



Universitat de Lleida

# DEGREE CURRICULUM **FUNDAMENTALS OF SPORT I**

Coordination: REVERTER MASIA, JOAQUIN

Academic year 2022-23

## Subject's general information

Subject name	FUNDAMENTALS OF SPORT I			
Code	100973			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	5	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	1		1
Coordination	REVERTER MASIA, JOAQUIN			
Department	SPECIAL DIDACTICS			
Important information on data processing	Consult <a href="#">this link</a> for more information.			
Language	Catalan Spanish			
Distribution of credits	Total face-to-face training credits: 2.4 Total face-to-face training hours: 60 Total credits of autonomous treball: 3.6 Total hours of autonomous treball: 90			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
REVERTER MASIA, JOAQUIN	joaquim.reverter@udl.cat	6	

## Subject's extra information

Teacher in Physical Education: The profile of the Teacher-Specialist training is based on three basic dimensions: a training that has to provide broad scientific and cultural knowledge, an educational training and a professional training. The meaning of the Teacher-Specialist training is related to the functions, activities and tasks that they have to exercise in the exercise of the profession. Initial training has to train because the future teaching knows: teach, supervise, mentor, organize in collaboration, update professionally and cultivate as people, this subject will facilitate this work.

## Learning objectives

- Know how to create the most appropriate environments to establish a base that allows sport to be a positive experience - Describe how sport can improve the psychosocial development of children and young people and create positive values - Establish a connection between theoretical principles and practice. - Know the common characteristics of team sports - Classify the most representative team sports in the school environment. - Know the elements that determine the functional structure of team sports. - Know, explore and adapt methods, strategies, styles, activities and evaluation models for the teaching-learning of team sports. - Create training sessions and competition based on sound pedagogical principles.

## Competences

CB1. Possess and understand knowledge in an area of study -Education- that starts from the base of general secondary education, and is usually found at a level that, although it is supported by advanced textbooks, also includes some aspects that imply knowledge coming from the forefront of your field of study CB2. Apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study. CB3. Gather and interpret relevant data (usually within their study area) to make judgments that include a reflection on relevant issues of a social and scientific nature. CG5. Develop the ability to critically analyze and reflect on the need to eliminate all forms of discrimination, direct or indirect, in particular racial discrimination, discrimination against women, that derived from sexual orientation or that caused by a disability. CE2. Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center. CE4. Encourage reading and critical comment on texts from the various scientific and cultural domains contained in the school curriculum. CT3. Implement new technologies and information and communication technologies. CT5. Apply essential notions of scientific thought.

## Subject contents

1. What sport means for children and what it can do for them. 2. Creation of a pedagogical climate. 3. Conceptualization of team sports. 4. Teaching method in team sports. 5. Common individual and collective elements in collective sports. 6. Evaluation of team sports. 7. Examples of team sports.

## Methodology

Expository method / Master class, Work in group, Preparation of reports, Work self employed and or work

## Development plan

### Topic 1 (of 7): What sport means for children and what it can do for them.

Learning activities	Hours
Face-to-face teaching (Theory) [SEMI-FACE-TO-FACE] [Expository method / Master class]	6
Face-to-face teaching (Internships) [SEMI-FACE-TO-FACE] [Internships]	6
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	8
Study or preparation of tests [SELF-EMPLOYED] [Self-employment]	9

#### Temporary period: 1st, 2nd and 3rd weeks of class

### Topic 2 (of 7): Creation of a pedagogical climate.

Learning activities	Hours
Face-to-face teaching (Theory) [SEMI-FACE-TO-FACE] [Expository method / Master class]	4
Face-to-face teaching (Internships) [SEMI-FACE-TO-FACE] [Internships]	4
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	8
Study or preparation of tests [SELF-EMPLOYED] [Self-employment]	8

