

**Education of Children and Young Adults in their
Free Time**

Code: 101683
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	1

Contact

Name: Paloma Valdivia Vizarreta
Email: paloma.valdivia@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

Teachers

Maria Prat Grau

Prerequisites

There are no prerequisites.

It is recommended to have approved the subject education of nens i joves's third year.

Objectives and Contextualisation

- a) Know the current framework of education in leisure.
- b) Study the influences of globalization and industries of leisure with respect to proposals for leisure.
- c) Study the historical and conceptual evolution of leisure time.
- d) Know the fields of leisure and actions and possible educational interventions.
- e) Know and apply different criteria, resources and methodologies for the design and implementation of educational proposals at the leisure of children and youth.
- f) Analyze the possibilities of leisure as a tool of prevention and action against risky behavior.
- g) Experience in practice leisure activities based, among others, in artistic activities, physical activity, game, sport and body expression.

Competences

Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse the organization and management of socio-educational institutions.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse the dysfunctions that occur in the development of children and adolescents at risk as a result of situations social and family breakdown.
2. Analyse the ethical aspects of social education in the field of childhood.
3. Communicate using language that is not sexist or discriminatory.
4. Design and apply specific interventions for children at risk.
5. Develop strategies to foster resilience processes.
6. Identify situations in which a change or improvement is needed.
7. Know about the specific functions of institutions dedicated to early childhood and adolescence.
8. Maintain an attitude of respect, practices and behaviors that address diversity and equality.
9. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
10. Propose projects and actions that incorporate the gender perspective.
11. Propose viable projects and actions to boost social, economic and environmental benefits.
12. Understand the social risk factors in childhood and adolescence.
13. Understand the specific legislation affecting the protection of children at risk.

Content

Block 1. Globalization, work, free time (6 hours)

1.1 conceptual delimitations:

-relevant authors in the field of education in leasure.

-educational significance of time free.

-factors of social risk in children and adolescents

-the preventive action of the education in the field of leisure

-strategic lines of action.

1.2.-possibilities of work:

-The creation of jobs within the field of leisure (possibilities of leisure professionals).

-Institutions that are dedicated.

-New opportunities for leisure: Self-employment and entrepreneurship in the field of leisure.

Block 2. History of leisure and Recreation pedagogy (4 hours):

-The birth of the leisure industries.

-Historical Evolution of the concept of leisure and entertainment.

Block 3. Criteria and methodologies for the design of educational programmes of leisure (14 hours):

3.1.-planning of activities:

-Objectives and principles.

-Educational possibilities of leisure programmes for children and young people.

-Activities: artistic, cultural, expressive, environmental.

-Resources for the implementation of leisure.

-Evaluation and indicators.

3.2.-methods, strategies and techniques:

- Learning service

- Work for projects

- Cooperative work

- Others

Transversal aspects:

- Critical thinking and ethical commitment

- gender and diversity

Block 4. Physical activity, play and sport in the leisure time of children and young people (24 hours):

4.1-pedagogical Foundations of physical activity, the game and the sport in leisure time:

-Physical activity, sport and society. Yesterday and today in relation to the social and educational aspects: the community of children and young people, gender stereotypes, people with disabilities, etc.

-The physical activity, the game and the sport as a socio-educational tool in the leisure time of children and young people. Contributions in the field of social education

-Methodological orientations in the programme and organization of sports, recreational and physical activities in leisure time.

-Aspects to consider in the socio-educational intervention through play and physical activity and sports: time evolution of recipient groups and types of activity, attention to individual differences, interaction with the school learning, media and sports, etc.

4.2.-game and sport in leisure time:

-Functions and values of the game and the sport in leisure time.

-Play as a space of socialization and learning. Types of game.

-Sport in leisure time: sport training, sport for all, the modified games and alternative sports.

-Adapted sport: a tool for the integration of people with disabilities and an opportunity for social work with children and young people.

