

**Sports Initiation and Games**

Code: 102048  
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	2

**Contact**

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**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**

It is desirable that the pupil of the subject values the interest of sport as a healthy activity, which can favour the educational processes of children and young people.

It is recommended that the subject student maintain a model of life in which physical and sporting activity takes a prominent place.

**Objectives and Contextualisation**

The general objective of this subject is to provide students with theoretical knowledge and didactic resources to progress in understanding the importance and educational potential of games and sports and to know how to take advantage of them in the development of the curriculum through the teaching of Education. Physics in the primary stage.

The objectives of the course are the following:

- Analyze from a critical perspective the history, evolution, sociology of games and sports, and the influence they exert on today's society.
- Identify the educational components of the game and sport in the area of Physical Education, and know how to apply the training opportunities they provide and that are appropriate to the characteristics of school-age students.
- Know how to apply the criteria and resources related to games and sports, in relation to their programming, methodology and evaluation in the area of Physical Education in primary education.
- Develop a critical spirit by making evaluations and contributions about one's own work, that of the group and that of the teaching staff, in activities based on games and sports.
- Experience in practice a wide variety of games and sports that will be of application and reference in the development of Physical Education classes in primary education.
- Participate in ApS projects using sport as a vehicle for social improvement and transformation, in the school and extra-school field.

## Competences

- Analyse and recognise one's 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.
- 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. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
2. Establish work teams to develop activities independently.
3. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
4. Incorporating the motor skills, body expression, physical conditioning, play and sporting activities as content of school physical education and sequencing them throughout primary education.
5. Learn techniques, rules and playing strategies of different sports: conventional, alternative and in the natural environment.
6. Obtaining the PE resources that encourage inclusive education in contexts of diversity.
7. 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.
8. Propose viable projects and actions to boost social, economic and environmental benefits.
9. Propose ways to evaluate projects and actions for improving sustainability.
10. Sequencing perception-motor capabilities throughout primary school teaching according to the internal logic of this content.
11. Understand personal differences that arise in PE activities as an aspect to be dealt with using educational criteria.
12. Using motor skills and body language as elements pertaining to communication skills.

## Content

### BLOCK I. THE GAME AND THE SPORTS INITIATION CONCEPTUAL BASES.

1. Anthropology of the game and of the sport. History and evolution of games and sports. Sociological interest. Conceptual relationship between game and sport.
2. Critical analysis of sport today.
3. Values and counter-values transmitted by sport and the impact it causes on the education of children and young people.

### BLOCK II. THEORY AND PRACTICE OF GAMES AND SPORTS PRIMARY EDUCATION

1. Educational objectives of the game and sports initiation in primary education.
2. Modalities of games and sports
3. Didactics and methodology of the game and sports initiation in primary education.
4. Forms and instruments for evaluating games and sports.

5. Games and sports in the natural environment. Good modalities in primary education. Looks to consider for your school programming

### BLOCK III. ORGANIZATION OF SCHOOL SPORTS

1. Organization of games and sports at school: own programs and official programs.
2. Play and sports as promoters of values, healthy life habits and social cohesion

Physical activities in the natural environment (AFIMENA) will be performed to practice and master outdoor sports.

The following 3-day and 2-night exits are initially planned:

- SNOW AFIMENA (January-February 2023)
- AFIMENA OF WATER (May/June 2023 months)

Such departures will be subject to environmental conditions and conditions that may be presented, such as restrictions by COVID.

The approximate cost of each AFIMENA will be .230.

The dates and details will be reported in good time.

AFIMENA are activities that will be dealt with from the transversal educational perspective. Its contents will be integrated and coordinated between 3 MEF subjects: Learning and Motor Development, Physical Activity Diversity and Health, and Games and Sports Initiation.

Students who cannot attend AFIMENA will have to perform academic work related to the subject of outdoor physical activity.

## Methodology

Theoretical Clases: Master exhibition. Student participation with interventions, exhibitions and discussions. Audiovisual resources will also be used: videos, films, etc.

Practice classes: Games and sports practices with diverse teaching methodologies will be performed by the teacher. Students will be responsible for practices under the guidance and mentoring of teachers.

Monitored teaching: Tutories and supervision of assigned tasks and activities. Control and follow-up of the learnings posed during the subject. Design and participation in ApS projects in the school and extra-school environment.

Autonomous activity: Reading and analysis of books and written and/or digital documents, participation in the virtual forum of subject debate, EF and interdisciplinary sessions, reflection and information research activities and other work.

