

Physical Activity, Diversity and Health

Code: 102054
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	1

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

The practical sessions of the subject include the practice of physical activities of variable intensity, but all the practices are going to be contextualized in the educational stage under study (primary education).

In the practical sessions it is mandatory to wear comfortable and appropriate clothing for the practice of physical activity.

It is necessary to notify the teaching staff in case of presenting any physical and/or health condition to take into account.

Objectives and Contextualisation

This subject is taught in the fourth year and gives the right to obtain a Mention in Physical Education if the next optional subjects are also passed: (1) Game and sports initiation, (2) Body expression and communication, (3) Physical Education and its didactics II, and (4) Learning and motor development.

The training objectives of the subject are the following:

- Know the basics of the anatomy and physiology of the human body in relation to movement.
- Know the fundamentals of physical activity in the development, improvement and maintenance of health at school age.
- Acquire basic knowledge related to hygiene and first aid in Physical Education.
- Acquire resources for the promotion of physical activity and healthy habits appropriate to the characteristics and needs of primary school students.

- Recognize the principles of the inclusive school within the framework of Physical Education and its educational purposes.
- Acquire resources and strategies for attention to diversity in the area of Physical Education.
- Experience, in a context of practicing physical activity, the contents of the subject.
- Progress in mastering the professional skills of the Degree in Primary Education from the field of Physical Education.

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. 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

1.- Theoretical fundamentals

- Anatomical and physiological bases of the human body
- Hygiene and health
- Basic first aid

2.- Physical activity and health

- Effects of physical activity on health and human development and the promotion of healthy habits at school age
- The primary education curriculum and health education: general aspects and specific aspects of Physical Education
- Physical activity and mental health: emotional Physical Education
- Students with chronic illnesses in Physical Education

3.- Conditional capacities or basic physical qualities (QFB)

- Conceptualization: definition and types of conditional capacities
- The development of physical condition from the perspective of performance and from the perspective of health at school age
- The physical condition in the stage of primary education

4.- Physical activity and diversity

- Physical activity and types of diversity: socio-educational implications
- Attention to diversity in Physical Education and the principles of the inclusive school
- Educational methodologies and didactic resources for inclusion in Physical Education

Methodology

The subject will be developed through a theoretical-practical perspective to undergo, above all, two types of sessions:

- Theoretical sessions, in which presentations will be made by the teaching staff of the contents of the subject. However, the active participation of students will be promoted through debates, summary activities, tasks and presentations in small work groups, etc.

- Theoretical-practical sessions, a part of which will be directed by the teachers with the practice of physical activity by the students. Another part of these sessions includes competence practices prepared and directed by the students in small groups.

These sessions will be complemented with autonomous activities for students, individually and in small groups, which will have constant tutoring and supervision from teachers. In this sense, the Virtual Campus will be a tool

of habitual use throughout the course and will serve both for its follow-up and to favor the remote and autonomous work of the students.

When appropriate, approximately 15 minutes of a class will be allocated to allow students to respond to the surveys to evaluate the teaching performance and the evaluation of the subject.

The perspective of gender and inclusion in diversity will also be assessed transversally throughout the course.

The proposed teaching methodology and evaluation may undergo some modification depending on the restrictions on face-to-face attendance imposed by the health authorities.

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	30	1.2	1, 9, 12, 14
Type: Autonomous			
Autonomous work	75	3	1, 13, 7, 5, 9, 14

Assessment

In broad terms, the evaluation activities will be the following:

A. Individual exam of the contents of the subject (30% of the mark). Expected date: January 22, 2024.

B. Small group work on practical proposals for physical activities for health and inclusion in a Physical Education session format addressed to the rest of the class group. It includes programming, direction of a practical session and writing and evaluation of the experience (20% of the note).

C. Active individual participation in theoretical classes, theoretical-practical classes and in the Virtual Campus. All of this includes classroom work and autonomous work hours, as well as formal aspects related to attendance, punctuality, attention, involvement, class participation, cooperation, respect, etc. (20% of the note).

D. Research team work on a topic related to the course program (30% of the grade).

-The delivery dates of the works included in points B, C and D will be agreed with the students throughout the course.

-To pass the subject it will be a condition to pass all evaluation activities. The exam will be recoverable (expected date: February 5, 2024).

-To pass this subject, it is necessary for students to demonstrate good general communication skills, both orally and in writing, and a good command of the vehicular language of the subject.

-Total or partial plagiarism of one of the evaluation activities and/or copying in an evaluation test will be a direct reason to fail the subject.

-To pass the subject through continuous evaluation, attendance and active participation in a minimum of 80% of the sessions will be mandatory.

-This subject, however, takes advantage of the "single evaluation" option, so that on the day of the exam, the students who have chosen this option must present the rest of the evaluation activities. In the case of the didactic intervention, the presentation must be made in the corresponding classroom (within the same date of the exam: 01.22.24).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation in face-to-face and virtual didactics proposals	20%	0	0	1, 6, 8, 13, 7, 15, 5, 9, 12, 14, 16, 17
Group didactic interventions on the contents of the subject (Internal Competence Practices)	20%	0	0	1, 13, 7, 3, 9
Individual exam	30%	0	0	8, 5, 12
Team research work on a relevant topic related to the program (and applied to the educational field).	30%	0	0	1, 2, 8, 13, 7, 15, 3, 4, 9, 11, 10, 12

Bibliography

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Ríos, M. (Coord.) (2014). *La inclusión en la actividad física y deportiva. La práctica de la educación física y deportiva en entornos inclusivos*. Barcelona: Editorial Paidotribo.

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Ortega, P. (2021). *Educación Física para la salud: bases teóricas y aplicación de un planteamiento integral y cualitativo del movimiento*. Barcelona: INDE.

This bibliography will be completed in the subject program and throughout the course.

Software

Throughout this subject, the Virtual Campus will be used as usual and the Microsoft Teams application, but no ot