



Universitat de Lleida

DEGREE CURRICULUM

FUNDAMENTALS OF SPORT II

Coordination: HERNANDEZ GONZALEZ, VICENÇ JOSEP

Academic year 2023-24

Subject's general information

Subject name	FUNDAMENTALS OF SPORT II			
Code	100974			
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
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	HERNANDEZ GONZALEZ, VICENÇ JOSEP			
Department	EDUCATION SCIENCES			
Teaching load distribution between lectures and independent student work	- 90h Non-contact (60%) - 60h Face-to-face / virtual (40%)			
Important information on data processing	Consult this link for more information.			
Language	Catalan Spanish English			
Distribution of credits	Fundamentals of Sports II: 1 credit (25h ECTS) - 6 credits (150h)			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CONESA MILIAN, ENRIC	enric.conesa@udl.cat	2	
HERNANDEZ GONZALEZ, VICENÇ JOSEP	vicenc.hernandez@udl.cat	3	
JOVE DELTELL, MARIA CARMEN	carme.jove@udl.cat	1	

Subject's extra information

A minimum physical condition is required that allows the performance of physical activities in the natural environment (riding in cycling, climbing, orienteering, canoeing, hiking, skiing, ...).

Learning objectives

Block 1. General introduction to individual sports

Provide the fundamental knowledge, practical training, and experiences of individual sports.

Provide the student with the means and resources to adequately apply their knowledge in their professional future.

Contribute through Physical Education and the transmission of effort values

Block 2. From basic to judo skills.

Placing judo in the context of Physical Education.

Know and master the motor skills of judo and the relationship they have with motor development.

Design and practice the different possibilities that judo presents as a recreational, educational and competitive activity.

Block 4. Fundamentals of physical sports activities in the natural environment in primary education

Provide the knowledge, practical training and fundamental experiences of those most common physical and sporting activities in the natural environment.

Know the possibilities of activities in nature as an educational, recreational and sports environment.

Contribute through Physical Education and Environmental Education to the awareness of students about the importance of knowledge and conservation of Nature and its rational use in the fields of education, recreation and sports.

Expand practical knowledge about the most practiced and innovative physical-sports activities in the natural environment.

Competences

1. Basic competences

CB1. Possess and understand knowledge in an area of study -Education- that starts from the basis of general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

CB2. Apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and problem solving 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 social, scientific or ethical issues.

2. General competences

CG1. To promote democratic values, with special emphasis on tolerance, solidarity, justice and non-violence, and to know and value human rights.

CG2. Know the intercultural reality and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.

CG3. Know the right to equal treatment and opportunities between women and men, in particular through the elimination of discrimination against women, whatever her circumstance or condition, in any of the spheres of life.

CG4. Know the measures that guarantee and make effective the right to equal opportunities for people with disabilities.

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.

CG6. Assume the commitment of personal and professional development with oneself and the community. Adapt the learning proposals to the most significant cultural evolutions.

3. Specific competences

CE2. Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.

CE4. Encourage the reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.

CE8. Know the organization of primary schools and the diversity of actions that include their operation.

CE10. Collaborate with the different sectors of the educational community and the social environment.

4. Transversal Competences of the UdL

CT3. Implement new technologies and information and communication technologies.

CT5. Apply essential notions of scientific thought.

Subject contents

Block 1. General introduction to individual sports

Block 2. From basic skills to fighting skills

Block 2. From basic skills to gymnastics

Block 4. Fundamentals of physical sports activities in the natural environment in primary education

- Specific theory of practices in the natural environment (0.5 ECTS)

- Specific practices in the natural environment (2.5 ECTS)

Methodology

Block 1. General introduction to individual sports and Block 2. From basic to fighting skills.

- Problem-solving - 85% - Carrying out group work: preparation and design of teaching proposals in the practice of fighting skills

- Field practices - 15% - Individuals and / or groups. The practice of athletic activities in which the assimilation of pedagogical and theoretical concepts will be valued in the students.

Block 4. Fundamentals of physical sports activities in the natural environment in primary education

- Problem-solving - 10% - Group training: elaboration and design of a proposal for intervention in the Natural Environment for infants of primary education.

- Camp practices - 90% - Individuals and / or groups. Implementation of different sortides in the natural environment per part of the alumnat, assessing the seva capacity for organizing and coordinating sortides to nature.

Development plan

Block 1. General introduction to individual sports y Block 2. From basic skills to fighting.

TRAINING ACTIVITY	HOURS ALLOCATED TO TRAINING ACTIVITY	PERCENTAGE OF PRESENTIALITY
Problem-solving - 85%	44	32%
Field practices 15%	6	100%

Block 4. Fonamentals of physical sports activities in the natural environment in primary education

TRAINING ACTIVITAT	HOURS DESTINED FOR L'ACTIVITAT FORMATIVA	PERCENTATGE OF PRESENCIALITAT
Problem-solving - 10%	10	15%
Camp practices 90%	65	60%

Evaluation

[Block 1] - Participation and active practice in face-to-face classes - 15% - Attendance at theoretical classes.

