



Far Western University
Faculty of Education

Professional Bachelor of Education (P.B.Ed.) Program

Course Title: **Teaching Health and Physical Education**

Course No: HP.Ed. 425

Level: B.Ed.

Semester: second

Nature of course: Theoretical

Credit hours: 3 Credit

Teaching hours: 48 hours

1. Course Introduction

This course is designed to equip students with the essential knowledge, skills, and professional attitudes necessary for effective teaching in school-based Health and Physical Education (HPE). It focuses on curriculum development, instructional planning and the creation of diverse teaching and learning materials tailored to HPE. Emphasis is placed on designing structured work plans, unit plans, and lesson plans, as well as selecting and implementing appropriate teaching methods and integrating a variety of instructional media and resources. The course also highlights skill-based and game-based pedagogical approaches to enhance student engagement and learning outcomes in HPE settings. It also aims to equip students with the knowledge and skills necessary for evaluating their learning outcomes.

2. General Objectives

- To introduce students to the teaching profession and develop their knowledge and skills in designing Health and Physical Education (HPE) curricula using effective organizational structures, appropriate approaches and models of curriculum development
- To enable students to critically analyze the HPE curriculum and textbooks of grade 6-8.
- To equip students with knowledge and skills in designing and planning the instructions of HPE in schools.
- To enable students to describe key features and assess the strengths and weaknesses of various HPE teaching methods and strategies.
- To prepare students to design, select, and apply appropriate teaching materials and media, and teaching methods in HPE teaching in schools.
- To provide students with the knowledge and skills to design test items and implement various assessment tools and measurement techniques in health and physical education, including games and sports."

3. Specific Objectives and Contents

Unit One: Teaching and Curriculum in Health and Physical Education (10 Hrs)

Specific Objectives	Contents
<ul style="list-style-type: none">• Describe the concept of health, health education, sports and physical education.• Analyse historical, scientific, psycho-behavioural, pedagogical, socio-cultural and legal foundations of health and physical education.• Describe the concept of pedagogy and teaching.• Discuss teaching as art and science, as well as a profession.• Analyse the concept and dimensions of standards-based teaching, health education and physical education• Describe the concepts and needs of the HPE curriculum in school• Analyse how the competency-based curriculum of HPE fosters healthy behaviour and lifelong fitness habits.	<p>1.1 Introduction to Teaching HPE</p> <p>1.1.1 Concept of health and health education, health literacy, physical literacy, sports and physical education</p> <p>1.1.2 Foundations of health and physical education</p> <p>1.1.3 Concept of pedagogy, teaching and teaching as professions in HPE</p> <p>1.1.4 Teaching standard-based health education (standard 1-8), physical education (standard 1-5)</p> <p>2.1 Development and analysis of HPE Curriculum</p> <p>2.1.1 Concept and needs of HPE curriculum in the School</p> <p>2.1.2 Competency-based HPE Curriculum in School</p>

<ul style="list-style-type: none"> Analyse and apply different organisational patterns of curriculum development in developing the HPE curriculum. Compare among subject-centred, problem-centred and learner-centred approaches in HPE curriculum development Analyse and evaluate the curriculum and textbooks of School HPE Curriculum (Grade 6-8) with reference to appropriateness, relevancy, adequacy, continuity, scopes and sequences 	<p>2.1.3 Organisation patterns of HPE curriculum: separate subject, Broadfield, correlated, and integrated patterns</p> <p>2.1.4 Approaches: Subject-centred, problem-centred and learner-centred approach in HPE curriculum development</p> <p>Assignment Tasks:</p> <ul style="list-style-type: none"> Critically analyse the curriculum and textbooks of the School HPE Curriculum (Grade 6-8). Or <p>Develop a sample curriculum of HPE for grade 6 employing learner learner-centred approach and broad field organisational patterns</p>
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Unit Two: Instructional Planning Health and Physical Education (10 Hrs)

