



DEGREE CURRICULUM  
**COMPLEMENTS FOR TRAINING -  
PHYSICAL EDUCATION**

Coordination: LAVEGA BURGUES, PERE

Academic year 2019-20

Subject's general information

<b>Subject name</b>	COMPLEMENTS FOR TRAINING - PHYSICAL EDUCATION			
<b>Code</b>	14303			
<b>Semester</b>	ANUAL CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	8			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA	
	<b>Number of credits</b>	2	6	
	<b>Number of groups</b>	2	2	
<b>Coordination</b>	LAVEGA BURGUES, PERE			
<b>Department</b>	SPECIAL DIDACTICS			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FILLAT PRAT, ANNA	anna.fillat@udl.cat	3	
LAVEGA BURGUES, PERE	plavega@inefc.es	3	
ORMO RIBES, ENRIC	eormo@inefc.es	,5	
PLANELL VALLVERDÚ, ANA	anna.planell@udl.cat	6	
PRAT AMBRÒS, QUERALT	qprat@inefc.es	,5	
RODRÍGUEZ ARREGUÍ, ROSA MARÍA	rrodriguez@inefc.es	3	

## Learning objectives

### OBJECTIVES

O1 Identify contexts and situations where the EF can have a rol important for the education of the physical welfare, social and cultural (E1)

O2 Analyse the aportacions of the Physical Education in the development and maintenance of healthy lifestyles and physically active.(E1,E2)

O3 Identify contexts, processes and strategies to promote since the EF actions of interpersonal dialogue and work in team with the use of TIC and TAC (E1,E2,E3)

O4 Identify contexts and strategies of intervention in E.F. That contribute to a inclusive school (E1,E2)

O5 Use strategies for the transformation of conflicts engines that give in the classes of E.F (Social welfare) (E1, E2)

O6 Propose strategies of intervention for the attention to the diversity (social welfare).(E2)

## Competences

### SPECIFIC COMPETENCES

(E8) Promote actions of education in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education

(E15.1) Know contexts and situations in that they use or apply the diverse curricular contents of the Physical Education

(E15.2) Know the processes and resources for the prevention of problems of learning and living together, the processes of

evaluation and of academic and professional orientation

## GENERIC COMPETENCES

(G2) 1. Oral and written communication

(G3). 2. Capacity of analysis and of synthesis.

(G5). 3. Skill of management of the information.

(G10) 4. With regard to the fundamental rights of equality between men and women, to the promotion of the Human Rights and to the own values of a culture of peace and of democratic values

## Subject contents

### CONTENTS

C1 Ideology and scientific criteria in PE. Towards an PE of the welfare based in scientific evidences

C2 Physical welfare. Construction of healthy lifestyles in the contemporary society through the PE.

C3 Welfare Sociocultural. Strategies to educate in cultural diversity. The local and global prospect through the traditional games in PE

C4 Relational welfare.

C4.1 The cooperation and the work in team in PE. Strategies and resources

C4.2 The transformation of the conflicts engines in the sessions of physical education. Strategies and resources

C4.3 Strategies for the inclusion of the students through the EF. Treatment of the specific educational needs.

## Methodology

### METHODOLOGY

- The subject promote the leadership role of the student in his/her process of learning. To achieve it is designed face-to face activities and autonomous work guided: in small group and individual.

- It will count with basic material of the different contents of the subject that will hang to the Virtual Campus

The methodology during the face-to-face classes will be active and participatory.

It will use a group of varied activities: exhibition of the teacher of the key aspects the contents of the subject; reflections on the life and attitude of the students true debate, exhibition of works; realisation of practical on the resources and strategies to employ.

The tasks of autonomous work (no face-to-face) that represent 80% of the subject will consist in resolving problems or subjects treated to the classes face-to-face and also related with the three activities of evaluation.