#### Time period: 4º and 5º weeks of class

### Topic 3 (of 7): Conceptualization of team sports.

Learning activities	Hours
Face-to-face teaching (Theory) [SEMI-FACE-TO-FACE] [Expository method / Master class]	2
Face-to-face teaching (Internships) [SEMI-FACE-TO-FACE] [Internships]	2
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	4
Study or preparation of tests [SELF-EMPLOYED] [Self-employment]	2
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	2

#### Time period: 6º week of class

### Topic 4 (of 7): Teaching method in team sports.

Learning activities	Hores
Face-to-face teaching (Theory) [SEMI-FACE-TO-FACE] [Expository method / Master class]	4
Face-to-face teaching (Internships) [SEMI-FACE-TO-FACE] [Internships]	4
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	7
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	2

#### Time period: 7º and 8º weeks of class

## Topic 5 (of 7): Common individual and collective elements in collective sports.

Learning activities	Hours
Face-to-face teaching (Theory) [SEMI-FACE-TO-FACE] [Expository method / Master class]	6
Face-to-face teaching (Internships) [SEMI-FACE-TO-FACE] [Internships]	4
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	9
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	9

**Temporary period: 9<sup>o</sup>, 10 and 11<sup>o</sup> week of class.**

## Topic 6 (of 7):.Evaluation of team sports.

Learning activities	Hours
Face-to-face teaching (Theory) [SEMI-FACE-TO-FACE] [Expository method / Master class]	4
Face-to-face teaching (Internships) [SEMI-FACE-TO-FACE] [Internships]	4
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	10

**Període temporal: 12<sup>o</sup> y 13<sup>o</sup> setmanes de classe**

## Topic 7 (of 7): Examples of team sports.

Learning activities	Hours
Face-to-face teaching (Theory) [SEMI-FACE-TO-FACE] [Expository method / Master class]	8
Face-to-face teaching (Internships) [SEMI-FACE-TO-FACE] [Internships]	2
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	2
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	10

**Període temporal: 14<sup>o</sup> y 15<sup>o</sup> setmanes de classe**

## Evaluation

Evaluation	Student	Description
<b>Assessment of the activities highlighted with advantage.</b>	<b>25.00%</b>	The activities presented by the student will be valued both in the virtual and in the gym, as well as follow-up by topics....

Evaluation	Student	Description
<b>Elaboration of theoretical works</b>	<b>25.00%</b>	The student will have to deliver different practices throughout the semester. Individual work will be evaluated and qualified according to: a. Follow outline of work given in class. b. Delivered on i corresponding schedule. c. The elaboration, personal contributions and originality of the design of the material.
<b>Works</b>	<b>25.00%</b>	Group work will be evaluated and qualified atenent: a. Follow given scheme of work in class. b. Delivered on the corresponding date and time. c. Presentation in the classroom to the rest of the group. d. 50% (presentation), 50% (knowledge).
<b>Final test</b>	<b>25.00%</b>	The contents taught will be assessed through a written test, in which requires a score of 5 points out of 10 to be able to add the rest of the sections.
<b>Total:</b>	<b>100.00%</b>	

## Bibliography

- BLÁZQUEZ, D. (1986). Iniciación a los deportes de equipo. Barcelona. Martínez Roca.
- BLÁZQUEZ, D. (1995). La iniciación deportiva y el deporte escolar. Barcelona. Martínez Roca.
- BAYER, C. (1986). La enseñanza de los deportes colectivos. Barcelona. Hispano Europea.
- BLUME, G. (1994). Voleibol. Barcelona. Martínez Roca.
- FERNÁNDEZ, A. y RODRÍGUEZ, M. (199). El aprendizaje del Voleibol. Cuadernos de Pedagogía. 198.
- HERNÁNDEZ MORENO, J. (1988). Baloncesto. Iniciación y entrenamiento. Barcelona. Paidotribo.
- GARCIA OCAÑA, F. (1996). Actividades sociomotrices para fútbol y fútbol sala. Barcelona, Paidotribo.