

Sports Initiation and Games

Code: 102048
ECTS Credits: 6

2025/2026

Degree	Type	Year
Primary Education	OT	4

Contact

Name: Maria Manuela Simancas Genicio
Email: mariamanuela.simancas@uab.cat

Teaching groups languages

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

Prerequisites

Students of the subject should value the interest of gambling and sport as healthy activities, which can promote 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

6. Identification of basic motor skills related to the proposed sports and games.

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.

3. Implementation of the physical education curriculum in the proposals made.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
<hr/>			
Type: Directed			
<hr/>			
Master exposition. Student participation with interventions, presentations and debates. Audiovisual resources will also be used: videos, films, etc.	15	0.6	
<hr/>			
Practical classes led by teachers and students (tutored)	30	1.2	6, 11, 7
<hr/>			
Type: Supervised			
<hr/>			
Tutorials and supervision of tasks and activities assigned to students	30	1.2	
<hr/>			
Type: Autonomous			
<hr/>			
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	
<hr/>			

Active and participatory methodology by the professor. Proactivity of students and collaboration will be essential.

Theoretical classes: Masterful Exhibition. Student participation with interventions, exhibitions and debates. Audiovisual resources will also be used: videos, films and so on.

Practical classes: Games and sports practices will be conducted with diverse teaching methodologies by the teacher. Students will take responsibility for the practices under the guidance and tutorship of the teacher.

Proctored teaching: Tutorials and supervision of assigned tasks and activities. Control and track the learnings raised during the subject. Design and participation in ApS projects in the school and after school environment.

Autonomous activity: Reading and analysis of written and/or digital books and documents, participation in the subject's virtual discussion forum, elaboration of EF and interdisciplinary sessions, reflection and information research activities and other works. Participation in the virtual forum for debate on the subject, preparation of games and sports sessions. Research and processing of information on the subject.

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
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

EVALUATION ACTIVITIES:

Group activities.

1. Design and run a practical session of sporting initiation at EF on EP. Small groups: 20%. The completion date will be specified in the assignment program. Unrecoverable activity.
2. Contribution of a sports/ludic project appropriate to the school or after school setting. Small groups. Recoverable activity: 20%. Delivery date will be 10.06.2026. Recovery date: 29.06.2026

Individual activities

3. Active and collaborative assistance and participation. Learning folder. It includes the resolution of academic tasks that occur during theoretical and practical sessions. Students' attitudes must be one of respect and consideration for everything that has to do with the coexistence and favorable academic development of the subject. Recoverable activity: 30%. Delivery date will be 10.06.2026. Recovery date: 29.06.2026
4. Individual written exam of the set of the subject. Recoverable activity: 30% The completion date will be 17 June 2026. Recovery date: 29.06.2026

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

THIS SUBJECT OFFERS THE POSSIBILITY OF A UNIQUE EVALUATION.

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

Date of submission of work and completion of written exam for Single Evaluation: 17.06.2026

Recovery date for Single Evaluation: 29.06.2026

IMPORTANT:

1. To pass this subject, students must show good general communicative competence, both verbally and in writing, and good command of the vehicular language. In all activities (individual and group) language correction, drafting and formal presentation aspects 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 evaluated) or suspended if the teacher considers that it does not meet these requirements.
2. The total or partial plagiarism of one of the evaluation activities, and/or copying in one of the evaluation tests is reason to suspend the subject. At the beginning of the subject, the teacher will inform the student about the procedures to be followed in avoiding plagiarism.
3. The proposed assessment tasks do not require the use of AI, in the event that a student is interested in applying it, it is necessary to notify the teaching staff in advance in a proactive manner to assess its suitability. In the event of detecting its use without prior justified notification and its acceptance, the sanction will be the repetition of the task. In the event that the error persists, a score of 0 will be given.
4. This subject does not include a synthesis test.

Bibliography

Bibliografia

JOCS.

Amades, Joan. (1982). Costumari català (2a. ed.). Barcelona: Salvat i Edicions 62.

Bantulà, Jaume; Busto, C.; Carranza, Marta. (1990). 11 propostes per a l'educació física. Barcelona: Guix.

Barrientos, Andrés; Caireta, Marina (2021) Cultura de paz en el deporte. Guía práctica para transformar conflictos en oportunidades. Barcelona: INDE

Claret, M. (1983). Jocs d'ahir i d'avui. Barcelona: Joventut.

Durand, M. (1988). El niño y el deporte. Barcelona: Paidos.

Grunfeld, F. V. (1978). Juegos de todo el mundo. Madrid: Edilan.

Lavega, P.; Olaso, S. (2003). 1000 juegos y deportes populares y tradicionales. Barcelona: Paidotribo.

Moreno, C i altres. (1993). Aspectos recreativos de los juegos tradicionales y deportes tradicionales en España. Madrid: Gymnos.

Parlebas, P. i altres. (1988). Las cuatro esquinas de los juegos. Lleida: Agonos.