[Block 2] - Evaluation of external activities/practices - 50% - The student must participate in individual sports and outdoor activities or skiing in order to pass this evidence and therefore the subject.

- [Assessment activity 1] - Skiing or nature activities - 40%

- [Assessment activity 2] - External practices - 10%

[Bloc 3] - Presentation of fieldwork 20% - Defense of an individual sports project.

[Block 4] - Practical presentation 15% - a sequence of links of gymnastic elements.

- The nature of the subject requires attendance at physical activity outings in the natural environment, either skiing or outings in the natural environment, as an indispensable requirement for the option of alternative assessment.

Alternative assessment:

- Those students who, justifying the reasons why they request the alternative assessment, want to be accommodated with this modality will have to present and pass the same evidence but individually.
- The nature of the subject requires attendance at physical activity outings in the natural environment, either skiing or outings in the natural environment, as an indispensable requirement for the option of alternative assessment.

Assessment by students with SEN:

Condition: certificate of disability or of having a specific learning difficulty.

The teaching staff of the subject may modify the evaluation system and the performance of face-to-face and non-face-to-face activities, based on the Specific Educational Needs of each student, always in agreement with the UDL's Attention to Diversity committee .

COPY OR PLAGIARISM DETECTION

- If copying or plagiarism is premeditated, the assessment activity will be withdrawn
- A report is sent to the coordination of the degree and to the head of studies
- A disciplinary file is initiated.
- Sanctions: loss of the right to be assessed for the subject, loss of enrollment for a semester or a course, or expulsion for up to three years.

Bibliography

Block 1. General introduction to individual sports and Block 2. From basic to fighting skills.

Avelar, B. y Figueiredo, A. (2009). La iniciación a los deportes de combate: interpretación de la estructura del fenómeno lúdico luctatorio. *Revista de Artes Marciales Asiáticas*, 4(3), 44-57. Castarlenas, J. L. y Molina, P. (2002). El judo en la Educación Física escolar. Barcelona: Editorial Hispano Europea. Villamón, M. y Herrera, M. V. (2005). Introducción al judo. Barcelona: Editorial Hispano Europea. León Vázquez, L. L., León Morales, L. R., & Cáceres Broqué, Y. (2018). Consideraciones didáctico-metodológicas para la enseñanza del judo en la etapa de iniciación. *Lecturas: Educación Física Y Deportes*, 22(238), 129-140 Figueiredo, A. A. (n.d.). The Combat Sports in Physical Education Classes-A Basic Perspective. van Hooren, B., & de Ste Croix, M. (2020). Sensitive Periods to Train General Motor Abilities in Children and Adolescents: Do They Exist? A Critical Appraisal. *Strength & Conditioning Journal*, 42(6), 7–14. <https://doi.org/10.1519/ssc.0000000000000545> Clark, C. C. T., Barnes, C. M., Holton, M., Summers, H. D., & Stratton, G. (2016). A Kinematic Analysis of Fundamental Movement Skills. *Sport Science Review*, 25(3–4), 261–275. <https://doi.org/10.1515/ssr-2016-0014> Turner, J. R., & Baker, R. M. (2019). Review complexity theory: An overview with potential applications for the social sciences. In *Systems* (Vol. 7, Issue 1). MDPI AG. <https://doi.org/10.3390/systems7010004>

Block 4. Fundamentals of physical sports activities in the natural environment in primary education

Ayora, A. (2012). Riesgo y liderazgo: cómo organizar y guiar actividades en el medio natural. *Desnivel*. Babí Lladós, J., Inglés Yuba, E., Cumellas Ruiz, L., Farías Torbidoni, E. I., Seguí Urbaneja, J., & Labrador Roca, V. (2018). El perfil de los corredores y su propensión al accidente deportivo. *Revista Internacional de Medicina y Ciencias de la Actividad Física y el Deporte*. Funollet, F., Inglés, E. & Labrador, V. (2016). Hacia un nuevo paradigma de la actividad deportiva en el medio natural. *Apunts: Educación física y deportes*, (124), 114-121. Fuster, J. (1995). Risc i activitats físiques en el medi natural: efectes de la pràctica sobre la resposta emocional. Inglés, E. & Labrador, V. (2016). Hacia un nuevo paradigma de la actividad deportiva en el medio natural. *Apunts. Educación física y deportes*, 2(124), 114-121. Labrador, V. Rocher, M. & Ingés, E. (2019). Determinación de responsabilidad y percepción del riesgo en actividades deportivas de río en España. López, A. (2016). Dueños de la roca. *Revista Española de Educación Física y Deportes*, (414), 103-104.

Pinos, M. (1997). Actividades y juegos de Educación Física en la Naturaleza. Guía práctica. Madrid: Gymnos.

Sánchez Igual, J. E. (2005). Actividades en el Medio Natural y Educación Física. Sevilla: Wanceulen.

Santos Pastor, M. L. (2003). Las actividades en el Medio Natural en la Educación Física Escolar. Sevilla: Wanceulen.