**SYLABUS**

**applies to the** 2024-2027 **education cycle**

(extreme dates)

2024/2025 academic year

**1. BASIC INFORMATION ABOUT THE COURSE**

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| --- | --- |
| Name of the course | Movement Games and Activities |
| Course Code\* |  |
| Name of the direction unit | College of Medical Sciences |
| Name of the unit realizing the course | Institute of Physical Culture Sciences |
| Field of study | Physical Education |
| Level of study | First degree studies |
| Profile | Academic |
| Form of studies | Full time |
| Year and semester/s of studies | 1 year, sem. II |
| Subject type | Major |
| Language of lectures | Polish |
| Coordinator | Małgorzata Janusz, Ph.D. |
| Name and surname of the person(s) conducting the course | Małgorzata Janusz, Ph.D., Katarzyna Sochacka, Ph.D.,  Małgorzata Skrzęta, Ph.D. |

\* -optionally, as agreed in the Unit

**1.1. FORMS OF CLASSES, NUMBER OF HOURS AND ECTS CREDITS**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (No.) | Lecture | Classes | Conv. | Lab. | Sem. | Pract.  Classes | Teaching practice | Other(s)(?) | **No. of ECTS** |
| II | 5 | 30 |  |  |  |  |  |  | 2 |

**1.2. THE WAY OF CONDUCTING THE CLASSES**

classes in the traditional form

☐ classes conducted using distance learning methods and techniques

**1.3** **FORM OF CREDITING THE COURSE (ONGOING) (EXAM, PASS WITH A GRADE, PASS WITHOUT A GRADE)**

2. Prerequisites

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| Methodology of physical education |

3. goals, learning outcomes, curriculum content and teaching methods used

**3.1 OBJECTIVES (O) OF THE COURSE**

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| O1 | improving the physical fitness of students, taking care of general health and personal hygiene, developing a proper movement mechanism |
| O2 | preparing and conducting activities based on games and movement games |
| O3 | development of motor skills, familiarization with games and activities |
| O4 | improving the methodology of teaching games and activities |
| O5 | the concept and classification of games and movement games |
| O6 | modifying well-known games and movement games |
| O7 | learning new games and activities |

**3.2 LEARNING EFFECTS FOR THE COURSE**

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| --- | --- | --- |
| EK (LEARNING EFFECT) | COURSE-DEFINED LEARNING EFFECT CONTENT | REFERENCE TO DIRECTIONAL EFFECTS |
| EK\_ 01 | The student understands the importance of physical activity for health | K\_W12 |
| EK\_ 02 | The student applies the health and safety rules that apply during physical education lessons focused on fun and movement games with methodology | K\_W14 |
| EK\_ 03 | The student defines and explains the structure of the course of physical education lessons with movement games and games | K\_W18 |
| EK\_ 04 | The student knows and understands the methods of performing motor tasks, teaching movement | SKN/WFI/W6 |
| EK\_ 05 | The student knows and understands the use of teaching aids in the process of physical education, including accessories, equipment and sports devices, the use of modern information and computer technologies and Internet applications to measure individual physical activity | SKN/WFI/W8 |
| EK\_06 | The student uses the appropriate methods, forms and means in the course of play and movement games  The student is able to identify typical exercises and movement tasks with the general and specific requirements of the core curriculum, the physical education curriculum in primary school, develop key competences in the process of physical education at the primary school stage  The student uses creative and proactive methods of performing motor tasks; | K\_U04  SKN/WFI/U1  SKN/WFI/U5 |
| EK\_07 | The student communicates properly with the exercise group during activities with games and movement games | K\_U25 |
| EK\_08 | The student makes a critical assessment of his knowledgeand received content | K\_K01 |
| EK\_09 | The student is ready to shape the ability of students to cooperate in groups, teams and training groups. | SKN/WFI/K5 |
| EK\_10 | The student is ready to develop students' curiosity, activity and independence as well as logical and critical thinking in relation to various individual and team forms of physical activity. | SKN/WFI/K7 |