4.3.-the physical activities in the natural environment:

- Educational Interest of the physical activity and sport in the natural environment.
 - Types of physical activities and sports.
 - Conditions for the practice Aspects of physical activity and sport in the natural environment: facilities, personnel, economic and security issues, etc.
 - Supply and recreational services for the practice of physical and sporting activity in the natural environment.
- 4.4.-body expression activities and games in the field of physical activity:
- Socio-educative Potential of the activities related to the bodily expression.
 - Body language: non-verbal communication and expressiveness. Gesture and movement. Energy and which perception. The importance of control and body awareness. The work of emotions.
 - The creative process: individual and group. Observation and interpretation.
 - Games and activities of corporal expression. Dances, circus, theatre and dramatization. Sport and corporal expression.

Methodology

The proposed teaching methodology may undergo some modification depending on the attendance restrictions imposed by the health authorities.

The course will remain active and participative methodology and shall consider the following activities of teaching and learning:

Types of activities

Theoretical classes

Practical classes

Activities supervised and tutorials

Autonomous individual and group activities

Teachers will allow approximately 15 minutes for their students to answer the teaching performance evaluation and subject evaluation surveys.

Activities of evaluation

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			
Classroom practices	25	1	
Theoretical classes	20	0.8	
Type: Supervised			
Supervised activities	30	1.2	

Type: Autonomous

Autonomous learning	75	3
---------------------	----	---

Assessment

The evaluation of the course will be held throughout the semester by the evaluation activities above.

Activitat Type	Activity Description	% final grade
Individual	Reading and comment critical of selected articles	25%
Individual	Reflective activities related to the theoretical and practical sessions	30%
Group	Design and planning of educational proposals focused on the leisure time of children and young people	25%
Group	Development and delivery of a proposed leisure practice with children and young people	20%

% of the final mark derived from the individual work: 55%

% of the final mark derived from the group work: 45%

It is necessary to bear in mind:

-Attendance at classes (theory and practice) is mandatory. You must attend a minimum of 80% of the sessions. Otherwise, the qualification of the subject will be "Not evaluable".

-Teachers will return to the students of all the activities of evaluation in a maximum period of 15 days.

-Delivery date of the final work on January 18.

-Date of review of the work January 25.

-Data of recovery February 01.

To pass this course, the student must show good general communicative competence, both orally and in writing, and a good command of the language or languages spoken in the teaching guide.

In all the activities (individual and in group) the linguistic correction, the writing and the formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. We remind you that, in the case of the Catalan language, in the 1st and 2nd year it is requested that the student has a linguistic competence equivalent to Level 1 for Teachers of Infant and Primary Education and that from the 3rd year of the Degree the student must have shown a competence equivalent to Level 2 for Teachers of Infant and Primary Education. See: <http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html> and "Normativa d'avaluació en els estudis de la UAB" http://mat.uab.cat/~seccio/documents/arxiu/Normativa_avaluacio.pdf.

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorised document or device, the student involved will obtain a mark of 0, without any possibility to re-sit. A paper or test will be considered as plagiarism when a chunk of text of four words or longer authored by another person (another student, scholar, webpage, etc.) without citing the source according to academic norms. Further information available at:

https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Design and planning of educational proposals focus on the leisure of children and youth	25%	0	0	2, 1, 3, 7, 12, 13, 5, 4, 6, 8, 9, 10, 11
Development and delivery of a proposed leisure practice with children and young people	20%	0	0	12, 13, 5, 4, 8
Reading and critical commentary of selected articles	25%	0	0	7, 12, 8
Reflective activities related to the theoretical and practical sessions	30%	0	0	2, 1, 3, 7, 12, 13, 5, 4, 6, 8, 9, 10, 11

Bibliography

Books, chapters of books, journals and articles

Aguirre García-Carpintero, Arcia; Moliner Miravet, Llidón; & Traver-Martí, Joan A. (2017). La Pedagogía Social, la Animación Sociocultural y la Educación No Formal en el tiempo libre y de ocio de la ciudadanía. Con URL: <http://repositori.uji.es/xmlui/bitstream/handle/10234/167666/53036.pdf?sequence=1>