Specific Objectives	Contents
<ul style="list-style-type: none"> Write different learning outcomes and behavioural objectives in unit plans and lesson plans following the revised Bloom's Taxonomy Describe the concept and needs of work plan and unit plan for teaching HPE in schools Identify and discuss the components of daily lesson plan Analyze and list key characteristics of an effective daily lesson plan. Evaluate sample lesson plans to determine their strengths and weaknesses. Describe various models of daily lesson plans that can be used in health and physical education. Critically analyze how specific lesson planning models differ in use and effectiveness between health education and physical education settings. 	<p>2.1 Concept and Formulation of Instructional and Behavioural Objectives Using the Revised Bloom's Taxonomy</p> <p>2.2 Meaning and importance of instructional planning in health and physical education.</p> <p>2.3 Concept and components of work plan/annual plan and unit plan in health and physical education.</p> <p>2.4 Concept, components and characteristics of daily lesson plan</p> <p>2.5 Different models of daily lesson plans for health education and physical education</p> <p>Assignment Tasks:</p> <ul style="list-style-type: none"> Prepare 12 lesson plans on the contents of human anatomy, diseases, reproductive health, nutrition, community and environmental health (two in each area) or Prepare 10 lesson plans on 200m sprint, high jump, shot put, badminton, table tennis, football, volleyball, basketball, yoga and meditation (one plan each)

Unit Three: Teaching Methods and Strategies for School HPE (9 Hrs)

Specific Objectives	Contents
<ul style="list-style-type: none"> Describe the concepts and needs of different teaching methods and strategies in teaching HPE in schools. Analyze and differentiate between various teacher-centered methods (lecture, demonstration, question-answer, and drill/practice) based on their structure, purpose, and application in different classroom scenarios Assess the strengths and limitations of lecture, demonstration, question-answer, and drill/practice methods in achieving specific instructional goals. Apply different teacher-centered methods while health and physical education in schools. Analyze different student-centered methods to determine their suitability for teaching HPE in schools Compare between group discussion and cooperating learning. 	<p>3.1 Concept and need of teaching methods and strategies</p> <p>3.2 Types of teaching methods</p> <ul style="list-style-type: none"> Teacher-centered methods: Lecture, Demonstration, question-answer and drill/ practice method Student-centered methods: Group discussion, problem-solving, cooperative learning, peer teaching, Activity/project focused methods and strategies: role play and simulation, project-based learning, puppet show, cross-word puzzle <p>3.3 Innovative teaching methods and approaches</p> <ul style="list-style-type: none"> Problem-based Learning (PBL) Flipped-Pedagogy Gamification <p>3.4 Skill-based approach to teaching health education</p>

<ul style="list-style-type: none"> • Assess the strengths and limitations of problem-solving activities in fostering critical and creative thinking. • Apply student-centred and innovative methods in teaching HPE in schools • Analyze and apply the principles of a skill-based approach to design comprehensive health education lesson plans that promote critical thinking, decision-making, and self-management skills among students. • Apply game-based teaching models to design and implement instructional activities that enhance students' tactical understanding, skill development, and engagement in physical education. 	<p>3.5 Game-based approach to teaching physical education: concept, model and process</p> <p>3.6 Adapted Pedagogical Strategies for children with special needs and inclusive learning of HPE</p> <p>Assignment Tasks:</p> <ul style="list-style-type: none"> • Describe a specific context and topic within health education where innovative teaching methods and a skill-based approach can be effectively applied. or • Design a game-based activity or lesson plan that develops a specific motor skill (e.g., coordination, agility, balance) among basic school children.
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Unit Four: Development and Use of Teaching Materials and Media in HPE (10 Hrs)

