



Teaching Guide

Teaching Guide				
Identifying Data			2022/23	
Subject (*)	Physical Education and Leisure		Code	652G02035
Study programme	Grao en Educación Primaria			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Fourth	Optional	4.5
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación			
Coordinador	Fraguela Vale, Raul	E-mail	raul.fraguela@udc.es	
Lecturers	Fraguela Vale, Raul	E-mail	raul.fraguela@udc.es	
Web				
General description	Sedentary leisure has become an important problem for childhood and adolescence. The educational system is expected to be able to promote active lifestyles. This means that teacher influence goes beyond the school and helps the students to be active during their free time, which requires some specific training in physical education for leisure. This subject deals with the didactic processing of leisure contents of physical education curricula. Furthermore, information about elementary students? free-time physical activity is given to help future teachers to design more accurate programs for their pupils. The organization of both complementary and after-school activities is also an important part in this course. There is growing social awareness of the need for teachers with specific skills in education and school-age groups to teach leisure activities. These skills are part of the primary school teacher training. Poorly trained teachers are no longer welcome in leisure educational settings, and families demand highly qualified professionals, who are able to organize leisure activities with educational purposes. The Physical Education branch in Primary Teacher Training contents most related to leisure are the following: leisure education in childhood and its relation with physical activity; lifetime physical and sports activities; physical activities in natural settings; and design and development of educational proposals.			

Study programme competences

Code	Study programme competences
A57	Comprender os principios que contribúen á formación cultural, persoal e social desde a educación física.
A58	Cofecer o currículo escolar da educación física.
A59	Adquirir recursos para fomentar a participación ao longo da vida en actividades deportivas dentro e fóra da escola.
A60	Desenvolver e avaliar contidos do currículo mediante recursos didácticos apropiados e promover as competencias correspondentes nos estudantes.
B1	Aprender a aprender.
B2	Resolver problemas de forma efectiva.
B3	Aplicar un pensamento crítico, lóxico e creativo.
B4	Traballar de forma autónoma con iniciativa.
B5	Traballar de forma colaborativa.
B6	Comportarse con ética e responsabilidade social como cidadán e como profesional.
B9	Capacidade para expoñer as ideas elaboradas, de forma oral e na escrita.
B11	Capacidade de comprensión dos distintos códigos audiovisuais e multimedia e manexo das ferramentas informáticas.
B14	Capacidade para traballar en equipo de forma cooperativa, para organizar e planificar o traballo, tomando decisións e resolvendo problemas, tanto de forma conxunta como individual.
B15	Capacidade para utilizar diversas fontes de información, seleccionar, analizar, sintetizar e extraer ideas importantes e xestionar a información.
B16	Capacidade crítica e creativa na análise, planificación e realización de tarefas, como froito dun pensamento flexible e diverxente.



B21	CB1 - Que os estudantes demostrasen posuír e comprender coñecementos nunha área de estudo que parte da base da educación secundaria xeneral, e se adoita encontrar a un nivel que, se ben se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo
B22	CB2 - Que os estudantes saiban aplicar os seus coñecementos ao seu traballo ou vocación dunha forma profesional e posúan as competencias que adoitan demostrarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo
B23	CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética
B24	CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado
B25	CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes			
Learning outcomes	Study programme competences		
Knowing the Leisure Pedagogy basics, as well as the Physical Education strategies for its development.	A59 A60	B1 B4 B5 B15 B21	C3
Analysing and assessing curricular contents related with leisure in Physical Education Curricula for Primary Education.	A58	B1 B5 B16 B23	C6
Designing, justifying, organizing and evaluating physical activity practices for Primary School students, with special focus on recreative recreational sport, physical activity in natural settings and interdisciplinary experiences.	A59 A60	B1 B2 B5 B6 B9 B11 B14 B15 B22 B24 B25	C3 C8
Identifying strategies and methodological resources to promote physical activity during leisure time.	A57 A59	B1 B2 B3 B14 B21	C3 C7
Understanding the importance of after-school activities as educational resources.	A57 A59	B3 B6	



