

**Physical Education and its Teaching II**

Code: 102050  
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	1

## Errata

In the CONTENT section, the Physical Activities in the Natural Environment must be included:

Physical Activities in the Natural Environment (AFIMENA) to get to know and practice outdoor sports and learn about their organization and the conduct of school groups in the natural environment.

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

- SNOW AFIMENA (January-February 2024)
- WATER AFIMENA (May/June 2024 months)

Such departures will be subject to environmental conditions and conditions that may be presented.

The approximate cost of each AFIMENA will be 250 €

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: Physical Education and its Didactic II, Learning and Motor Development, and Game and Sports Initiation.

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

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Prerequisites

It is advisable to have completed the course Physical Education and Teaching I

## Objectives and Contextualisation

When the subject is finished, the student must be able to:

1. To show remarkable knowledge about the role and contributions of the field of Physical Education in the primary education stage.
2. To copy the similarities and differences between the essential pedagogical conceptions of motorism and to know how to apply them in the design of teaching and learning situations.
3. To write an annual programme in the field of Physical Education in primary education.
4. To identify and apply the basic elements of organization and development of a Physical Education Didactic Unit.
5. Identify and apply the basic elements of organization and development of a Physical Education session.
6. Identify and know how to apply assessment systems and criteria in Physical Education.
7. To be able to establish criteria and establish learning situations while respecting and guaranteeing fairness in the attention to diversity and gender treatment.

## Competences

- Acquiring resources to encourage lifelong participation in sports activities both inside and outside the school.
- 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.
- 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. 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 ICTs and CLTs to search for information and to develop and draw up practical work and didactic proposals in the field of Physical Education.

## **Content**

### **BLOCK 1.- PHYSICAL EDUCATION, TEACHING AND CURRICULUM**

- Delving into Physical Education at Primary School.

### **BLOCK 2.- PLANNING IN PHYSICAL EDUCATION**

From the Annual Programme to the Physical Education class: concepts and curriculum design.

Cross-cutting and interdisciplinary issues.

Diversity and gender in teaching programs.

### **BLOCK 3.- TEACHING IN PHYSICAL EDUCATION**

Teaching methods and strategies.

Teacher-Students' interaction and motivation in Physical Education.

Teachers, diversity and coeducation.

Group control and conflicts management.

### **BLOCK 4.- ASSESSMENT IN PHYSICAL EDUCATION**

Assessment at Primary Physical Education: types of assessment and their importance

Assessment activities: using different ways and tools.

Assessment roles.

### **BLOCK 5.- PHYSICAL EDUCATION ORGANIZATION**

Facilities and materials in Physical Education.

Physical Education activities indoor and outdoor school.

After-school sport activities and Physical Education.

Responsible institutions and relations with schools. The role of Physical Education Teachers.

## Methodology

### METHODOLOGY

A blend of theoretical classes and practices.

Theoretical classes: Whole class-group. Presentation of contents by the teaching staff. Promotion of student participation through debates, group expositions, etc.

Practices: Whole class-group. They will be carried out through proposals from the teaching staff, but there will also be practical interventions from the students.

Students' work includes the different individual and group activities. The tutorials and follow-up of the subject will be used to tutor personally or in work groups.

The methodology could be modified depending on the presence restrictions imposed by the health authorities.

Teaching evaluation surveys: 15 minutes of class will be allocated to answer (date to be specified).

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			
Attendance to academic sessions	45	1.8	7
Type: Supervised			
Mentoring and monitoring	30	1.2	7
Type: Autonomous			
Student's work (individually/in group)	75	3	7

## Assessment

### ASSESSMENT ACTIVITIES:

Individual activities: Reading, individual analysis and reflection activities, self-assessment activities, written proof, etc. All of these activities, with the exception of written evidence, will be carried out throughout the subject and depending on the evolution of the subject.

- Proactive participation in classes: the performance of short-form academic activities and the positive attitude based on cooperation and respect for coexistence and optimal development of the subject will be valued. This assessment activity will not be recoverable: 30%
- Written exam: This test will be recoverable. The date of completion of the written test will be 15.01.2024 : 30%. Recovery date: 29.01.2024

Group activities:

- The development of an annual Physical Education Programming. 20%. Date of delivery: 18.12.2023. Recoverable activity. Recovery date: 29.01.2024
- Design and implementation of two didactic interventions within the framework of the practical sessions of the subject (Internal Competition Practice): 20%. Unrecoverable activity.

These group activities will be tutored and implemented over the course of the semester in a continued process.

THIS SUBJECT OFFERS THE POSSIBILITY OF A UNIQUE ASSESSEMENT.

The same evaluation and recovery system will be applied as for continuous evaluation.

Date of submission of work and completion of written exam for Unique Evaluation: 15.01.2024

Date for recovery Unique Evaluation: 29.01.2024

Notes:

Assistance: In order to overcome the subject, minimum attendance is essential to 80% of all sessions, both theoretical and practical.

IMPORTANT:

1.- A good communicative competence is necessary in order to pass the subject. Students must be able to express themselves fluently, write correctly and have a good reading comprehension. An activity can be returned or suspended if these requirements are not met.

2.- Plagiarism, total or partial, is a reason for suspending the subject. At the beginning of the classes, the teacher staff will guide the students on this important aspect.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
In group activities	40%	0	0	1, 2, 6, 11, 3, 4, 5, 7, 9, 8, 10, 12
Individual activities	30%	0	0	1, 2, 6, 11, 4, 5, 7, 9, 8, 10, 12
Written test. Individual	30%	0	0	1, 2, 6, 11, 4, 5, 7, 9, 8, 10

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## Software

Specific programs are no needed.