

Identification	Subject	Pedagogy of Primary Physical and Health Education (PHE)
	Department	Education
	Program (Undergraduate, Graduate)	Bachelor
	Term	Fall / Spring
	Instructor	Oluwaseyi Sodiya (PhD)
	Email:	Oluwaseyi.sodiya@khazar.org
	Classroom/hours	10:40 /12:20
Prerequisites	Primary School Teacher Education	
Language	English	
Compulsory/Elective	Compulsory	
Textbooks and course materials	Required Textbooks & Official Curricular Frameworks: 1. Ministry of Science and Education of the Republic of Azerbaijan. <i>Azerbaijan Physical Education Curriculum (Grades 1–11 State Standards)</i>. Baku: State Curriculum Framework. 2. OpenStax / Rice University. <i>Lifespan Development (2024 Edition)</i>. Houston: OpenStax Publications. 3. Ontario Ministry of Education. <i>Health and Physical Education Curriculum, Grades 1–8 (2019 Revised Edition)</i>. Toronto: Queen's Printer for Ontario. 4. Bronikowski, M. <i>Physical Education Teaching and Learning: European Pedagogical Models, TGfU, and Health-Aware Education</i>. Poznań: AWF Academic Publishers. 5. International Baccalaureate Organization. <i>PYP Physical Education Continuum: A Developmental Progression of Movement Skills (Early Years to Grade 5)</i>. Geneva: IBO.	
Course description	This undergraduate course equips pre-service primary educators with the pedagogical competencies, movement mechanics, and health literacy necessary to design and deliver high-quality Physical and Health Education (PHE) in primary schools (ages 6–11). Grounded in the state standards of the Azerbaijan Physical Education Curriculum, the course structures instruction around its four core content lines (məzmun xətləri): Information Supply and Theoretical Knowledge, Movement Skills and Habits, Physical Abilities (Speed, Speed-Strength, Flexibility, Strength, Agility, and Endurance), and Moral-Volitional Qualities. The curriculum bridges motor acquisition with lifespan development theories (Erikson's Industry vs. Inferiority, Piaget's Concrete Operational thinking, Vygotsky's Zone of Proximal Development, and Epigenetics), enabling candidate teachers to scaffold movement challenges, eliminate physical performance anxiety, and integrate personal health routines (gün rejimi), hygiene, posture correction, and social-emotional learning (SEL).	
Course objectives	➤ CO 1 (Curriculum Integration): Master the four content lines of the Azerbaijan Physical Education Curriculum and integrate them with international Health & Physical Education (HPE) strands (Active Living, Movement Competence, Healthy Living, SEL). ➤ CO 2 (Developmental Alignment): Apply lifespan development principles to middle childhood (ages 6–11), structuring age-appropriate physical tasks that align with cognitive maturation and emotional regulation. ➤ CO 3 (Movement & Physical Abilities): Plan progressive movement instruction across fundamental motor skills (stability, locomotion, manipulation) and the six core physical capacities. ➤ CO 4 (Health & Daily Routines): Incorporate theoretical health knowledge including daily routines (gün rejimi), hygiene, nutrition, body systems, and safety into active physical education lessons. ➤ CO 5 (Assessment & Safety Leadership): Construct valid Small Summative Assessments (KSQ) and Big Summative Assessments (BSQ) while executing rigorous facility risk management and emergency safety protocols.	

Learning Outcomes	▪ CLO 1 (Cognitive Health & Anatomy): Explain how daily health routines (gün rejimi), hygiene, nutrition, posture correction, and exercise physiological mechanisms foster lifelong health in primary learners. ▪ CLO 2 (Psychomotor Movement Competence): Design and execute progressive instruction for stability, locomotion, and object manipulation utilizing Teaching Games for Understanding (TGfU) models. ▪ CLO 3 (Psychomotor Physical Abilities): Structure low-organization games (mütəhərrik oyunlar) and relays targeting speed, strength, agility, flexibility, and endurance according to age-appropriate physical norms. ▪ CLO 4 (Affective SEL & Morality): Integrate social-emotional learning strategies to cultivate emotional regulation, fair play, mutual respect, and moral-volitional personality traits (şəxsiyyətin mənəvi-iradi xüsusiyyətləri). ▪ CLO 5 (Pedagogical Developmental Scaffolding): Analyze primary student movement using lifespan theories (Erikson, Piaget, Vygotsky) to implement differentiated scaffolding and prevent physical education anxiety. ▪ CLO 6 (Assessment & Safety Leadership): Develop curriculum-aligned assessment rubrics for KSQ and BSQ evaluations while conducting physical activity safety audits and enforcing first aid protocols.		
Teaching methods	Case analysis	Case Analysis: Examining real-world primary school PE classroom scenarios, analyzing movement anxiety, peer exclusion, and developmental scaffolding interventions.	
	Group discussion	Collaborative analysis of national curriculum standards, FITT principles, and lifespan development research.	
	Lecture	Interactive multimedia lectures introducing theoretical health concepts, exercise physiology, and motor learning models.	
	Simulation	Practical laboratory sessions where candidate teachers design and peer-teach 3-part PE lessons, drill commands (sıra hərəkətləri), and TGfU games	
Evaluation Criteria	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	TBA	CLO 1, 2, 3 (30%)
	Quizzes	Short knowledge checks on daily routine (gün rejimi), hygiene, and FITT exercise principles.	CLO 1, 3 (5%)
	Practical Assignments	Practical execution of micro-teaching, TGfU game modifications, and	All CLOs (15 %)