SUMMARIZING THE ACTIVITIES OF LEARNING TO REALISE DE AUTONOMOUS AND DIRECTED LEARNING	ESTIMATE OF THE DEDICATION (IN HOURS)
Search and reading of skilled bibliography for the preparation of a short essay on the welfare in the EF	20 h
Reading skilled bibliography on different dimensions of the welfare in the EF	24 h
Vision, analysis, reflection and debate of a documentary on diversity and EF	5 h

Development plan

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Reading and comment of text. Of individual way, the student will realise a personal comment of an article following the guidelines given by the teacher.	5 h
Search and reading for the preparation oral exhibition on adaptations in EF	5 h
Practical reflection of games oriented to the relational welfare	20 h
Preparation of the conceptual map related with the study of case	20 h
Preparation of a short essay on a case of intervention related the welfare in the EF	20 h
Resolution of a concrete case related with the change and maintenance of a healthy lifestyle	13 h
Resolution of a concrete case related with an intervention of the EF oriented any the welfare	12 h
Identification of situations of game related with the transformation of possible conflicts	2 h
Utilisation of a methodology of cooperative work employing the video to integrate in systems of communication and learning	2 h
Preparation of a video related with the methodology of learning based in problems in cooperative work	6h
<b>TOTAL</b>	<b>154 h</b>

		PLA OF DEVELOPMENT			
SESSION	TEACHER/To	OBJECTIVE/CONTENTS Of LEARNING	TASKS DEL PROFESSORAT	TASKS OF The STUDENTS	EVA
<p><b>Group 1 and 2</b></p> <p><b>17 October</b></p> <p><b>9:00 – 11:00</b></p> <p><b>(Sala màsters)</b></p>	<b>Pere Lavega</b>	<p>The students will know the approach of the subject, the formative activities posed and the criteria of evaluation. It will identify that it means to share Ideology and scientific criteria in Physical Education (EF). It Will learn to relate the EF with the welfare in his different dimensions.</p> <p>It will familiarise with the use of a computer resource to realise conceptual maps.</p> <p>It will analyse of critical way the ideology and criteria that establishes the current curriculum EF in secondary.</p>	<p>Description of the stage</p> <p>Work with the students on the plan to follow. Planning of the case and detection of the needs and</p> <p>Resources,</p> <p>Presentation power point</p> <p>Conduction of the reflection and initiate questions</p>	<p>Search and reading of skilled bibliography to concretise the case that have to resolve.</p> <p>Preparation, exhibition and defence of works: In group elaborate a conceptual map of the most highlighted units explained in the session.</p>	<p>The c</p> <p>the se</p> <p>form</p> <p>evic</p> <p>eval</p> <p>The c</p> <p>the se</p> <p>use</p> <p>prep</p> <p>the e</p> <p>1,2</p>

# COMPLEMENTS FOR TRAINING - PHYSICAL EDUCATION 2019-20

		The students will know different instruments to value the relational and affective welfare of the students of secondary education and baccalaureate.	PLA OF DEVELOPMENT		
SESSION	TEACHER/To	OBJECTIVE/CONTENTS OF LEARNING	TASKS DEL PROFESSORAT	TASKS OF The STUDENTS	EVA
Group 1 and 2 17 October 11:30-13:30 Group 1 and 2 (Sala màsters) 17 October	Pere Lavega	It will learn to contextualizar the use of these instruments in the context of European educational projects. It will learn to relate the EF with the intervention of the students in a class of physical education, employing the instruments elaborated in the previous session.	Drive the search and reading of documentation and presents criteria for the students of the plan to follow. Planning of the case and detection of the needs and  Resources,  Presentation power point  Conduction of the reflection and initiate questions	Search and reading of skilled bibliography to concretise the case that have to solve. Preparation to conduct and defence of works: In group elaborate a sheet of observation, exhibition and defence of works: In group elaborate a conceptual map of the most highlighted units explained in the session.	The se form evid eva and cont The s the se FRAP the r eva The c the se use prep the e 1,2
9:00 – 11:00 (Sala màsters) Group 1 24 October 9:00-11:00 (8.30-9.35 observation; 9.45-11:00 classroom)	Pere Lavega	It will familiarise with the use of a computer resource to realise conceptual maps.  It will analyse of critical way the welfare relational and affective. It will learn to observe different aspects related with the intervention of the students in a class of physical education, employing the instruments elaborated in the previous session.	Drive the observation, distributing functions during the process of recording of data.	Active participation in the obtenció of data for his back analysis	The c the se form evid eva and 3 will s his pr
Group 2 23 October 9:00-11:00 (8.30-9.35 observation; 9.45-11:00 classroom)	Anna Plateau	Welfare relational and affective. It will learn to observe different aspects related with the intervention of the students in a class of physical education, after having obtained data employing the instruments applied in the previous session.	Drive the observation, distributing functions during the process of interpretation of data, presents criteria for his analysis.	Search and reading of skilled bibliography to participate in the interpretation of data.  Preparation, exhibition and defence of works: In group elaborate a sheet of observation.	The c the se form evid eva and 3 will s his pr use prep the e 1,2
Group 1 24 October 11.30-13.30 (11.30-13.00) Group 1 and 2 17 October Group 2 23 October 11:30-13:30 11.30-13.30 (Sala màsters) (11.30-13.00)	Pere Lavega Anna Plateau Pere Lavega	Welfare relational and affective. It will learn to observe different aspects related with the intervention of the students in a class of physical education, after having obtained data employing the instruments applied in the previous session.	Drive the observation, distributing functions during the process of interpretation of data, presents criteria for his analysis.	Search and reading of skilled bibliography to participate in the interpretation of data.  Preparation, exhibition and defence of works: In group elaborate a sheet of observation.	The c the se form evid eva and 3 will s his pr use prep the e 1,2
Group 1 24 October 9:00-11:00 (8.30-9.35 observation; 9.45-11:00 classroom)	Pere Lavega	Welfare relational and affective. It will learn to observe different aspects related with the intervention of the students in a	Drive the observation, distributing	Active participation in the	The c the se form evid