Contents	
Topic	Sub-topic
1. Leisure pedagogy.	.
2. Recreation in Physical Education area.	.
3. Physical activity in natural settings.	.
4. Promoting active leisure from Physical Education: autonomy in focus.	.
5. After-school activities as educational resource.	.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Document analysis	A58 B5 B15 B25	1	5	6
Collaborative learning	A58 A59 A60 B2 B3 B5 B14 C8	1	5	6
Physical exercise	A57 A58 A59 A60 B1 B2 B4 B5 B14 C7	8	8	16
Field trip	A57 A58 A59 A60 B1 B2 B4 B5 B14 C7	2	2	4
Guest lecture / keynote speech	A57 A58 A59 A60 C7 C8	14.5	29	43.5
Oral presentation	B2 B11 B24 C3 C6	1	6	7
Supervised projects	A57 A58 A59 A60 B1 B5 B6 B9 B14 B16 B21 B22 B23 B24 C3 C8	1	14	15
Short answer questions	A57 A58 B2 B3 B5 B14	2	12	14
Personalized attention		1	0	1
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Document analysis	Research skills development involving use of audiovisual and/or bibliographical documents (documentary or film extracts, news items, advertising images, photographs, articles, legal texts, etc.) relating to specific topic of study, with targeted analysis activities. Used as introduction to topic, as focus for case study, to explain abstract processes and present complex situations, or as strategy for synthesising content (theoretical and practical).
Collaborative learning	Guided teaching-learning procedures (overseen in person and/or using ICT methods) based on organisation of class into small groups in which students work together to solve tasks assigned by teacher, with aim of optimising their learning experience and that of other members of group.
Physical exercise	Sports-based learning method involving development of psychomotor and socio-motor skills through practical sports and/or physical activities (demonstrations, exercises, etc.).
Field trip	Activities associated with particular area of study which take place away from university or academic environment (businesses, institutions, organisations, historical sites, etc.), aimed at developing research capacities, including direct, systematic observation, information gathering and product development (project outline, plan, etc.).
Guest lecture / keynote speech	Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as 'expository method', 'guest lectures' or 'keynote speeches'. (The term 'keynote' refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas).



Oral presentation	Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles.
Supervised projects	Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning ?how to do things? and on encouraging students to become responsible for their own learning.
Short answer questions	Objective test aimed at revising specific elements of course content. Exercise consists of supplying correct sentence, word, figure or symbol in response to specific question.

Personalized attention

Methodologies	Description
Supervised projects	Students should come in small groups to review their supervised projects before their presentation in Physical exercise sessions. The teacher could make suggestions or ask for changes that should be made before presenting the final document. The personalized attention will be carried out by: face-to-face tutorials in the teacher's office, live tutorials through the UDC ?Teams? work area, via videoconference, audio connection or chat; through institutional email; through the chats and forums available in Teams and Moodle.

Assessment

Methodologies	Competencies	Description	Qualification
Supervised projects	A57 A58 A59 A60 B1 B5 B6 B9 B14 B16 B21 B22 B23 B24 C3 C8	Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning ?how to do things? and on encouraging students to become responsible for their own learning.	50
Short answer questions	A57 A58 B2 B3 B5 B14	Objective test aimed at revising specific elements of course content. Exercise consists of supplying correct sentence, word, figure or symbol in response to specific question.	50
Others			

Assessment comments



First chance: to access to the evaluation

described above, students have to attend 80% of the classes. A minimum score in the different sections of the evaluation is necessary to calculate the mean between them. If one of the sections is not passed, the subject cannot be passed. Second chance: for students who have participated in more than 80% of the sessions on the first opportunity, the sections they have passed previously will be kept. You will have to repeat only the parts of the assessment that you have not passed. You may be asked to do the task individually on this occasion. Students who do not participate in 80% of the sessions of the subject can access to an alternative evaluation model, which will be the same for both opportunities. An exam (100%) will be carried out on the official appointed date by the University of A Coruña in which mastery of the theoretical-practical contents of the subject must be demonstrated. The fraudulent performance of the tests or evaluation activities will directly imply the qualification of '0' in the subject. This will invalidate any qualification obtained in the other evaluation activities. NOTE: the methodologies "Physical exercise" and "Field trip" are subject to the possibility of guaranteeing the security of the participants. When the appropriate security conditions are not met, these methodologies may be replaced by classroom or even virtual sessions. The development of the skills linked to these methodologies would be incorporated into the following ones: ?Collaborative learning?, ?Guest lecture/keynote speech?, ?Oral presentation?, ?Supervised projects?, ?Short answer questions?.