		drill commands (sıra hərəkətləri).	
	Activity	Integrate social-emotional learning strategies to cultivate emotional regulation, fair play, mutual respect, and moral-volitional personality traits (şəxsiyyətin mənəvi-iradi xüsusiyyətləri).	CLO 3, 4 (10%)
	Attendance	Active engagement in practical gymnasium exercises, safety protocol compliance, and peer feedback.	All CLOs (5%)
	Final Exam	TBA	All CLOs (35%)
	Total		100
Class Policy			
Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments
1		Introduction to Primary PHE & Azerbaijan PE Curriculum Standards; 4 Content Lines (Məzmun xətləri); 3-Part Lesson Structure.	Azerbaijan PE Curriculum (pp. 1–9); Lifespan Dev (Ch. 1.1); HPE Text (pp. 21–25).
2		Motor Development & Stability Mechanics in Middle Childhood; Static/Dynamic Balance, Posture Correction (Qamətin korreksiyası).	Lifespan Dev (Ch. 7.1); PYP Continuum (Age 6-7); Bronikowski (Ch. 1.2).
3		Locomotor Skills, Speed (Sürət), & Agility (Çeviklik); Sprinting mechanics, 30m drills, Shuttle Relays (Estafetlər).	Azerbaijan PE Standards (Line 2 & 3); HPE Text (Active Living Strand B).
4		Object Manipulation & Hand-Eye Coordination; Throwing, Catching, Dribbling; Lead-up Games & Self-Efficacy.	Bronikowski (TGfU Model); HPE Text (Movement Competence C1.3). Quiz 1.
5		Physical Fitness Components & The FITT Principle; Child Cardiorespiratory Capacity; Speed-Strength (Sürət-güc) Exercises.	Bronikowski (Ch. 1.2 & FITT); HPE Text (Strand B2 Fitness).
6		Theoretical Health Knowledge, Hygiene, & Daily Regime (Gün rejimi); Administering KSQ 1 Assessment.	Azerbaijan PE Standards (Line 1.1.2); HPE Text (Healthy Living D2.5). KSQ 1 Due.
7		Piaget's Concrete Operational Stage & Tactical Game Design; Spatial Awareness & Rule Understanding in Primary PE.	Lifespan Dev (Ch. 7.2 Cognitive); Bronikowski (Tactical Games Model).
		Midterm exam	
8		Teaching Games for Understanding (TGfU) & Game Classification; Invasion, Net/Wall, Target Games; Vygotsky's Scaffolding.	Bronikowski (Ch. 3.2 TGfU); HPE Text (Strand C2 Strategies).
9		Erikson's Industry vs. Inferiority; Mitigating Social Comparison Anxiety; Inclusive Teaching & Self-Concept.	Lifespan Dev (Ch. 7.3 Psychosocial); Ontario

			HPE (Inclusion & SEL Strand A).
10		Gymnastics, Acrobatic Balances, & Flexibility (Bədənin əyilmə qabiliyyəti); Muscular Endurance & Core Stability.	Azerbaijan PE Standards (Line 3.1.2); Bronikowski (Motor Learning Model).
11		Athletics Progression & Speed-Strength Evaluation; Standing Long Jump, Ball Throwing; Administering KSQ 2.	Azerbaijan PE Standards (Line 3.1.4); HPE Text (Athletics Progression). KSQ 2 Due.
12		Health-Related Fitness: Cardiovascular System & Heart Rate Self-Monitoring (Ürək vurğuları); Respiration & Effort.	Bronikowski (Ch. 4.3 Intensity Profiles); HPE Text (B2.3 Exertion). Quiz 2.
13		Moral-Volitional Qualities (Şəxsiyyətin mənəvi-iradi xüsusiyyətləri); Fair Play, Ethics, & Rest's Moral Development Model.	Azerbaijan PE Standards (Line 4.1); Bronikowski (Ch. 1.3 Social/Moral). Lifespan Paper Due.
14		Physical Safety, Facility Audits, Concussion Prevention, & First Aid (İlk tibbi yardım); Self-Protection in Falls.	Bronikowski (Ch. 7 Safety & Risk Assessment); HPE Text (Safety B3.2). Unit Plan Draft Due.
15		Big Summative Assessment (BSQ / Böyük Summativ Qiymətləndirmə); Portfolio Presentation & Course Synthesis.	Azerbaijan PE Standards (BSQ Framework); Comprehensive Portfolio Defense.
		Final exam	