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

Bernal Ruiz, Javier Alberto. (2009) 101 juegos y retos para alumn@s de educación física. Sevilla: Wanceulen

Camerino Foguet, Oleguer. (2007). Juegos deportivos recreativos. Barcelona: INDE

Gil Madrona, Pedro. (2007). La Educación física cooperativa: aprendizajes y juegos cooperativos: enfoque teórico-práctico. Sevilla: Wanceulen.

Lleixà Arribas, Teresa. (2004). Juegos sensoriales y de conocimiento corporal. Barcelona: Paidotribo.

Méndez Giménez, Antonio. (2004). Los juegos en el currículum de la Educación Física: más de 1000 juegos para el desarrollo motor. Barcelona: Paidotribo

Juan José Campo... [et al.]. (2003). Juegos para comenzar y acabar la sesión. Barcelona: INDE

Clermont Simard, Fernand Caron, Kristina Skrotzy. (2003). Actividad física adaptada. Barcelona: INDE.

Navarro Adelantado, Vicente. (2002). El afán de jugar: teoría y práctica de los juegos motores. Barcelona: INDE.

Campo, Juan José... [et al.] (2002). Juegos sensoriales, de equilibrio y esquema corporal. Barcelona: INDE

Batllori, Jordi (2001). Juegos de educación física. Barcelona: Parramón.

Garijo Rueda, José Luís [et al.] (2000). Juegos alternativos para primaria . Barcelona: INDE

Omeñaca Cilla, Raúl. (1999) Juegos cooperativos y Educación Física. Barcelona: Paidotribo.

Aguado Jódar, Xavier. (1992). Unidades didácticas para primaria II: los nuevos juegos de siempre: el mundo de los zancos, juegos malabares, juegos de calle. Barcelona: INDE.

Jaume Bantulà, Josep Maria Mora Verdeny. (2007). Juegos Multiculturales. 225 juegos tradicionales para un mundo global. Barcelona. Editorial Paidotribo.

Mateu, Mercè (1996) 1300 ejercicios y juegos aplicados a las actividades gimnásticas. Barcelona: Editorial Paidotribo.

ESPORTS

Álvarez , Carlos (1994) Atletismo básico. Una orientación pedagógica. Madrid: Ed. Gymnos.

Blázquez, Domingo (1986) Iniciación a los deportes de equipo. Barcelona, Martínez Roca.

FERRANDO, José A. (1990) Iniciación al Atletismo. Col. Educación y Deporte. Ed. CEPID. Zaragoza.

MOLINA, Antonio (1991). Badminton: Programación escuelas de base. Sevilla: Ed. Wanceulen.

VALET, J. Antonio. (1990). Iniciación al Balonmano Colección Educación y Deporte. Ed. CEPID. Zaragoza

BÁRCENAS, D. (1991). Balonmano, Técnica y metodología. Madrid : Editorial Gymnos.

CEPID (1990). Iniciación a la Natación. Colección Educación y Deporte. Zaragoza.

Moreno, Juan Ant. (2004). Manual de actividades acuáticas en la infancia. Barcelona: Editorial Paidós.

DUBOIS, Claude. (1996). Natación. Lleida:Ed. Agonos.

CASCUA, Stéphane. (2002) El deporte, ¿es bueno para la salud?. Barcelona: Ed. Paidós

CONTRERAS, Onofre. (2001) Iniciación deportiva. Madrid: Ed. Síntesis.

GUTIÉRREZ, Melchor (2003) Manual sobre valores en la educación física y el deporte. Barcelona. Ed. Paidós.

LASIERRA, Gerard i LAVEGA, Pere (1993) 1015 Juegos y formas jugadas de iniciación a los deportes. Barcelona: Ed. Paidotribo.

MANDEL, Richard D. (1986). Historia cultural del deporte. Barcelona: Edicions Bellaterra

RUÍZ, Luís Miguel, ARRUDA, Josean (2005) La toma de decisiones en el deporte. Barcelona: Ed. Paidós.

WEBS D'INTERÈS

- DEPARTAMENT D'ENSENYAMENT. EDUCACIÓ FÍSICA. www.xtec.cat/web/recursos/edfisica
- DEPARTAMENT D'ESPORTS DE LA GENERALITAT DE CAT. www.gencat.cat/esports/
- OBSERVATORI CRÍTIC DE L'ESPORT observatoriesport.uab.cat
- FEADEF (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

ANGLÉS

This subject, in coordination with the courses *Physical Education and its Didactics II* (102050) and *Games and Sports Initiation* (102048), will carry out three proposals for *Physical Activities in the Natural Environment* (AFIMENA).

The objective of AFIMENA is to explore and practice outdoor physical activities, as well as to acquire knowledge on how to organize and lead school groups in the natural environment. These activities are mandatory.

The following half-day/full-day trips are initially planned:

- Mountain AFIMENA (1st semester)
- Climbing AFIMENA (1st semester)
- Sea AFIMENA (2nd semester)

These trips will be subject to environmental conditions and other unforeseen circumstances. Details about each outing will be provided to students on the first day of class.

The approximate total cost of the three AFIMENA activities is €120 per student (subject to possible changes). Students who are unable to attend AFIMENA for a justified reason will be required to complete an academic assignment related to outdoor physical activity in Primary Education.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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