# COMPLEMENTS FOR TRAINING - PHYSICAL EDUCATION 2019-20

		PLA OF DEVELOPMENT			
SESSION	TEACHER/To	OBJECTIVE/CONTENTS OF LEARNING	TASKS DEL PROFESSORAT	Search and reading of the apartats of the curriculum tied	EVA
Group 2 30 October 9:00-11:00 Group 2	Rosa Rodríguez	building of healthy lifestyles. approach of the subject, the formative activities posed and the criteria of evaluation. It will identify that it means to share the health to the curriculum of would second Physical Education (EF). It will learn to relate the EF with the welfare in his different dimensions.	Drive the search and reading of documentation the stage and presents criteria for work with the students on the plan to follow. Planning of the case and detection of the needs and	with questions of health. Presentation of the result of the analysis of the curriculum of the matter of physical Education since a vision of building of integral health.	The c the se form evid evalu and 3 -Will s his pr form evid eval The c the se form evid eval and 3 will s his pr
Group 1 and 2 30 October 17:30-18:30					
9:00 – 11:00 (Sala màsters) Group 1	Pere Lavega	It will familiarise with the use of a computer resource to raise conceptual maps.	Resources, Presentation power point	Search and defence of works: In group elaborate a conceptual map of the most highlighted units explained in the session.	The c the se form evid eval and 3 will s his pr
14 November 9:00-11:00 Group 1	Rosa Rodríguez	It will analyse of critical way the study, will know, varied in the search to the curriculum of would secondary.	Drive the search and reading of the documentation curricular and presents criteria for his analysis.	with questions of health. Presentation of the result of the analysis of the curriculum of the	
14 November 11:30-13.30		since a vision of search of the health.		matter of physical Education since a vision of building of integral health.	
Group 1 31 October 9:00-11:00 11:30-13:30		Relational welfare. The students will learn strategies for the inclusion of the students through the EF	Present a document of audiovisual support and drives the debate of the students through	-Observation and analysis of a documentary, answering one questions proposed by the teacher. - Take part	The c the se form evid eval and 3 -Will s his pr form evid eval and 3 cont ses use prep the e 1,2
Group 2 6 November Group 1 and 2 9:00-11:00 17 October 11:30-13:30	Anna Fillat	The students will familiarise with the true sensitisation the people with disabled in accordance with relational and affective welfare of the existent rule.	true questions the reflection since different rols.	actively in the debate on the documentary.	
11:30-13:30 (Sala màsters)	Pere Lavega	It Will learn to contextualitzar the use of these instruments in the context of European educational projects.  It Will prepare the observation of these instruments in students of secondary.	Drive the search and reading of documentation and presents criteria for his analysis.	- Personal bibliography to concretise the personal attitude how students, professorat and Preparation, exhibition and defence of works: In group elaborate a sheet of observation.	
Group 1 24 October 9:00-11:00 (8.30-9.35 observation; 9.45-11:00 classroom)	Pere Lavega	Welfare relational and affective. It Will learn to observe different aspects related with the intervention of the students in a	Drive the observation, distributing	Active participation in the	The c the se form evid

