



Universitat de Lleida

DEGREE CURRICULUM  
**PHYSICAL CONDITION AND  
HEALTH**

Coordination: REVERTER MASIA, JOAQUIN

Academic year 2021-22

Subject's general information

<b>Subject name</b>	PHYSICAL CONDITION AND HEALTH			
<b>Code</b>	100975			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	REVERTER MASIA, JOAQUIN			
<b>Department</b>	SPECIAL DIDACTICS			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	CATALAN, SPANISH			
<b>Distribution of credits</b>	Total classroom work credits: 2.4 Total classroom work hours: 60 Total Self-Employment Credits: 3.6 Total Self-Employment Hours: 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

Faculty of Education has a long and fruitful experience in the training of Specialist Teachers in Physical Education, which makes it very suitable to continue teaching the specialization studies that, in any case, once again constitute a type of specialty similar to the previous one. . Finally, it must be noted that traditionally the demand for these studies is high, which makes it presume that there should be no problems in filling the places offered. Physical activity and fitness in schoolchildren are associated with short, medium and long-term benefits that go beyond cardiovascular risk. Physical activity and optimal levels of physical condition have beneficial effects on the integral development of children: it favors psychomotor development, improves autonomy, self-esteem, and social relationships, reduces anxiety, improves sleep quality, improves sleep. academic performance and, in general, the quality of life of children. But perhaps most importantly, active children are more likely to be active adults, and therefore will continue to benefit throughout their lives from the protective effect of physical activity, as it is associated with a reduction in the morbidity and mortality of cardiovascular disease, obesity, diabetes, lung disease, cancer, osteoporosis, and psychological disorders in adults. Despite the scientific evidence on the benefits of physical activity and fitness, numerous studies reveal that our schoolchildren do not meet the minimum physical activity recommendations to achieve health benefits. School represents the ideal environment to promote, create and consolidate healthy habits in childhood that last into adult life. The Primary Education stage acquires great relevance as the initial stage of the health-oriented training process. This must be characterized by: sensitizing the child to what health represents, beginning to develop positive attitudes towards it and, very importantly, accompanying them in the first steps of the path that leads to the achievement of the necessary personal autonomy. The Physical Condition and Health subject is integrated into the Qualifying Mention for the Mention in Physical Education that contributes to the comprehensive training of the future teacher in Primary Education with the Mention in Physical Education.

## Learning objectives

Understand and differentiate the concepts of health, health promotion and health education for their application in the school environment.

Know how to analyze the possibilities offered by the realization of healthy lifestyles, as well as the disadvantages of not following these indications.

Know the latest scientific advances in relation to food and growth and physical and cognitive development of children and adolescents.

Possess the ability to carry out leisure, health or sports programs in the extracurricular environment.

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## 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. Physical activity and health: conceptual approach and its application in the school environment. 2. Physical activity, physical condition and health in children and adolescents. 3. Physical condition and health. Orientations for its development. Quantification of physical activity: measuring instruments,. Sedentary lifestyle and health in children and adolescents. 4. Promotion of physical activity and reduction of sedentary lifestyle in children and adolescents. 5. Promotion of healthy eating in the school environment. 6. Design of a health promotion project in the school environment. 7. Safeguarding and protecting children and young people in sport,

## Methodology

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

## Development plan

### Topic 1 (of 7): Physical activity and health: conceptual approach and its application in the school environment.

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): Physical activity, physical condition and health in children and adolescents.

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: 4<sup>o</sup> and 5<sup>o</sup> weeks of class

## Topic 3 (of 7): Physical condition and health. Guidelines for its development. Quantification of physical activity: measuring instruments.

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: 6<sup>o</sup> week of class

## Topic 4 (of 7): Sedentary lifestyle and health in children and adolescents.

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: 7<sup>o</sup> and 8<sup>o</sup> weeks of class

## Topic 5 (of 7): Promotion of physical activity and reduction of sedentary lifestyle in children and adolescents.

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): Promotion of healthy eating in the school environment.

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): Safeguard and protect children and young people in sport**

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>a</sup> y 15<sup>a</sup> setmanes de classe**

Total: 6 credits 150 hours Total credits for face-to-face work: 2.4 Total hours of face-to-face work: 60 Total credits for self-employment: 3.6 Total hours of self-employment: 90

## Evaluation

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

Evaluation	Student	Description
Assessment of the activities highlighted with advantage.	25.00%	Group work will be evaluated and qualified atenent: a. Follow given scheme of work in class. b. Delivered on the
Works	25.00%	corresponding date and time. Deliver Presentation in the practices classes from the rest of the semester. group. d. 50% (presentation),
Final test	25.00%	according to: a. Follow outline of work given in class. b. Delivered on i
Total: theoretical works	25.00%	Criteria for evaluating the corresponding schedule. c. The elaboration, personal contributions and originality of the design of the material.
		Alternative call: Students who do not attend class, or do not do so regularly, must contact the teacher at the beginning of the semester and establish a work plan, with regular monitoring of the case and activities will be done and evidence
		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 classes from the rest of the group. d. 50% (presentation)

**Bibliography**

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Rey-López JP, Vicente-Rodríguez G, Répásy J, Mesana MI, Ruiz JR, Ortega FB, Kafatos A, Huybrechts I, Cuenca-García M, León JF, González Gross M, Sjöström M, de Bourdeaudhuij I, Moreno LA. Food and drink intake during television viewing in adolescents: the Healthy Lifestyle in Europe by Nutrition in Adolescence (HELENA) study. *Public Health Nutr* 2011; 14: 1563-1569.5.

Rey-López JP, Vicente-Rodríguez G, Biosca M, Moreno LA. Sedentary behaviour and obesity development in children and adolescents. *Nutr Metab Cardiovasc Dis* 2008; 18: 242-251.2.

Riebe, D.; Ehrman, J.K.; Liguori, G.; Magal, M.; American College of Sports Medicine, ACSM's Guidelines for exercise testing and prescription. 10ª edición. 2018, Philadelphia, USA. Wolters Kluwer.

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Ward, D.S.; Saunders, R.P.; Pate, R.R. (2007). Physical activity interventions in children and adolescents. Champaign, IL : Human Kinetics

RECOMMENDED LINKS	
Web of Science: <a href="https://webofknowledge.com/">https://webofknowledge.com/</a>	
Pubmed: <a href="https://www.ncbi.nlm.nih.gov/pubmed/">https://www.ncbi.nlm.nih.gov/pubmed/</a>	
American College of Sport Medicine: <a href="http://www.acsm.org/">http://www.acsm.org/</a> De especial interés los "Position Stands"	
Organización Mundial de la Salud: <a href="http://www.who.int/en/">http://www.who.int/en/</a>	
European Association for the Study of Obesity: <a href="http://easo.org/">http://easo.org/</a>	
Sport Medicine and Exercise Science in video: <a href="http://sl.ugr.es/0a3V">http://sl.ugr.es/0a3V</a>	