Specific Objectives	Contents
<ul style="list-style-type: none"> • Justify the selection of appropriate teaching materials and media for diverse HPE learning contexts, considering factors such as learner needs, cultural relevance, accessibility, and pedagogical effectiveness. • Differentiate various media and aids that can be used in teaching HPE in schools. • Analyse the effective uses of audio aids such as radio programs and audio tapes in promoting cognitive learning outcomes in HPE. • Compare and contrast audio-visual and multimedia tools (e.g., video, television, interactive presentations) and justify the selection of the most pedagogically effective medium for teaching complex motor skills in a secondary school physical education class. • Design and prepare appropriate instructional materials such as chalkboards, display boards, and non-projected media (e.g., charts, posters, models) to enhance conceptual understanding in Health and Physical Education lessons in schools • Develop multimedia instructional tools—such as PPT slides, videos, and documentaries—tailored to specific HPE content areas, ensuring alignment with learning outcomes, visual clarity, and inclusivity for diverse learners. • Write a script and produce an instructional video for a Health and Physical Education lesson. • Use media such as newspapers, radio and instructional TV for teaching HPE in schools. • Utilise various digital tools—such as fitness and health apps, video analysis software, virtual reality (VR) and augmented reality (AR) platforms, interactive whiteboards, online assessment tools, and digital collaboration platforms (e.g., Google Classroom, Padlet)—to design and implement Health and Physical Education lessons 	<p>4.1 Principles of selecting teaching materials and media for HPE</p> <p>4.2 Types of media and aids</p> <ol style="list-style-type: none"> Audio Aids: Audiotape and radio Visual Aids: Printed materials, two-dimensional (flat picture, posture, comics and cartoon books), non-projected three-dimensional (diagram, puppet, specimens), projected-still (slides, filmstrip, microfilms) Audio-visual aids: Film, video, television, closed-circuit television Multimedia <p>4.3 Preparation and use of materials and media for the school classroom</p> <ol style="list-style-type: none"> Chalkboard, whiteboard, display board, flannel board Non-projected material and media: Charts, graphs, posters, flip charts, models, specimens. Projected still (non-motion) media: PPT slides Projected (motion) media: Video, film, documentary <p>4.4 Use of Media in Teaching HPE In Schools</p> <ol style="list-style-type: none"> Newspaper Radio/FM Instructional TV <p>4.5 Use of Digital tools in Teaching HPE in school</p> <p>Assignment Tasks:</p> <ul style="list-style-type: none"> • Design HPE instruction plan integrating multiple types of visual aids and audio-visual aids tailored to specific learner needs, demonstrating an understanding of how each medium supports different learning styles. • Prepare audio aids, visual aids, and audio-visual aids/material for teaching health and physical education in Basic Schools

Unit Five: Assessment in Health and Physical Education in Schools (9 Hrs)

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain and differentiate between assessment as learning, assessment for learning, and assessment of learning in the context of School Health and Physical Education. • Compare various modes of assessment—such as formal and informal, continuous and terminal, process and product, formative and summative, internal and external • Construct and administer teacher-made tests—including both subjective and objective question types—to assess cognitive learning outcomes in HPE. • Analyze the uses and limitations of standardised tests (e.g., cognitive, aptitude, attitude and achievement) to evaluate students' learning in HPE. • Design an assessment plan that integrates non-testing devices (such as health observations, anecdotal records, and rating scales), performance tests, and oral tests to evaluate psychomotor, cognitive, and affective domains in teaching HPE in schools. • Develop clear and comprehensive rubrics for authentic assessment tasks in Health and Physical Education 	<p>5.1 Concept of assessment in teaching HPE: Assessment as learning, Assessment for learning and Assessment of learning</p> <p>5.2 Mode of Assessment: Formal vs informal, continuous vs terminal, process vs product, formative vs summative, internal vs external.</p> <p>5.3 Tools and techniques of evaluation in health and physical education</p> <ul style="list-style-type: none"> • Teacher-made test (subjective and objective questions) • Standardized test (intelligence, achievement, aptitude, attitude, interest inventory) • Non-testing devices (health observation, anecdotal record, rating scales) • Performance test and oral test <p>5.4 Preparation of Grid specification table and rubrics for assessment in HPE</p> <p>5.5 Test item construction (objective and subjective test) using the principles of Bloom's Taxonomy</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Create a detailed grid specification table that aligns HPE learning objectives with appropriate content areas, cognitive levels, and assessment item types to ensure balanced and valid test construction. • Develop a set of test items (both subjective and objective) for Grade 8 Health and Physical Education (HPE) based on the principles of the Revised Bloom's Taxonomy.