Sources of information



Basic	Esta bibliografía é orientativa e poderá ser ampliada polo profesorado ao comezo da materia. Aguilar Gutiérrez, E. (2008). <i>OcioGune 2008. El influjo del tiempo en la vivencia del ocio: transformaciones, oportunidades y riesgos en la sociedad apresurada</i>. Comunicaciones. Bilbao: Universidad de Deusto. Aguilar Idáñez, M. J. (2000). <i>Cómo animar un grupo</i>. Madrid: CCS. American College of Sports Medicine, Nike, I. y International Council of Sport Science and Physical Education. (2012). <i>Designed to move. A physical activity action agenda</i>. Retrieved from http://designedtomove.org/downloads/Designed_To_Move_Full_Report.pdf Beroujon, Y., Gachet, C., Matera, P., Mazard, G. y Pruneau, C. (1999). <i>Fichero de... juegos de escalada</i>. Barcelona: INDE. Camerino, O. (2000). <i>Deporte recreativo</i>. Barcelona: INDE. Canto Ortiz, J. M. (2000). <i>Dinámica de grupos. Aspectos técnicos, ámbitos de intervención y fundamentos teóricos</i>. Málaga: Aljibe. Carmona, C., Sánchez, P. y Bakieva, M. (2011). <i>Actividades Extraescolares y rendimiento académico: diferencias en autoconcepto y género</i>. <i>Revista de Investigación Educativa</i>, 29(2), 447-465. Carol, M. N., Cory-Wright, J. y Renfrew, T. (2006). <i>Carreras de orientación. Guía de aprendizaje</i>. Badalona: Paidotribo. Carretero-García, M.; Varela-Garrote, L. y Fraguera-Vale, R. (2020) <i>Jornada escolar y actividad física: escuela tradicional vs escuela en la naturaleza en Educación Infantil</i>. <i>Cuadernos de Pedagogía</i>. 506, 75-81. Castillo, S. y Sánchez, G. (2003). <i>Animación y dinámica de grupos</i>. Barcelona: Altamar. Contreras, O. R., Torre, E. d. I. y Velázquez, R. (2001). <i>Iniciación deportiva</i>. Madrid: Síntesis. Coterón, F. J. y Sánchez, G. (2009). <i>Innovación educativa en educación física escolar: expresión corporal</i>. Madrid: Universidad Politécnica de Madrid. Cuenca, M. (2006). <i>Aproximación multidisciplinar a los estudios de ocio</i>. Bilbao: Universidad de Deusto. Escaravajal Rodríguez, J. C., y Baena-Extremera, A. (2019). <i>Las aplicaciones tecnológicas en el Deporte de orientación y en Educación Física</i>. <i>Habilidad Motriz</i>, 53 ,28?40. Fernandez-Río, J., Calderón, A., Hortigüela Alcalá, D., Pérez-Pueyo, A., y Aznar Cebamanos, M. (2016). <i>Modelos pedagógicos en Educación Física: consideraciones teórico-prácticas para docentes</i>. <i>Revista Española de Educación Física y Deportes</i>, 413 ,55?75. Fraguera, R. (2004). <i>O deporte como ocupación do lecer dos cidadáns</i>. <i>Interea Visual</i>, 2, 36-38. Fraguera, R., Lera, A. y Varela, L. (2002). <i>Contribución al desarrollo grupal a través de actividades motrices</i>. <i>Revista Galego-Portuguesa de Psicoloxía e Educación</i>, 8(6), 9-25. Fraguera, R. y Varela, L. (2005). <i>A acción municipal e as políticas de ocio nos procesos de desenvolvemento comunitario: o ámbito do deporte</i>. En M. B. Caballo y R. Fraguera (Eds.), <i>A acción Municipal no tempo libre</i> (pp. 48-60). A Coruña: Diputación de A Coruña. Fraguera, R., Varela, L., Caride, J. A. y Lera, A. (2009). <i>Deporte y ocio: nuevas perspectivas para la acción socioeducativa</i>. Bilbao: Instituto de Estudios de Ocio. Universidad de Deusto. Fraguera, R., Varela, L. y Carretero, M. (2018). <i>Los derechos de la infancia en el deporte competitivo, el juego y la naturaleza</i>. En S. Romero y Y. Lázaro (Eds.), <i>Deporte y sociedad: una aproximación desde el fenómeno del ocio</i> (pp. 121-138). Bilbao: Instituto de Estudios de Ocio. Publicaciones de la Universidad de Deusto. ISBN: 978-84-1325-030-4. Fraile, A. (2004). <i>Didáctica de la Educación Física. Una perspectiva transversal</i>. Madrid: Biblioteca Nueva. Funollet i Queixalós, F. (2004). <i>La necesidad de las actividades deportivas en el medio natural</i>. <i>Tándem: Didáctica de la educación física</i>, 16, 7-19. Funollet i Queixalós, F. y Fuster, J. (2004). <i>Riesgo y seguridad en las actividades deportivas en el medio natural</i>. <i>Tándem: Didáctica de la educación física</i>, 16, 20-33. García, M. (2006). <i>Posmodernidad y deporte: entre la individualización y la masificación</i>. <i>Encuesta sobre hábitos deportivos de los españoles</i>. Madrid: CIS. Green, K. (2010). <i>Key themes in youth sport</i>. Nueva York: Routledge. Honoré, C. (2006). <i>Elogio de la lentitud</i>. Barcelona: RBA. Honoré, C. (2008). <i>Bajo presión. Como educar a nuestros hijos en un mundo hiperexigente</i>. Barcelona: RBA. Jiménez, A. y Montil, M. (2006). <i>Determinantes de la práctica de actividad física</i>. Madrid: Dykinson. Kirk, D. (2010). <i>Physical Education futures</i>. London: Routledge. LópezHerrerías, J. A. (1998). <i>El deporte, espacio educativo</i>. En L. Pantoja (Ed.), <i>Nuevos espacios de la educación social</i> (pp. 337-365). Bilbao: ICE-Universidad de Deusto. Maiztegui, C. y Pereda, V. (2000). <i>Ocio y deporte escolar</i>. Bilbao: Universidad de Deusto. Ministerio de Educación. (2009). <i>Actividades del alumno fuera del horario escolar. Actividades extraescolares</i>. En Ministerio de Educación (Ed.), <i>Sistema estatal de indicadores de la evaluación</i>. Edición 2009 (pp. 96-97). Madrid: Ministerio de Educación. Instituto de Evaluación. Monteagudo, M. J. (2006). <i>Ocio y deporte</i>. En A. M. González Suárez (Ed.), <i>Avances en ciencias del deporte</i> (pp. 285-304). Bilbao: Servicio Editorial de la Universidad del País Vasco. Monteagudo, M. J. y Puig, N. (2004). <i>Ocio y deporte. Un análisis multidisciplinar</i>. Bilbao: Universidad de Deusto. O'Sullivan, M. y MacPhail, A. (2010). <i>Young people's voices in physical education and youth sport</i>. Nueva York: Routledge. Ortí Ferreres, J. (2004). <i>La animación deportiva, el juego y los deportes alternativos</i>. Barcelona: INDE. Pedraza González, M. A., y Torres García, D. (Coords.) (2005). <i>Sendas educativas con un carácter globalizador: experiencias para educación infantil y primaria</i>. Miño y Dávila. Pérez-Brunicardi, D y Martín del Barrio, M. (2021). <i>Seguridad y accidentes en educación en la</i>
-------	--