# COMPLEMENTS FOR TRAINING - PHYSICAL EDUCATION 2019-20

Group 1		PLA OF DEVELOPMENT			
5 December SESSION	Pere Lavega TEACHER/To	OBJECTIVE/CONTENTS OF LEARNING	TASKS DEL DESCRIPTION OF THE stage.	TASKS OF THE STUDENTS	EVA
9:00-11:00 11:30-13:30	(Enric Ormo Queralt Prat)	The students will know the approach of the subject, the formative evaluation process and the criteria of evaluation. It will identify the means through ideology and scientific criteria in Physical Education (EF). It will learn to relate the EF with the welfare in his different dimensions.	Work with the students on the plan to follow. Presentation of situations to follow with the students. Planning of the case and detection of the needs and	Utilisation of resources and tools TAC, from situations and reading, observation and the bibliography on concrete cases that have to resolve.  Preparation, exhibition and defence of works: In group elaborate a conceptual map of the most highlighted units explained in the session.	The o the se form evid evalu and 3 will s his pr evid eval The o the se use prep the e 1,2
Group 2 Group 1 and 2 4 December 17 October 9:00-11:00 11:30-13:30 9:00 – 11:00 (Sala màsters) Group 1 12 December 9:00-11:00 (8.30-9.35 observation; 9.45- 11:00 classroom)	(Enric Ormo Borja Prat)	It will familiarise with the use of a computer resource to realise conceptual maps.  It will analyse of critical way the ideology and criteria that establishes the current aspects related with the conflicts	Resources, Presentation power point  Conduction of the reflection and initiate questions  Drive the observation, distributing	Active participation in the	The o the se form evid eva and 3 will s his pr
Group 2 11 December 9:00-11:00 (8.30-9.35 observation; 9.45- 11:00 classroom)	Anna Plateau	of the students in a class of physical education, employing the instruments elaborated one of the previous sessions.	functions during the process of recording of data.	obtenció of data for his back analysis	evid eva and 3 will s his pr
Group 1 12 December 11.30-13.30 (11.30-13.00) Group 1 and 2 17 October Group 2 11 December 11:30-13:30 11.30-13.30 (Sala màsters) (11.30-13.00)	Pere Lavega Anna Plateau Pere Lavega	The students will know different instruments to value the Welfare relational and affective of the students of secondary education and baccalaureate. of the students in a class of physical education, after having obtained data employing the instruments applied in the previous sessions. It Will learn to contextualize the use of these instruments in the context of European educational projects.  It Will prepare the observation of these instruments in students of secondary.	Drive the observation, distributing functions during the process of recording of data. Drive the search and reading of data. documentation and presents criteria for his analysis.	Search and reading of skilled bibliography to concretise the interpretation of data that have to resolve.  Preparation, exhibition and defence of works: In group elaborate a sheet of observation.	The o the se form evid eva and 3 will s his pr evid eval The o the se use prep the e 1,2
Group 1 24 October 9:00-11:00 (8.30-9.35 observation; 9.45- 11:00 classroom)	Pere Lavega	Welfare relational and affective. It Will learn to observe different aspects related with the intervention of the students in a	Drive the observation, distributing	Active participation in the	The o the se form evid