4. Teaching methods and strategies

Units	Methods and strategies
One	Lecture, demonstration, group discussion, cooperative learning and project works
Two	Lecture, question-answer, think-pair-share, group discussion, collaborative learning, individual work and practice
Three	Lecture, demonstration, group discussion, problem-based learning, role play and simulation, peer teaching
Four	Lecture, problem and project-based learning, group work, practice
Five	Lecture, group discussion, group and individual works, problem and project-based learning.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

An internal evaluation will be conducted by the course teacher based on the following activities.

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| a) Attendance and Participation in class activities: | 5+5=10 marks |
| b) Assignment I: Reflective Notes and Class presentation: | 5+5= 10 marks |
| <i>(Reflective notes on 2 to 4 questions given by the teacher at the end of every unit or assign a task and a presentation on any two questions among them)</i> | |
| c) Assignment II: Practicum /Project work and Interview: | 5+5=10 marks |
| <i>(Practicum/project according to the given task)</i> | |
| d) Mid-term exam: | 10 marks |

5.2 External Evaluation (Final Examination) 60%

The Office of the Controller of Examinations will conduct the final examination at the end of the semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10 × 1	10
Group B: Short answer questions	6 with 2 'or' questions	6 × 5	30
Group C: Long answer questions	2 with 1 'or' question	2 × 10	20

Reference books

References books for Unit One

Baidya, P. C., Budhathoki, C.B., Wagle, B.P. & Bhandari, K. (2068 BS). *Foundations and principles of health education (Nepali)*. Pinnacle Publication. Unit I and II.

Baruwal, H., Shrestha, H., Bhatta, M. T., Shrestha, M.K., & Poudyal, T. (2074 BS). *Foundations of physical education (Nepali)*. Pinnacle Publication. Unit I and II.

Budhathoki, C. B. & Wagle, B. P. (2071 BS). *Teaching health and physical education and school health*. Pinnacle Publication. Chapter I.

Benes, S. and & Alperin, H. (2022). *The essentials of teaching health education: Curriculum, instruction, and assessment*. Human Kinetics. Part II.

Essentials of teaching physical education (3rd ed.). (2022). [E-book]. Bibliotex Digital Library. <https://www.bibliotex.com>. Chapter I

Osborne, H. (2022). *Health literacy from A to Z: Practical ways to communicate your health message* (3rd ed.). Aviva Publishing.

Rink, J. E. (2014). *Teaching physical education for learning* (7th ed.). McGraw-Hill. Part I.

स्वास्थ्य, शारीरिक तथा सिर्जनात्मक कला (आधारभूत शिक्षा पाठ्यक्रम २०७७, कक्षा ६-८, पृष्ठ ३६१-४३०), पाठ्यक्रम विकास केन्द्र, सानोठिमी, भक्तपुर
स्वास्थ्य, शारीरिक तथा सिर्जनात्मक कला (पाठ्यपुस्तक कक्षा ६, ७, ८), पाठ्यक्रम विकास केन्द्र

References books for Unit Two

Budhathoki, C. B. & Wagle, B. P. (2071). *Teaching health and physical education and school health*. Pinnacle Publication. Unit III

Gronlund, N. E., & Brookhart, S. M. (2009). *Gronlund's writing instructional objectives* (8th ed.). Pearson Education. Chapter III (Developing behavioural objectives)

Benes, S. & Alperin, H. (2016). *Lesson planning for skills-based health education*. Human Kinetics. Chapter VII and VIII