naturaleza. FDMESCYL. [https://www.fclm.com/seguridadjovenes/Rey-López, J. P., Ruiz, J. R., Vicente-Rodríguez, G., Gracia-Marco, L., Manios, Y., Sjöström, M., De Bourdeaudhuij, I., Moreno, L. A. y Group, H. S. \(2012\). Physical activity does not attenuate the obesity risk of TV viewing in youth. Pediatric Obesity, 7\(3\), 240-250. doi: 10.1111/j.2047-6310.2011.00021.x](https://www.fclm.com/seguridadjovenes/Rey-López, J. P., Ruiz, J. R., Vicente-Rodríguez, G., Gracia-Marco, L., Manios, Y., Sjöström, M., De Bourdeaudhuij, I., Moreno, L. A. y Group, H. S. (2012). Physical activity does not attenuate the obesity risk of TV viewing in youth. Pediatric Obesity, 7(3), 240-250. doi: 10.1111/j.2047-6310.2011.00021.x)Robert Wood Johnson Foundation. (2012). Active Living Research Retrieved 28/06/2012, 2012, from <http://www.activelivingresearch.org/>Roman, B., Serra, L., Ribas, L. y otros. (2006). Actividad física en la población infantil y juvenil española en el tiempo libre. Estudio en Kid (1998-2000). Apuntes Medicina del deporte(151), 86-94.Rovira, R. (2004). La escalada en la escuela: una experiencia práctica. Tándem: Didáctica de la educación física, 16, 53-65.Saez-Padilla, J., Tornero Quinones, I., y Sierra Robles, A. (2017). Current situation of the teacher training in outdoors activities by physical education teachers. A qualitative study with experts in Andalusia. Espiral-Cuadernos Del Profesorado, 10 (21), 100-117.Sánchez, G. y Coterón, J. (2012). Un modelo de intervención para una motricidad expresiva y creativa. Tándem Didáctica de la Educación Física(39), 37-47.Soria, M. A. y Cañellas, A. (1991). La animación deportiva. Barcelona: INDE.Varela-Garrote L, Carretero-García M, Fraguera-Vale R, Losada-Puente L. (2022) Promoting active lifestyles in schools. Effect of school day on daily physical activity levels. Physical Activity Review. 10(1): 130-140. doi: 10.16926/par.2022.10.14.Webster, C. A., Russ, L., Vazou, S., Goh, T. L., y Erwin, H. (2015). Integrating movement in academic classrooms: Understanding, applying and advancing the knowledge base. Obesity Reviews, 16 (8), 691-701. <https://doi.org/10.1111/obr.12285>.Wheaton, B. (2004). Understanding lifestyle sport. Consumption, identity and difference. Nueva York: Routledge.Whitehead, M. (2010). Physical literacy. Throughout the lifecourse. Nueva York: Routledge.World Leisure Organization. (2012). World Leisure Organization official website Retrieved 10/12/2012, 2012, from <http://www.worldleisure.org/>Wright, J. y Macdonald, D. (2010). Young people, physical activity and the everyday. Nueva York: Routledge.Zavalloni, G. (2011). La pedagogía del caracol. Por una escuela lenta y no violenta. Barcelona: Graó.