Armengol, Carles (2012). La intervenció en el lleure d'infants i joves: panoràmica de la diversitat. Educació social: revista d'intervenció socioeducativa, (50), 46-68. Con URL: <https://www.raco.cat/index.php/EducacioSocial/article/view/255364/369097>

Arostegui, Elisabete; Laespada, M. Teresa & Iraurgi, Ioseba. (2016). Violència en parelles adolescents, context recreatiu i consum d'alcohol: anàlisi de les representacions lligades al gènere. Educació social. Revista d'intervenció socioeducativa, (63), 49-59. Con URL: <https://www.raco.cat/index.php/EducacioSocial/article/view/312775>

Arribas, Higinio. (2004). Actividad física, ocio y educación: el valor de las actividades físicas recreativas. A M^a. Jesús. Monteagudo & Nuria. Puig (Coords.), Ocio y deporte: un análisis multidisciplinar (pp. 195-210). Bilbao: Universidad de Deusto.

Arribas, Higinio y otros (2008). Una puerta (entre)abierta: oportunidades educativas en el medio natural. Ágora para la Educación Física y el Deporte, (7-8), 7-34.

Arribas, Higinio., Fernández, D. & Vinagrero, J.A. (2008). Caminar por la naturaleza: un planteamiento de ocio e inclusión. Tándem. Didáctica de la Educación Física, (27), 17-27.

Camerino, Oleguer. (2007). Juegos deportivos recreativos (2^a edició). Barcelona: Inde.

- Carranza, Marta & Maza, Gaspar. (Coords.) (2011). Deporte, actividad física e inclusión social. Una guía para la intervención social a través de las actividades deportivas. Madrid: Consejo Superior de Deportes. Con URL: <http://www.planamasd.es/sites/default/files/programas/medidas/actuaciones/WEB-GUIA+I.pdf>
- Carbó, Joana & Arranz, Gabriel (2012). Por un deporte sin barreras. Tándem. Didáctica de la Educación Física, (38), 43-48.
- Castañer, Marta. (2004). Las emociones no escapan a la práctica motriz. La expresión corporal, un procedimiento ideal para trabajarlas. En Fraile, Antonio (Coord.), Didáctica de la Educación Física. Una perspectiva crítica y transversal (pp.217-236). Madrid: Biblioteca Nueva.
- Varela, Laura; Gradaílle, Rita; & Pernas, Yésica. (2016). Ocio y usos del tiempo libre en adolescentes de 12 a 16 años en España. Educação e Pesquisa, 42(4), 987-999. Con URL: <http://www.journals.usp.br/ep/article/download/125655/122581>
- Consejo Superior de Deportes & UNICEF España (2010). Deporte para un mundomejor. Madrid: Consejo Superior de Deportes. UNICEF España.
- Cuenca, Manuel (2013). Ocio valioso en tiempos de crisis. En Torio, Susana; García, Omar & Vicente, José. La crisis social y el estado del bienestar: las respuestas de la pedagogía social (pp. 5-20). Servicio de Publicaciones. Con URL: <https://dialnet.unirioja.es/descarga/libro/544351.pdf>
- DeValenzuela, Ángela; Gradaílle, Rita & Caride, José Antonio. (2018). Las prácticas de ocio y su educación en los procesos de inclusión social: un estudio comparado con jóvenes (ex) tutelados en Cataluña, Galicia y Madrid. Pedagogía social: revista interuniversitaria, (31), 33-47. Con Url: <https://recyt.fecyt.es/index.php/PSRI/article/view/59978>
- del Toro Alonso, Víctor (2013). El juego como herramienta educativa del educador social en actividades de animación sociocultural y de ocio y tiempo libre con niños con discapacidad. Revista de Educación Social, (16), 1-13. Con URL: <http://riberdis.cedd.net/xmlui/bitstream/handle/11181/4025/EI%20juego%20como%20herramienta%20educativa>.
- Echeita, Gerardo (2006). Educación para la inclusión o educación sin exclusiones. Madrid: Narcea.
- Educación Social. Revista de Intervención Socioeducativa, (50), 2012. Número dedicat a "La educación en el tiempo libre: encrucijada de caminos".
- Elias, Norbert & Dunning, Eric (1992). Deporte y ocio en el proceso de la civilización. Madrid: Fondo de Cultura Económica.
- Essomba, Miguel (2004). El ocio y las actividades físicas y deportivas: Hacia una convivencia intercultural. A T. Lleixà & S. Soler (Coords.), Actividad física y deporte en sociedades multiculturales. ¿Integración o segregación? (pp.27-41). Barcelona: ICE-Horsori. Universitat de Barcelona.
- Ferrer, Ferran & Ucar, Xavier. (1988). Infància i sociocultura a Barcelona. Educar,(13), 117-133. Con Url: <https://www.raco.cat/index.php/educar/article/viewFile/42207/90153>
- Fraguela, Raúl; Pose, Hector & Varela, Laura (2011). Nuevos tiempos para la acción socioeducativa municipal: deporte, educación y cultura. Educación Social, (47), 63-73.
- Franch, Joaquim (1985). El lleure com a projecte. Generalitat de Catalunya: Direcció General d'Educació.
- Funollet, Feliu. (2004). La necesidad de las actividades deportivas en el medio natural. Tándem. Didáctica de la Educación Física, (16), 7-19.
- Funollet, Feliu & Fuster, Joan. (2004). Riesgo y seguridad en las actividades deportivas en el medio natural. Tándem. Didáctica de la Educación Física, (16), 20-33.
- Giménez, Francisco, Sáenz-López, Pedro & Díaz, Manuel (Coords.) (2005). Educar a través del deporte. Huelva: Universidad de Huelva. Servicio de Publicaciones.

