

Physical Activity, Diversity and Health

Code: 102054
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Tomas Peire Fernández
Email: Tomas.Peire@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

There are not prerequisites. The content of the subject includes the practice of physical activities very varied of half intensity. It recommends a good physical condition.

Objectives and Contextualisation

This subject is developed in the fourth year and gives the right to mention Physical Education if the following elective subjects are also passed: Sports Play and Initiation, Expression and Body Communication, Physical Education and its Didactic II, Learning and Motor Development.

The training objectives of the subject are the following:

- Meet the bases of the anatomy and of the physiology of the human body at account at the movement, as well as of the hygiene and of the first helps.
- To know the processes and mechanisms of the physical conditioning of the human organism for the improvement of Health.
- To Know how to analyze the components of conditional capacities and elements of the physical load involved in physical activities.
- To Know how to apply didactic resources of Physical Activity for Health appropriate to the characteristics of school age, referred to in the programming, methodology and evaluation.
- To experiment and acquire basic knowledge about the treatment of diversity in physical activity that enable an inclusive physical education.
- To develop a critical spirit by making assessments and contributions about the work itself, the group and the teacher.
- To experience activities for the development of Health through the use of different spaces and materials.
- To develop a participative, respectful, cooperative and shared attitude for decision making.

Competences

- Acquiring resources to encourage lifelong participation in sports activities both inside and outside the school.
- Analyse and recognise ones own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.

- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Adapt teaching and learning programs and activities to pupil diversity, also considering pupils with special educational needs.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Establish work teams to develop activities independently.
4. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
5. Incorporating the motor skills, body expression, physical conditioning, play and sporting activities as content of school physical education and sequencing them throughout primary education.
6. Learn techniques, rules and playing strategies of different sports: conventional, alternative and in the natural environment.
7. Master communication skills in different teaching and learning activities.
8. Obtaining the PE resources that encourage inclusive education in contexts of diversity.
9. Programming, organising and applying learning and contents in education for health in physical education health education, designing and developing educational projects or programming units that make it possible to adapt the physical education curriculum to the school and promote the quality of the contexts.
10. Propose viable projects and actions to boost social, economic and environmental benefits.
11. Propose ways to evaluate projects and actions for improving sustainability.
12. Recognising the historical evolution and possibilities of physical education to generate healthy habits and well-being throughout life.
13. Self-assess and co-evaluate the results obtained in the development of the subject.
14. Sequencing perception-motor capabilities throughout primary school teaching according to the internal logic of this content.
15. Understand personal differences that arise in PE activities as an aspect to be dealt with using educational criteria.
16. Using ICTs and CLTs to search for information and to develop and draw up practical work and didactic proposals in the field of Physical Education.
17. Using motor skills and body language as elements pertaining to communication skills.

Content

A. Physical activity, diversity and health. Definitions. The conceptual system of the field of the core of the subject.

B. Bases of anatomy and physiology of the human movement and of its development. Criteria and basic resources on hygiene and first helps.

C. Physical conditioning: concept, criteria, factors, characteristics, evolution, didactic and programming at the school field. The challenge of the diversity.

D. Theory and app of the systems of training of the physical conditioning for the improvement of the health at the school field.

E. Activities for the development of the conditional capacities at the school ages.

F. Identification and transmission of the importance of the healthy habits. Analysis and reflection on the unhealthy practices. and his consequences.

G. Inclusion of the students with special educational necessities. Treatment of the diversity at the classes of physical nurture.

H. Physical activity at the natural medium, an indispensable binomial.

Methodology

The program of the subject will treat since the perspective theoretic -practical, by means of two types of sessions:

- At the theoretic sessions will realise generally exposures of the professorship with the support of audiovisual modes, predominately transparencies tracked of debates and/or works of synthesis at the classroom.
- The session theoretics-practical will be directed by the professorship. Also they will carry out practices prepared and directed by the students at bands reduced.
- They will realise practices at conventional rooms of Physical activity of the *UAB and at exterior rooms of the University. At the size of the possible also will realise visits at skilled centres related with the contents treated and at external rooms at the *UAB.
- This subject will utilise the resource of the Virtual Campus (*CV). At this room the students will find material educational that will aid the ones at progressing at the ken of the program. They will realise virtual debates at forums on motifs related with the program, proposed by the teacher and for the students.
- It Will be indispensable the active and committed turnout for part of the students. The reflection and the debate will be tools of habitual interaction.
- If circumstances allow, an activity in the natural environment will be scheduled which will involve an additional expense and one or two overnight stays.

Use will be made of individual and group tutorials, as well as the Virtual Campus.