**3.3 PROGRAM CONTENT**

A. Lecture topics

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| Content |
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B. Issues of auditorium, seminar and laboratory exercises, practical classes

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| Content |
| **Year 1 semester II** |
| Safety rules and methods of organizing general development activities based on games and activities |
| General characteristics of movement games and activities. Organizational forms and teaching aids. The play-classical and imitative method. |
| Classification of games and movement games - examples. |
| Simple games, simple movement games – examples |
| Simple and complex games - examples. Fun and movement games in PE curriculum. Objectives, tasks and functions of games and activities. |
| Methodology of teaching particular types of play and movement games. |
| Modification of games and movement games. |
| Principles of construction of play lessons and movement games for different age groups. |
| Examples of fun and movement games as well as team games. |
| Organizing and conducting games and activities. |

3.4 Teaching methods

Lecture: problem lecture, lecture with multimedia presentation, distance learning methods

Classes: text analysis with discussion, project method (research, implementation, practical project), group work (solving tasks, discussion), didactic games, distance learning methods

Laboratory: performing experiments, designing experiments

Exercises - practical exercises, description and explanation with emphasis on the most common mistakes

4. ASSESSMENT METHODS AND CRITERIA

4.1 METHODS OF VERIFICATION OF LEARNING OUTCOMES

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| --- | --- | --- |
| LEARNING EFFECT SYMBOL  (EK) | METHODS OF LEARNING RESULTS ASSESSMENT  (E.G.: TEST, ORAL EXAMINATION, WRITTEN EXAMINATION, PROJECT, REPORT, OBSERVATION DURING CLASSES) | FORM OF TEACHING  (LECTURE, CLASSES, …) |
| EK\_ 01 | assessment of self-conduct of a part of the classes, outline | Classes |
| EK\_ 02 | assessment of self-conduct of a part of the classes, outline | Classes |
| EK\_ 03 | test, assessment of self-conduct of a part of the classes | Classes |
| EK\_ 04 | assessment of self-conduct of a part of the classes, outline | Classes |
| EK\_ 05 | assessment of self-conduct of a part of the classes, outline | Classes |
| EK\_ 06 | assessment of self-conduct of a part of the classes, outline | Classes |
| EK\_ 07 | assessment of independent conduct of a part of the classes, observation during the classes | Classes |
| EK\_ 08 | assessment of independent conduct of a part of the classes, observation during the classes | Classes |
| EK\_ 09 | assessment of independent conduct of a part of the classes, observation during the classes | Classes |
| EK\_ 10 | assessment of independent conduct of a part of the classes, observation during the classes | Classes |