Gómez Lecumberri, Cati, Maza Gutiérrez, Gaspar & Puig Barata, Núria. (2009). Deporte e integración social. Guía de intervención educativa a través del deporte. Barcelona: Inde.

Gutiérrez, Melchor. (2005). El deporte y la actividad física como herramientas para el desarrollo psicológico y social en la infancia y en la adolescencia. En Escartí, Amparo (Coord.), Responsabilidad personal y social a través de la educación física y el deporte (pp.13-28). Barcelona: Graó.

Hernández, Antonio. (2001). Cuestionario para valoración de actividades de ocio y tiempo libre. Anuario de psicología, 32(3), 67-80. Con URL:

<https://www.raco.cat/index.php/AnuarioPsicologia/article/viewFile/61587/88448>

Iglesias, E., Soler, P. and Espona, B. (2020). "El lleure educatiu d'estiu a la ciutat de Barcelona: guia de suport i orientacions pedagògiques." <https://dugi-doc.udg.edu/handle/10256/20931>

Learreta, Begoña. (Coord.) (2005). Los contenidos de Expresión Corporal. Barcelona: Inde.

Leif, Jean. (1991). Tiempo libre y tiempo para uno mismo. Madrid: Narcea.

Llena, Asun & Parcerisa, Artur (2008). La acción socioeducativa en medio abierto. Fundamentos para la reflexión y elementos para la práctica. Barcelona: Graó.

López Ros, Victor & Eberle, Thomas. (2003). Utilizar los juegos para aprender a resolver conflictos. Tándem. Didáctica de la Educación Física, (10), 41-51. Con URL:

<https://dugi-doc.udg.edu/bitstream/handle/10256/10622/utilizar-los-juegos.pdf?sequence=1>

Maza, Gaspar. (2001). Valores del deporte desde el ámbito de la educación social. Tándem. Didáctica de la Educación Física, (2), 63-73.

Morata, Txus, et al. (2021) "The influence of leisure-based community activities on neighbourhood support and the social cohesion of communities in Spain." *International Social Work* .

<https://doi.org/10.1177/00208728211021144>

Moreno Murcia, Juan Antonio. (Coord.) (2002). Aprendizaje a través del juego. Málaga: Aljibe.