Rink, J. E. (2014). *Teaching physical education for learning* (7th ed.). McGraw-Hill. Part II Unit 10 (Planning)

Gilbert, G.G., Sawyer, R.G. & McNeill, B.E. (2011). *Health education: Creative strategies for school and community health (3rd Edition)*. Jones and Bartlett Publisher. Unit V (Unit plan development)

References books for Unit Three

Bradshaw, M. J., & Lowenstein, A. J. (2007). *Innovative teaching strategies in nursing and related health professions* (4th ed.). Jones & Bartlett Learning. Part II and III

Budhathoki, C. B. & Wagle, B. P. (2071). *Teaching health and physical education and school health*. Pinnacle Publication. Unit II

Gilbert, G.G., Sawyer, R.G. & McNeill, B.E. (2011). *Health education: Creative strategies for school and community health (3rd Edition)*. Jones and Bartlett Publisher. Chapter IV

Kapp, K. M. (2014). *The gamification of learning and instruction fieldbook: Ideas into practice*.

Pfeiffer. Chapter II

- Lieberman, L. J., & Houston-Wilson, C. (2017). *Strategies for inclusion: Physical education for everyone* (3rd ed.). Human Kinetics. Part II.
- Rink, J. E. (2014). *Teaching physical education for learning* (7th ed.). McGraw-Hill. Part II Unit 8 (Teaching Strategies)
- Vickerman, P. (2007). *Teaching physical education to children with special educational needs*. Routledge.

References books for Unit Four

- Budhathoki, C. B. & Wagle, B. P. (2071). *Teaching health and physical education and school health*. Pinnacle Publication. Unit IV
- Gilbert, G.G., Sawyer, R.G. & McNeill, B.E. (2011). *Health education: Creative strategies for school and community health (3rd Edition)*. Jones and Bartlett Publisher. Unit VII

References books for Unit Five

- Budhathoki, C. B. & Wagle, B. P. (2071). *Teaching health and physical education and school health*. Pinnacle Publication. Unit V
- Capel, S., & Whitehead, M. (Eds.). (2010). *Learning to teach physical education in the secondary school: A companion to school experience* (3rd ed.). Routledge. Unit VIII.
- Rink, J. E. (2014). *Teaching physical education for learning* (7th ed.). McGraw-Hill. Part II Unit 11 (Assessment in the instructional process)

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- Anspaugh, D.J. (1998). *Teaching today's health*. Allyn and Bacon.
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- Benes, S. and & Alperin, H. (2022). *The essentials of teaching health education: Curriculum, instruction and assessment*. Human Kinetics.
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- Cohen, L, Manion, L & Morrison, K. (2007). *A guide to teaching practice*. (First Indian reprint). Routledge.
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- Mangal, S.K & Mangal, U. (2013). *Essential educational technology*. PHI Learning Pvt. Ltd.
- Marzano, R.J. & Kendall, J.S. (2007). *The new taxonomy of educational objectives*. Sage Publications Ltd.
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- NASPE (2011). *Physical education for lifelong fitness*. Champaign, USA: Human Kinetics
- Sampath, K., Panneerselvam, A. & Santhanam, A. (2000). *Introduction to educational technology* (4th edit.). Sterling Publishers Pvt. Ltd.
- Sherchan, L. (2012). *Foundations of physical education and sports*. Kathmandu: Quest Publication.
- Shimon, J. M. (2011). *Introduction to teaching physical education: Principles and strategies*. Human Kinetics.
- Telljohann, S.K., Symons, C. W., Pateman, B. and & Seabert, D. (2016). *Health education: elementary and middle school applications (Eight Edition)*. McGrahill Education.
- Walton-Fisette, J.L., & Wuest, D. (2015). *Foundations of physical education, exercise science and sports*. McGrawHill Education
- Whalen, S., Splendorio, D., & Chiariello, S. (2007). *Tools for teaching health*. Kendall Hunt Publishing.