Class Policy

Academic Integrity and Honesty

Undergraduate candidates are expected to exhibit the highest standards of professional and academic integrity. Cheating, plagiarizing, sharing quiz questions across class sections, or faking documentation constitutes serious professional misconduct. Any violation of these standards will lead directly to institutional discipline and an automatic failing grade for the associated assessment.

Attendance and Classroom Professionalism

As this course is a core professional requirement for primary school teacher licensing, consistent punctuality and attendance are mandatory. Candidates must behave toward faculty and peers in a manner that models professional elementary standards. Unexcused absences will systematically impact the final grade.

Academic and Course Administrative Policies

- **Academic Integrity:** Students must maintain complete authenticity in their coursework. Plagiarism, unauthorized collaboration, or submitting work that is not one's own is strictly prohibited. Proper attribution and ethical reporting are mandatory across all assignments.
- **Attendance and Active Engagement:** Attendance and daily participation account for a mandatory component of student evaluation. Students are expected to attend all practical labs

and lectures, arrive prepared with appropriate athletic attire and footwear, and engage actively according to their personal capabilities.

- **Classroom Climate:** Instructors are required to cultivate a positive emotional climate characterized by warmth, encouragement, mutual respect, and support for student autonomy. Critical, judgmental, or overly punitive classroom environments are avoided because they cause disengagement and anxiety.

Physical and Emotional Safety Standards

- **The "First, Do No Harm" Principle:** Physical and emotional safety is a non-negotiable precondition for effective learning. Teachers must adhere strictly to school board safety guidelines covering equipment inspection, facility management, and supervision.
- **Personal Space ("Bubble Space"):** Students must be explicitly taught spatial awareness, maintaining a safe personal "bubble space" during locomotor tasks to prevent collisions.
- **Concussion and Injury Protocols:** If a student receives any impact to the head or body during activity, movement must stop immediately, the incident must be reported to school leadership, and formal return-to-school concussion management protocols must be initiated.
- **Emergency Preparedness:** Teachers must have emergency action plans in place, model safe behaviors at all times, and act swiftly to eliminate environmental hazards.

Inclusive and Differentiated Teaching Policies

- **Age-Related, Not Age-Dependent:** Learning expectations are tailored to individual developmental readiness rather than rigid age benchmarks. Tasks, boundaries, and equipment (such as ball size or target distances) must be differentiated so every child experiences an optimal level of challenge.
- **Elimination of Exclusionary Practices:** Activities that eliminate students from play are strictly prohibited, as elimination deprives struggling learners of vital practice time.
- **Fair Team Formation:** Captain-driven team selection is banned to prevent social hierarchy, embarrassment, and identity-based exclusion.
- **Accommodations and Equity:** Instruction must accommodate special educational needs, gender diversity, and varied ethnocultural backgrounds, ensuring every child feels accepted regardless of athletic skill or body size.

Behavioral Management and Moral-Volitional Development

- **Hellison's Social Responsibility Progression:** Behavioral guidance follows Don Hellison's Teaching Personal and Social Responsibility (TPSR) framework, helping pupils move progressively through key developmental levels:
 1. *Level 0 (Irresponsibility):* Addressing unmotivated or disruptive behavior.
 2. *Level I (Self-Control):* Controlling temper and respecting others' right to learn.
 3. *Level II (Self-Responsibility):* Participating independently and setting personal goals.

4. *Level III & IV (Caring & Reflective Action)*: Showing empathy, assisting peers, and applying ethical behavior beyond the gym.
- **Zero Tolerance for Bullying & Harassment**: Physical, verbal, social, and cyberbullying are strictly forbidden. Lessons must reinforce explicit consent, bodily autonomy ("my body is mine"), and respectful communication.
 - **No Exercise as Punishment**: Physical activity must never be used as a disciplinary consequence or punishment. Exercise must remain a positive, health-promoting experience.

Ethical and Professional Conduct for Educators

- **Role Modelling and Boundaries**: Teachers serve as primary role models for healthy living. Educators must maintain professional boundaries, uphold confidentiality regarding student disclosures, and approach sensitive health topics with objectivity and cultural care