

**(III)Area of Specialization Courses in Physical Education****TEACHING OF PHYSICAL EDUCATION****Course Code:EDBES356****Credit hours:3****LEARNING OUTCOMES**

This course is designed to acquaint students with the Learning Outcomes to make them understand the basic concepts of physical education and its relation to Health Education, and provide preliminary awareness about physical, mental and social developments. This course will provide students with the knowledge, skills and abilities necessary to integrate healthy living strategies in a variety of recreational settings. A diversity of recreation and fitness initiatives will be explored through self-driven and planned activities. This course will provide opportunities to familiarize students with the importance of Fitness for general purpose and for sports. It will help to a common person to care about his/her health and fitness. This course will provide a variety of activities which will motivate the students and increase participation. This program will teach the students to establish lifelong fitness goals. This course will help to demonstrate understanding of physical education content and disciplinary concepts related to the development of a physically educated person.

**LEARNING OUTCOMES:**

1. Students actively engage in class activities and devise appropriate training programs for the sport activities.
2. Students also assess fitness levels and devise appropriate fitness plans.
3. It will benefit to maintain good health in students
4. It will help students to cooperate with each other in sense of Communication, Fair play, Leadership and Team work
5. It will promote self- discipline in students
6. Help to implement developmentally appropriate units of instruction in physical education
7. Facilitate to plan developmentally appropriate physical education lessons.
8. Help to plan developmentally appropriate units of instruction in physical education.
9. Assist to attain and maintain physical fitness and overall wellness.
10. Apply academic concepts of the professional discipline to promote healthy lifestyles through physical activity, fitness, wellness, and sports
11. Apply principles, analytical methods, and best practices for designing, implementing, and evaluating health promoting activity and programs.
12. Demonstrate personal behaviours that exemplify professionalism.

## CONTENTSS

### 1. INTRODUCTION

- 1.1 Historical background of Physical Education
- 1.2 Definition and scope of Physical Education
- 1.3 Aims and Learning Outcomes of Physical Education

### 2. PHYSICAL EDUCATION AS DISCIPLINE

- 2.1 Physical Education, an academic discipline
- 2.2 Physical Education and Islam
- 2.3 Physical Education as a profession

### 3. SCIENTIFIC FOUNDATION OF PHYSICAL EDUCATION

- 3.1 Biological interpretation of Physical Education
- 3.2 Psychological interpretation of Physical Education
- 3.3 Sociological interpretation of Physical Education

### 4. MOVEMENTS THE KEY STONE OF PHYSICAL EDUCATION

- 4.1 Origins of Movement Education
- 4.2 Nature of Movement Education
- 4.3 Schools of Thought
- 4.4 Theories of Movement

### 5. SELECTED FUNDAMENTAL MOVEMENTS

#### 5.1 Locomotors Movement

- 5.1.1 Walking – Running
- 5.1.2 Jumping – Hoping
- 5.1.3 Sliding – Leaping
- 5.1.4 Rolling – Gliding

#### 5.2 Non-Locomotors Movements

- 5.2.1 Curling & Stretching → Turning & Twisting
- 5.2.2 Pushing & Pulling → Lifting & Lowering
- 5.2.3 Swimming & Circling → Stillness & Balancing

#### 5.3 Other Areas

- 5.3.1 Movement Sequence
- 5.3.2 Partner & Group Work
- 5.3.3 Small Area Games & Lead-Up Activities.

### 6. PHYSICAL ACTIVITY AND READINESS

- 6.1 What is physical activity?
- 6.2 Warm up and Cool Down
- 6.3 Health benefits of physical activity
- 6.4 Physical activity Pyramid

### 7. MEASUREMENT OF PHYSICAL FITNESS

- 7.1 Definition of Physical Fitness
- 7.2 Components of Physical Fitness
- 7.3 Measurement of Physical Fitness components

## 8. PHYSICAL FITNESS IN OUR LIFE

- 8.1 Health Related Fitness (Need, significance& Improvement)
- 8.2 Skill Related Fitness (Need, significance& Improvement)
- 8.3 Training Principles (Need, significance& Improvement)
- 8.4 Various methods of training (Need, significance& Improvement)

## 9. LEADERSHIP IN PHYSICAL EDUCATION

- 9.1 Definition and types of leadership
- 9.2 Selection criteria of leader
- 9.3 Qualities of a good leader
- 9.4 Challenges in Physical Education profession

### Assessment and Examinations

The students will be assessed according to the following criteria

Examination	Marks Distribution
Sessional Work	25%
Mid-Semester	35%
Final Semester	40%

### Suggested Readings

- Almond, L. (Ed.). (2014). *Physical education in schools*. London: Routledge.
- Charles A. B. (2003). *Foundation of PH. Ed. Exercise Sc.And Sports*. 14<sup>th</sup> edition I. New York: McGraw Hill
- Corbin C.B., Welk, G.J., Corbin, W.R., & Welk, K.A. (2016). *Concepts of fitness and wellness: A comprehensive lifestyle approach*. New York, NY: McGraw-Hill Education.
- Dayi Siedentop. (2001). *Introduction to Physical Education Fitness Sport*, 5<sup>th</sup> ed. New York: McGraw Hill
- Hoeger, W. W., & Hoeger, S. A. (2014). *Fitness and wellness*. Boston: Cengage Learning.
- Hoeger, W. W., & Hoeger, S. A. (2014). *Lifetime physical fitness and wellness: A personalized program*. New York: Cengage Learning.
- Hoeger, W. A. & Hoeger, S. A. (2015). *Principles and labs for fitness and wellness*. Wadsworth: Cengage Learning.
- Jay Coackley. (2007). *Sports in Society. Issue & Controversies*. New York: McGraw Hill.
- Safrit, M. J. & Wood, T. M. (2007). *Introduction to Measurement in PE and Exercise Science* (3<sup>rd</sup> ed). Philadelphia, PA : Mosby.
- Mawer, M. (2014). *Effective Teaching of Physical Education*. Longman: Harlow.