4.2 CONDITIONS FOR PASSING THE COURSE (ASSESSMENT CRITERIA)

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| **The condition for passing the course**: is to meet all the criteria necessary to obtain it.  - 60% of the grade are the results of the test,  - 10% mark is the proper development of the outline of games and movement games  - 25% conducting a part of the lesson,  - 5% of the grade is the observation of the student in class.  The points obtained for the test are converted into percentages corresponding to the grades:  - up to 50% - unsatisfactory,  - 51% - 60% - satisfactory,  - 61% - 70% - satisfactory plus,  - 71% - 80% - good,  - 81% - 90% - good plus,  - 91% - 100% - very good  **in the field of knowledge**  grade 3.0 - understands the importance of physical activity for health and knows and understands the place of physical education, including the applicable health and safety rules in the framework curriculum of primary school at the first and second stage of education 51% -61%  grade 3.5 - understands the importance of physical activity for health and knows and understands the place of physical education, including the applicable health and safety rules in the framework curriculum of primary school at the first and second stage of education 61% -70%  grade 4.0 - understands the importance of physical activity for health and knows and understands the place of physical education, including the applicable health and safety rules in the framework curriculum of primary school at the first and second stage of education 71% -80%  for a grade of 4.5 - understands the importance of physical activity for health and knows and understands the place of physical education, including the applicable health and safety rules in the primary school curriculum at the first and second stage of education 81% -90%  for a grade of 5.0 - understands the importance of physical activity for health and knows and understands the place of physical education, including the applicable health and safety rules in the primary school curriculum at the first and second stage of education 91% -100%  **in terms of skills**  for a grade of 3.0 - the student uses methods, forms and means in the course of lessons of games and movement games at the level of 51% - 60%;  for a grade of 3.5 - the student uses methods, forms and means in the course of lessons of games and movement games at the level of 61% - 70%;  for a grade of 4.0 - the student uses methods, forms and means during the lessons of games and movement games at the level of 71% - 80%;  for a grade of 4.5 - the student uses methods, forms and means in the course of lessons of games and movement at the level of 81% - 91%;  for a grade of 5.0 - the student uses methods, forms and means in the course of lessons of games and movement games at the level of 91% - 100%;  **in the field of social competences**  for the grade 3.0 I accept the received grade for the level of my knowledge and practical skills at the level of 51% - 60%;  for the grade 4.0 Strives to improve knowledge and practical skills at the level of 71% - 80%;  for the grade 5.0 Always tries to achieve the highest grades from theoretical and practical tests at the level of 91 - 100% |

5. TOTAL STUDENT WORK NEEDED TO ACHIEVE THE TARGET OUTCOMES IN HOURS AND ECTS POINTS

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| **Form of activity** | **The average number of hours to complete the activity** |
| Contact hours resulting from the schedule of studies | 30 |
| Others with the participation of an academic teacher(participation in consulting hours, exam) | 10 |
| Non-contact hours - student's own work  (preparation for classes, exam, writing a paper, etc.)  Developing an outline  Preparing to conduct the designated game | 10  5 |
| TOTAL NUMBER OF HOURS | 55 |
| **TOTAL NUMBER OF ECTS CREDITS** | 2 |

*\* IT SHOULD BE TAKEN INTO ACCOUNT THAT 1 ECTS CREDIT EQUALS 25-30 HOURS OF TOTAL STUDENT WORK.*

6. TEACHING PRACTICE WITHIN THE COURSE

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| --- | --- |
| NUMBER OF HOURS | None |
| PRINCIPLES AND FORMS OF TEACHING PRACTICE | None |

7. LITERATURE

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| OBLIGATORY LITERATURE:   1. Roman Trześniowski „Zabawy i Gry Ruchowe”, wyd. WSiP, Warszawa 1995. 2. Sławomir Owczarek, Marian Bondarowicz „ Zabawy i Gry Ruchowe w Gimnastyce Korekcyjnej”, wyd. WSiP, Warszawa 2008. 3. Maria Janikowska-Siatka, Edward Skrętowicz, Elżbieta Szymańska „Zabawy i Gry Ruchowe na lekcjach wychowania fizycznego i festynach sportowo- rekreacyjnych”, wyd. WSiP, Warszawa 1999. 4. Jerzy Urniaż, Marzena Jurgielewicz- Urniaż, Elżbieta Witkowicz „Zabawy i gry ruchowe” cz. I, wyd. Olsztyńska Szkoła Wyższa, Olsztyn 2005. 5. Jerzy Urniaż, Marzena Jurgielewicz- Urniaż, Elżbieta Witkowicz „Zabawy i gry ruchowe” cz. II, wyd. Olsztyńska Szkoła Wyższa, Olsztyn 2006. |
| Supplementary Literature:   1. Jacobson John „Rhythm cups : songs and activities for schools / rhythm cup activities by john jacobson, Milwaukee, WiI: Hal Leonard Corporation 2019. |

APPROVAL OF THE MANAGER OF THE UNIT OR AN AUTHORIZED PERSON