



Universitat de Lleida

DEGREE CURRICULUM
**PHYSICAL CONDITION AND
HEALTH**

Coordination: REVERTER MASIA, JOAQUIN

Academic year 2023-24

Subject's general information

Subject name	PHYSICAL CONDITION AND HEALTH			
Code	100975			
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	2		1
Coordination	REVERTER MASIA, JOAQUIN			
Department	EDUCATION SCIENCES			
Important information on data processing	Consult this link for more information.			
Language	CATALAN, SPANISH			
Distribution of credits	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
CONESA MILIAN, ENRIC	enric.conesa@udl.cat	1,8	
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.

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.

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

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

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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 ^o and 5 ^o 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 ^o 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 ^o and 8 ^o 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 ^o , 10 and 11 ^o 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

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Face-to-face teaching (Internships) [SEMI-FACE-TO-FACE] [Internships]	4
Preparation of reports or work [SELF-EMPLOYED] [Self-employment]	10
Període temporal: 12º y 13º 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: 14º y 15º 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....

Evaluation	Student	Description
<p>Assessment of the activities highlighted with advantage.</p>	<p>25.00%</p>	<p>The student will have to deliver different practices throughout the semester. The activities presented by the student will be valued both in the virtual and in the gym, as well as individual work will be evaluated and</p>
<p>Elaboration of theoretical works</p>	<p>25.00%</p>	<p>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. Group work will be evaluated and qualified atenent: a. Follow given scheme of</p>
<p>Works</p>	<p>25.00%</p>	<p>work in class. The student will have to deliver on the corresponding date and time. different practices throughout the semester. Presentation in the individual classroom to work will be evaluated and qualified according to: a. Follow (knowledge) outline of work given in class. b. Delivered on i corresponding schedule. c. The elaboration, personal contributions and originality of the design</p>
<p>Elaboration of theoretical works</p>	<p>25.00%</p>	<p>50% (presentation),</p>
<p>Prova final</p>	<p>25.00%</p>	<p>50% (knowledge)</p>
<p>Total:</p>	<p>100.00%</p>	<p>on i corresponding schedule. c. The elaboration, personal contributions and originality of the design</p>
<p>Criteria for evaluating the elaboration, all. personal contributions and originality of the design</p> <p>Alternative call: Student who does not attend class, or do not attend</p>		

<p>must contact the teacher at the beginning of the semester. Student activities will be done with regular monitoring of this. The activities highlighted with advantage.</p>	<p>Student Description</p>
<p>Assessment of the activities highlighted with advantage.</p>	<p>25.00%</p> <p>The activities presented by the student will be valued both in the virtual and in the gym, as well as follow-up by topics....</p>

Bibliography

Álvarez, J. L. H., Buendía, R. V., Curiel, D. A., Puerta, I. G., Crespo, C. L., Rodríguez, Á. L., ... & Oliva, F. J. C. (2007). Evaluación de ámbitos de la capacidad biológica y de hábitos de práctica de actividad física. Estudio de la población escolar española. *Revista de Educación*, 343, 177-198.

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Martínez-Vizcaíno, Vicente, and Mairena Sánchez-López. "Relación entre actividad física y condición física en niños y adolescentes." (2008): 108-111.

Rey-López JP, Vicente-Rodríguez G, B Ortega F, Ruiz JR, Martínez-Gómez D, De Henauw S, Manios Y, Molnar D, Polito A, Verloigne M, Castillo MJ, Sjöström M, De Bourdeaudhuij I, Moreno LA; on behalf of the HELENA Study Group. Sedentary patterns and media availability in European adolescents: The HELENA study. *Prev Med* 2010; 51: 50-55.4.

Rey-López JP, Vicente-Rodríguez G, Répásy J, Mesana MI, Ruiz JR, Ortega FB, Kafatos A, Huybrechts I, Cuenca-García M, León JF, González-Gómez 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. *The Medical 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 10th edición. 2018, Philadelphia, USA. Wolters Kluwer.

Santaliestra-Pasías AM, Mouratidou T, Verbestel V, Huybrechts I, Gottrand F, Le Donne C, Cuenca-García M, Díaz LE, Kafatos A, Manios Y, Molnar D, Sjöström M, Widhalm K, De Bourdeaudhuij I, Moreno LA; on behalf of the Healthy Lifestyle in Europe by Nutrition in Adolescence Cross-sectional Study Group. Food Consumption and Sedentary Behaviors in European Adolescents: The HELENA Study. *Arch Pediatr Adolesc Med*. 2012; 166: 1010-1020.6.

Santaliestra-Pasías AM, Mouratidou T, Verbestel V, Bammann K, Molnar D, Sieri S, Siani A, Veidebaum T, Mårild S, Lissner L, Hadjigeorgidis C, Reisch L, De Bourdeaudhuij I, Moreno LA. Physical activity and sedentary behaviour in European children: the IDEFICS study. *Public Health Nutr* 2014; 17: 2295-2306

Vicente-Rodríguez G, Rey-López JP, Martín-Matillas M, Moreno LA, Wärnberg J, Redondo C, Tercedor P, Delgado M, Marcos A, Castillo M, on behalf of the AVENA Study Group. Television watching, videogames, and excess of body fat in Spanish adolescents: The AVENA study. *Nutrition* 2008; 24: 654-662.3.

<p>Elaboración of theoretical works</p>	<p>The student will have to deliver different practices throughout the semester. Individual work will be evaluated and qualified according to a follow-up given in class. The corresponding score will be the elaboration, personal contributions and originality of the design</p>
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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	
<p>Web of Science: https://webofknowledge.com/ Pubmed: https://www.ncbi.nlm.nih.gov/pubmed/ American College of Sport Medicine: http://www.acsm.org/ De especial interés los "Position Stands" Organización Mundial de la Salud: http://www.who.int/en/ European Association for the Study of Obesity: http://easo.org/ Sport Medicine and Exercise Science in video: http://sl.ugr.es/0a3V</p>	