

Degree	Type	Year
2500798 Primary Education	OT	4

## Contact

Name: Laura Carbonero Sánchez

Email: laura.carbonero@uab.cat

## Teaching groups languages

You can view this information at the [end](#) of this document.

## 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 fundamentals of physical activity in the development, improvement and maintenance of health at school age.
- 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.- 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

### 2.- 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

### 3.- 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

## Activities and Methodology

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

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.

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.

## Assessment

### Continuous 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 written 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

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 08, 2025.

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). This evaluation activity will be carried out during the last 3/4 sessions on Wednesday sessions (end of November and beginning of December).

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). These activities and active participation will be carried out and assessed throughout the course.

D. Research team work on a topic related to the course program (30% of the grade). The evaluation of this work will take place during the last 3/4 sessions on Mondays (end of November and beginning of December).

-The delivery dates of the works included in points B, C and D will be agreed with the students throughout the course but the deadline for returns, feedback or grading activities shall not exceed 20 working days of the academic calendar.

-To pass the subject it will be a condition to pass all evaluation activities. Only the exam will be recoverable (date for the resit: February 03, 2025).

-When it is considered that the student has not been able to provide sufficient evidence of assessment (at least the individual written exam, the group research work and the group didactic intervention), the subject will be recorded as 'Not assessable'

-In order to pass this subject, students must show a good general communicative competence, both orally and in writing, and a good command of the vehicular language as stated in the teaching guide. In all activities (individual and group), linguistic correctness, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity may be returned (not assessed) or failed if the teacher considers that it does not meet these requirements.

-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: individual didactic proposals (20% of the mark), research work (30% of the mark) and a proposal for a didactic intervention based on the contents of the course (20%). All the activities of the single assessment shall be performed and submitted on 08.01.25. If necessary, the resit date will be on 03.02.25.

## Bibliography

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DECRET 175/2022, de 27 de setembre, d'ordenació dels ensenyaments de l'educació bàsica. Diari Oficial de la Generalitat de Catalunya (DOGC). 29/09/2022. Núm. 8762, 491 pàgines.

Delgado, M., i Tercedor, P. (2021). *Estrategias de intervención en educación para la salud desde la Educación Física*. Barcelona: INDE.

Muñoz, J.A., Belando, N., i Valero, A. (2022). Descansos activos: aprendizaje en movimiento. *Tándem: Didáctica de la Educación Física*, (75), 19-25.

Pellicer, I. (2018). *Educación Física emocional. De la teoría a la práctica* (2ª edició). Barcelona: INDE.

Pellicer, I., i Navarro, D. (2023). *Del cerebro al cuerpo. Neurociencia y Educación Física*. Barcelona: INDE.

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.

Ríos, M., Blanco, A., Bonany, T. i Carol, N. (2017). *El juego y los alumnos con discapacidad*. Barcelona: Paidotribo.

Suárez-Manzano, S., Ruiz-Ariza, A., López-Serrano, S., i Martínez-López, E.J. (2018). Descansos activos para mejorar la atención en clase: Intervenciones educativas. *Profesorado. Revista de Currículum y Formación del Profesorado*, 22(4), 287-304. doi: <https://doi.org/10.30827/profesorado.v22i4.8417>

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

## Language list

Name	Group	Language	Semester	Turn
(TE) Theory	90	Catalan	first semester	morning-mixed