# COMPLEMENTS FOR TRAINING - PHYSICAL EDUCATION 2019-20

Group 1		PLA OF DEVELOPMENT			
19 December SESSION	TEACHER/To	OBJECTIVE/CONTENTS OF LEARNING	TASKS OF THE PROFESSOR AT	TASKS OF THE STUDENTS	EVA
9:00-11:00	Anna Fillat	Relational welfare. The student will learn strategies to enter the students will know the adaptations in the sessions of EF to the students to promote the formative activities posed and the criteria of evaluation. It will identify that it means to share ideology and scientific criteria in Physical Education (EF). It will learn to relate the EF with the welfare in his different dimensions.	Present different situations of the and strategies to favour the adaptation of the people with functional diversity Work with the students on the plan to follow. Planning of the case and detection of the needs and	Preparation in groups of a project of sensitisation in the school Search and reading of skilled bibliography to concretise the case that have to resolve.	The se form i evid eva and 3 will s that the se form i evid eval The c the se use prep the e the 1,2 form i evid eva and 3 will s his pr
11:30-13:30		Also it will know the external resources to the classroom in Physical Education (EF). It will learn to relate the EF with the welfare in his different dimensions.	Description of the people with functional diversity Work with the students on the plan to follow. Planning of the case and detection of the needs and	Preparation in groups of a project of sensitisation in the school Search and reading of skilled bibliography to concretise the case that have to resolve.	The se form i evid eva and 3 will s that the se form i evid eval The c the se use prep the e the 1,2 form i evid eva and 3 will s his pr
Group 2	Pere Lavega	It will familiarise with the use of a computer resource to realise conceptual maps.	Resources, Pose different Presentation power included and promotes the analysis of the possible resources to employ.	- Preparation of webs of different domains of work: In group elaborate a conceptual map of the most highlighted units explained in the session to favour the inclusion in the sessions E.F.	The se form i evid eva and 3 will s his pr
18 December Group 1 and 2		Anna Fillat	The students will learn strategies for the inclusion of the students It will analyse of critical way the ideology and criteria that students will familiarise with the use of a computer resource to realise conceptual maps.	Resources, Pose different Presentation power included and promotes the analysis of the possible resources to employ.	- Preparation of webs of different domains of work: In group elaborate a conceptual map of the most highlighted units explained in the session to favour the inclusion in the sessions E.F.
9:00-11:00	Anna Fillat	The students will learn strategies for the inclusion of the students It will analyse of critical way the ideology and criteria that students will familiarise with the use of a computer resource to realise conceptual maps.	Resources, Pose different Presentation power included and promotes the analysis of the possible resources to employ.	- Preparation of webs of different domains of work: In group elaborate a conceptual map of the most highlighted units explained in the session to favour the inclusion in the sessions E.F.	The se form i evid eva and 3 will s his pr
11:30-13:30		Group 2	The students will learn strategies for the inclusion of the students It will analyse of critical way the ideology and criteria that students will familiarise with the use of a computer resource to realise conceptual maps.	Resources, Pose different Presentation power included and promotes the analysis of the possible resources to employ.	- Preparation of webs of different domains of work: In group elaborate a conceptual map of the most highlighted units explained in the session to favour the inclusion in the sessions E.F.
8 January		with disabled	real cases of inclusion employing different sources of query	-Resolution of real cases of inclusion in groups of work, from different readings of skilled bibliography	The se form i evid eva and 3 will s his pr
9:00-11:00			real cases of inclusion employing different sources of query	-Resolution of real cases of inclusion in groups of work, from different readings of skilled bibliography	The se form i evid eva and 3 will s his pr
11:30-13:30		with disabled	real cases of inclusion employing different sources of query	-Resolution of real cases of inclusion in groups of work, from different readings of skilled bibliography	The se form i evid eva and 3 will s his pr
Group 1		Physical welfare. Marc of reference for the change and maintenance of healthy lifestyles in teenage population.	Drive the comments, discussion and reflections of the documents worked during the week	Comment, discussion and reflection envers the material bibliographic tied with the content of the week that will have to work bibliography to concretise the case that have to resolve.	The c the se form i evid eva and 3 will s his pr
16 January		Rosa Rodríguez	The students will know different instruments to value the relational and affective welfare of the students of secondary education and baccalaureate. allow him guide to the students in his change and maintenance of healthy lifestyles.	Drive the search and reading of documentation and presents criteria for his analysis.	Comment, discussion and reflection envers the material bibliographic tied with the content of the week that will have to work bibliography to concretise the case that have to resolve.
9:00-11:00	Pere Lavega	It Will learn to contextualizar the use of these instruments for the context of European educational intervention projects during his intervention in secondary education and baccalaureate.	Drive the search and reading of documentation and presents criteria for his analysis.	Search and reading of skilled bibliography to concretise the case that have to resolve.	The c the se form i evid eva and 3 will s his pr
11:30-13:30		Ana Plateau	It Will prepare the observation of these instruments in students of secondary.	Drive the search and reading of documentation and presents criteria for his analysis.	Search and reading of skilled bibliography to concretise the case that have to resolve.
23 January	Rosa Rodríguez	It Will prepare the observation of these instruments to be applied during the intervention of students of secondary.	Guide the students to the resolution of cases	Preparation, exhibition and	The c the se form i evid eva and 3 will s his pr
11:30-13:30	Pere Lavega	Welfare relational and affective. It Will learn to observe different aspects related with the intervention of the students in a	Drive the observation, distributing	defence of works: In group elaborate a sheet of observation. Active participation in the	The c the se form i evid eva and 3 will s his pr
9:00-11:00			Welfare relational and affective. It Will learn to observe different aspects related with the intervention of the students in a	Drive the observation, distributing	defence of works: In group elaborate a sheet of observation. Active participation in the
(8.30-9.35 observation; 9.45-11:00 classroom)		Welfare relational and affective. It Will learn to observe different aspects related with the intervention of the students in a	Drive the observation, distributing	defence of works: In group elaborate a sheet of observation. Active participation in the	The c the se form i evid eva and 3 will s his pr