Ortí, Joan. (2004). La animación deportiva, el juego y los deportes alternativos. Barcelona: Inde.

Pereda Beltran, Noemí. (2009). Consecuencias psicológicas iniciales del abuso sexual infantil. Papeles del psicólogo: revista del Colegio Oficial de Psicólogos, 30(2), 135-144. Con URL:

<http://www.redalyc.org/pdf/778/77811726004.pdf>

Pérez Samaniego, Victor. (2012). Actividad física, inclusión y calidad de vida. Tándem. Didáctica de la Educación Física, (38), 33-42.

Petrus, Antoni. (2000). El deporte como factor de socialización. A M. Romans, A. Petrus & J. Trilla, De profesión: educador(a) social (p.131). Barcelona: Paidós.

Pose, Héctor. (2006). La cultura en las ciudades. Un quehacer cívico-social. Barcelona: Graó.

Prat, Maria & Soler, Susana. (2009). El espectáculo deportivo, ¿un contexto educativo? Análisis de las actitudes de los adolescentes como espectadores. C&E Cultura y Educación. Revista de Teoría, investigación y práctica, 21(1), 43-54.

Ruano, Kiki & Sánchez, Galo (2009). Expresión corporal y educación. Sevilla: Wanceulen.

San Salvador, Roberto. (2000). Políticas de ocio. Bilbao: Universidad de Deusto.

Santibañez, Rosa, Ruiz-Narezo, Marta, de Audikana, Manuel & Fonseca, Janire (2016). Parelles adolescents en conflicte: explorant la incidència de la violència en les primeres relacions afectives. Educació social. Revista d'intervenció socioeducativa, (63), 79-94. Con URL:

<https://www.raco.cat/index.php/EducacioSocial/article/view/312777>

Soler Masó, Pere. (1992). Aproximació a les intervencions educatives en el temps lliure. Estudi General, 1992, núm. 12, p. 55-68.

Soler, Susanna; Prat, Maria; Juncà, Albert & Tirado, Miguel Ángel. (2007). Esport i societat: una mirada crítica. Vic: Eumo.

Tándem. Didáctica de la Educación Física (47), gener-febrer-març 2015. Monografia sobre "Una mirada al cuerpo que se emociona".

Tándem. Didáctica de la Educación Física (31), juliol-agost-setembre 2009. Monografia sobre "Ocio, actividad física y jóvenes".

Tándem. Didáctica de la Educación Física (14), gener 2004. Monografia sobre "Juegos cooperativos".

Trilla, Jaume (2003). La educación fuera de la escuela: ámbitos no formales y educación social. Barcelona: Ariel.

Trilla, Jaume (2012). Los discursos de la educación en el tiempo libre. Educación social: revista de intervención socioeducativa, (50), 30-44.

Trullols i Mojal, Paula (2016). Sortim de festa?. Elaboració d'una guia didàctica per a la visibilització i prevenció del sexisme en els espais d'oci nocturn. Con URL:

http://diposit.ub.edu/dspace/bitstream/2445/110249/1/TFG_Paula_Trullols_Mojal.pdf

VV.AA. (2014). La inclusión en la actividad física y deportiva. La práctica de la educación física y deportiva en entornos inclusivos. Barcelona: Paidotribo.

Valdivia, Paloma & Carbonero, Laura (2016) La formación inicial del educador/a social y la educación en el tiempo libre con el colectivo de jóvenes. Ámbitos de intervención. En: Soler, Pere; Planas, Anna & Bellera, Jaume. Conference: Congreso Internacional - XXIX Seminario Interuniversitario de Pedagogía Social. Universitat de Girona (Girona) . Con URL:

https://www.researchgate.net/publication/303784879_La_formacion_inicial_del_educadora_social_y_la_educacio

Velázquez Callado, Carlos (Coord.) (2010). Juegos y actividades para la incorporación de valores en la Educación Física. Madrid: Catarata.

Software

A technological device that can connect to the Internet is indispensable for this subject.