Participation in the virtual forum of subject debate, E-game and Sports sessions. Research and processing of information on the subject.

Active methodology

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
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Type: Directed			
Master exposition. Student participation with interventions, presentations and debates. Audiovisual resources will also be used: videos, films, etc.	15	0.6	
Practical classes led by teachers and students (tutored)	30	1.2	6, 11, 7
Type: Supervised			
Tutorials and supervision of tasks and activities assigned to students	30	1.2	
Type: Autonomous			
Reading and analysis of books and written and / or digital documents, participation in the virtual discussion forum of the subject, preparation of PE and interdisciplinary sessions, reflection activities and information search and other works.	75	3	

## Assessment

Class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise it will be considered not presented.

Class care is compulsory: the student must attend at least 80% of classes, otherwise it will be considered unsubmitted.

### Group activities

1. Design and execution of a practical sporting initiation session at EF on EP: 20%
2. Contribution of a sports/ludic project appropriate to the school or extra-school area 30%

### Individual Activities

3. Active and collaborative assistance and participation. It includes the resolution of academic tasks that occur during theoretical and practical sessions.
4. Individual written examination of the subject set

- The group activity Design and Run of a practical sporting initiation session at the EF on the EP will be designed and carried out, with the tutelage of the faculty, and will not be recoverable.
- Group activity The collaboration of a sports/school or extra-school project will take place approximately after 1 June and will not be recoverable.
- Individual activities 1, 2, 3 and 4 must be delivered before the start of the practical period. These activities can be reclaimable during the period after practice (referment) until 1 June.
- Individual activity 3 will be performed during the assignment development and will not be recoverable.
- The synthesis examination will take place in June, when determined, and will be recoverable.

Copying or plagiarism in any type of evaluation activity constitutes a crime, and will be penalized with a 0 as a grade of the subject losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0). If during the performance of an individual work in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorized by the teacher, the same will be graded with a 0, without option of recovery, and therefore will have suspended the subject. A work, activity or exam will be considered "copied" when it reproduces all or a significant part of the work of another classmate. A work or activity is considered to be "plagiarized" when a part of a text by an author is presented as its own without citing the sources, regardless of whether the original sources are in paper or digital format.

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

(individual and in group) will be taken into account, therefore, the linguistic correction, the writing and the formal aspects of presentation. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that he / she does not meet these requirements.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assistance, active participation, collaborative attitude and task resolution during theoretical and practical sessions.	20%	0	0	5, 2, 12
Design and imparting a practical sporting and game initiation session, suitable for Physical Education in Primary Education.	20%	0	0	5, 6, 2, 4, 7, 10, 12
Development of a sports/joy project in the school or extra-school environment	30%	0	0	1, 6, 11, 2, 3, 9, 8
Perform an individual summary of the set of the subject.	30%	0	0	1, 6, 11, 3, 7, 9, 8, 10

## Bibliography

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Manuel Gutiérrez Toca. (2010) *Juegos ecológicos con material alternativo ... : recursos domésticos y del entorno escolar*. Barcelona : INDE

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- DEPARTAMENT D'ESPORTS DE LA GENERALITAT DE CAT. [www.gencat.cat/esports/](http://www.gencat.cat/esports/)
- OBSERVATORI CRÍTIC DE L'ESPORT [observatoriesport.uab.cat](http://observatoriesport.uab.cat)
- FEAEDEF (FEDERACIÓN ESPAÑOLA DE ASOCIACIONES DE DOCENTES DE EDUCACIÓN FÍSICA) <http://www.retos@gymnos.com>
- ASOCIACIÓN ESPAÑOLA DE CIENCIAS DEL DEPORTE <http://www.cienciadeporte.com>
- CENTRE D'ESTUDIS OLÍMPICS DE LA UAB <http://olympicstudies.uab.es/>
- WEB DE LA PSICOLOGÍA DEL DEPORTE <http://www.cop.es/colegiados/t-00849>
- EL DEPORTE Y LA COMUNIDAD EUROPEA <http://www.europea.eu.int/comm/dg10/sport>
- LISTAS INTERNACIONALES DE WEBS SOBRE DEPORTES <http://www.sportweb.com>
- TODO PARA EL DEPORTE EN LA MUJER <http://www.sportw.com/>
- INSTITUTO ANDALUZ DEL DEPORTE <http://www.iusport.es>
- EDUCAGUIA <http://www.educaguia.com>
- ASOCIACION INTERNACIONAL PARA LA INFORMACIÓN DEPORTIVA <http://www.uida.es/iasi/listserv.html>

## Software

No need