

Supplementary Book Resources

Virgilio, S.. (2012), Fitness Education for Children, 2nd. Human Kinetics, Champaign, IL., [ISBN: 13: 9781450402552].

Recommended Article/Paper Resources

Pediatric Exercise Science.

Iivonen, S., Sääkslahti, A.K.. (2014), Preschool children's fundamental motor skills: a review of significant determinants, Early Child Development and Care, 184:7, p.1107, <http://DOI: 10.1080/03004430.2013.837897>

Duncan, M., Cunningham, A., & Eyre, E. (2017), A combined movement and story-telling intervention enhances motor competence and language ability in pre-schoolers to a greater extent than movement or story-telling alone, European Physical Education Review, p.1–15, <http://DOI: 10.1177/1356336X17715772>

Other Resources

website,
<http://www.acsm.org>

website,
<http://www.irishheart.ie>

website,
<http://www.irishsportscouncil.ie>

Link, Library Catalogue,
<http://tinyurl.com/ons5uaq>

BlueCross and BlueShield of North Carolina. (2013), Be Active Kids Guide to Early Childhood Physical Activity: Motor Skills and Movement Concepts for Children Birth to Five.