It will be allocated approximately 15 minutes of some class to allow students to evaluate their lecturers and their courses or modules through questionnaires.
The perspective of gender and inclusion in diversity will be valued in a transversal way.

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19 (english).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Plenary	45	1.8	1, 13, 7, 15, 12, 17
Type: Supervised			
Supervised	22	0.88	1, 9, 12, 14
Type: Autonomous			
Autonomous work	75	3	1, 13, 7, 5, 9, 14

Assessment

The activities of appraisal will be the following:

A. Active and committed turnout at the theoretic classes, theoretic classes-practical and at the virtual campus. It includes the works of classroom, the formal aspects and are the assistance, the punctuality, the attention, the implication, the turnout at class, the cooperation, the respect, the apparel and the suitable hygiene..., and the turnout at the debates, readings, contributions at the subject..., signified at the virtual campus... (25%)

B. Work at band reduced on practical proposals of physical activities for the health and the inclusion at format of session of physical nurture directed at the rest of the band class. It includes programming, address of a practical session and writing of the appraisal of the experience. (20%)

C. Research work on any topic related to the subject's program. This work may be substituted for participation in a collaboration and volunteer program between MEF and ONCE, which will entail the completion of a specific training course. (25%)

D. Examination on a selection of the contents of the subject. (Individual) (30%)

Dates of submission of the work and date of the exam will be agreed with the student.

The activities *C and *D will be recoverable. The teacher will establish with the students the conditions and the dates for the recovery

To approve this subject, it is necessary that the student evidence a good communicative competence general, so much orally how in writing, and a good command of the vehicular tongue of the subject.

To approve the subject will be condition surpass all the activities of appraisal.

The total or partial plagiarism, of one of the activities of appraisal and/or the copy at a proof of appraisal will be direct motif to suspend the subject.

To surpass the subject will be obligatory the assistance and the active turnout at a minimum of the 80% of the sessions.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
-------	-----------	-------	------	-------------------

Active turnout at the theoretic classes, at the theoretic and practical classes, and at the virtual campus. (Individual work).	25%	2	0.08	1, 6, 8, 13, 7, 15, 5, 9, 12, 14, 16, 17
Individual examination	30%	2	0.08	8, 5, 12
Teamwork of educational proposals of physical activities, at attention at the health and the diversity at the school ages, imparted at the band class (PCI).	20%	2	0.08	1, 13, 7, 3, 9
Work of enquiry on some themed notable related with the program, applied at the educational field. (Individual work).	25%	2	0.08	1, 2, 8, 13, 7, 15, 3, 4, 9, 11, 10, 12

Bibliography

- Anderson B. (1984): *Estirándose*. Integral, Barcelona.
- Blázquez, D. (2004): *El Calentamiento*. INDE, Barcelona.
- Devís, J.; Peiro, C. (1992): *Nuevas perspectivas curriculares en Educación Física: La Salud y los juegos modificados*. INDE, Barcelona.
- Devís, J. coord.(2000): *Actividad física, deporte y salud*. Inde, Barcelona.
- Estrada, J.; Peire, T.; Magallón J. (2011): Potencial educativo de las actividades físicas en el ambiente natural. *Actividades Físicas em Ambiente Natural. As Actividades na neve..* Edições IPCB. Castelo Branco (Portugal).
- Garel, J.P (et alt.) (2007): *Educación física i discapacidades motrices*. INDE, Barcelona.
- Gervaux, M.; Berthoin, S. (2004): *Aptitud y entrenamiento aeróbico en el niño y el adolescente*. INDE, Barcelona
- Guillén, M.; Linares, D. (2002): *Bases biológicas y fisiológicas del Movimiento Humano*. Ed. Medica panamericana.
- Herrador, J.A.; Latorre, P.A. (2003): *Prescripción de ejercicio físico para la salud en edad escolar*. Paidotribo, Barcelona
- Rios M.(2005): *Manual de Educación Física adaptada al alumnado con discapacidad*. Ed. Paidotribo. Barcelona.
- Stumpp, U (2002): *Adquirir una buena condición física jugando*. Paidotribo, Barcelona.
- Palacios, R.J (2012): *Wonder*. La Campana., Barcelona.
- VV. AA. (2007): *Guia de prescripción d'exercici físic per a la salut*. Edita: Direcció General de la Salut i Secretaria General de l'Esport.
- VV. AA. (2013): *L'Esport a Catalunya, un informe de tendències (2006-2013)*. INEFC, Generalitat de Catalunya. Barcelona.
- VV.A.A. (2015). *Deporte adaptado y escuela inclusiva*. Barcelona.Graó.

This bibliography will be completed in the course program and during the course.

Software

We will use Office. The Zoom platform and the UAB Virtual Campus. No Other Specific Software.