Complementary	Educación Física: selección de revistas nacionales Apunts. Educación Física y Deportes. Apunts. Medicina del Deporte. Archivos de Medicina del Deporte. Cuadernos de Psicología del Deporte. Cultura, Ciencia y Deporte. Kronos. La revista científica de actividad física y deporte. Motricidad. European Journal of Human Movement. Revista de Educación Física. Renovar la teoría y la práctica. Revista de Entrenamiento Deportivo. Revista de Psicología del Deporte. Revista Española de Educación Física y Deportes. Revista Iberoamericana de Psicomotricidad y Técnicas Corporales. Revista Internacional de Medicina y Ciencias de la Actividad Física y el Deporte. RICYDE. Revista Internacional de Ciencias del Deporte. Selección. Revista Española e Iberoamericana de Medicina de la Educación Física y el Deporte. Tándem. Didáctica de la Educación Física. Educación Física: selección de revistas internacionales Physical Education and Sport Pedagogy. Association for Physical Education. Journal of Teaching in Physical Education. Estados Unidos: International Association for Physical Education in Higher Education. Sport, Education and Society. Reino Unido: Routledge. European Physical Education Review. Europa: North West Counties Physical Education Association y SAGE. Journal of PE, Recreation & Dance. Estados Unidos: American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). Educación Física: bases de datos Sportdiscus (disponible online biblioteca UDC). Base de datos específica del deporte (internacional y multidisciplinar). Heracles Base de datos de Educación Física y deportes (en francés). Bases de datos generales ERIC (Education Resources Information Center) (disponible online biblioteca UDC). Biblioteca digital específica de educación. EBSCOhost. Online Research Databases. Base de datos multidisciplinar que incluye diferentes bases de datos. Informaworld Base de datos multidisciplinar que incluye diferentes bases de datos, especialmente en ciencias sociales y de la educación. Dianet (disponible online) Portal de difusión de producción científica multidisciplinar hispana. CSIC-ISOC (disponible online biblioteca UDC) Base de datos en ciencias sociales y humanidades del CSIC.
----------------------	---

Recommendations

Subjects that it is recommended to have taken before

Curriculum Design and Development in Physical Education/652G02014

Foundations of Physical Education in Today's Society/652G02031

Fine Motor Games/652G02025

Physical Expression and Curriculum Adaptations/652G02026

Subjects that are recommended to be taken simultaneously

Introduction to Sports/652G02036

Subjects that continue the syllabus

Other comments

If any printed essay is requested, the following indications will be followed: do not use plastics, choose double-sided printing and use recycled paper. Students will avoid printing drafts as far as possible. NOTE: the methodologies "Physical exercise" and "Field trip" are subject to the possibility of guaranteeing the security of the participants. Even if the contingency plan is not applied, when the appropriate security conditions are not met, these methodologies may be replaced by classroom or even virtual sessions. The development of the skills linked to these methodologies would be incorporated into the following ones: ?Collaborative learning?, ?Guest lecture/keynote speech?, ?Oral presentation?, ?Supervised projects?, ?Short answer questions?.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.