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Group 1		PLA OF DEVELOPMENT			
SESSION	TEACHER/To	OBJECTIVE/CONTENTS OF LEARNING	TASKS DEL PROFESSORAT	TASKS OF The STUDENTS	EVA
30 January 9:00-11:00 (8.30-9.35 observation; 9.45-11:00 classroom)	Ana Plateau	The students will know the approach of the subject, the Welfare relational. It will learn to observe different aspects related with the intervention of the docent in a class of physical education, employing the instruments elaborated in the previous session.	Describe the observation, distributing functions with the students, setting plan to follow. Planning of the case and detection of the needs and	Search and reading of skilled bibliography to concretise the case that have to resolve.	The c the se form evid
Group 2 Group 1 and 2 29 January 17 October 9:00-11:00 (8.30-9.35 observation; 9.45-11:00 classroom)	Rosa Rodríguez	It will familiarise with the use of a computer resource to realise conceptual maps.	Resources, Presentation power point	Preparation, exhibition and defence of works: In group elaborate a conceptual map of the most highlighted units explained in the session.	The c the se use prep the e 1,2
Group 1 6 February 11.30-13.30 (11.30-13.00)	Pere Lavega	It will analyse of critical way the ideology and criteria that establishes the current curriculum EF in secondary. The students will know different specific programs of the Department of Education as well as innovative initiatives.	Conduction of the reflection and initiate questions  It presents examples of intervention	Resolution of diferents cases of intervention of the EF vinculats to problematic	The c the se form the e of ev and 3 will s his pr
Group 2 5 February 11.30-13.30 (11.30-13.00)	Anna Plateau		Show strategies of performance	Specific proposing lines of performance fonamentades and coherent with the situation posed..	

<b>Evaluation</b> EVALUATION Group 1 and 2 17 October The evaluation will centre in acquisition of the competencies specific and general and will feature of the 3 following evidences: 11:30-13:30 (Sala màsters)	Pere Lavega	The students will know different instruments to value the relational and affective welfare of the students of secondary education and baccalaureate. It Will learn to contextualitzar the use of these instruments in the context of European educational projects. It Will prepare the observation of these instruments in students of secondary.	Drive the search and reading of documentation and presents criteria for his analysis.	Search and reading of skilled bibliography to concretise the case that have to resolve.  Preparation, exhibition and defence of works: In group elaborate a sheet of Observation.	The c the se form evid eva and cont ses use prep the e 1,2
<b>EVALUATION EVIDENCE 1:</b> Group 1 24 October <u>Description of the evidence:</u>					
(8.30-9.35 observation; 9.45-11:00 classroom) Analysis of a representative intervention identified in the educational centre of external practices related in some of the fields of	Pere Lavega	Welfare relational and affective. It Will learn to observe different aspects related with the intervention of the students in a	Drive the observation, distributing	Active participation in the	The c the se form evid

the welfare (physical welfare, emotional, relational, sociocultural) realised since the start of the subject until the first period of external practices.

The activity that proposes is a study of case that has to explain with an personal contribution contrasted the educational intervention analysed.

The script to follow will be the following:

1. **Preparation of the intervention.** Description reasoned of the phase of preparation of the intervention in the centre of practical of secondary education. Explanation of the fundamental theorists in which bases the intervention, the instruments elaborated and the organisation of the group-class, from the prospect that select (e.g., Prospect of gender, interculturality, inclusion...).
  
1. **Observation of the intervention.** Description reasoned of the phase of observation of the intervention in a centre of secondary education. Explanation of the procedure followed in the observation:
  - a. Description of the situation of learning realised (game, sport or motor task)
  - b. Description of the procedure employed by the achieve of the data (explanation of the strategies followed by the author of the evidence).
  
1. **Description of the results and interpretation of the data of the intervention.** Description reasoned of the phase of presentation of the results and the interpretation of the data obtained.
  - a. Description of the results obtained by the author of this evidence
  - b. Interpretation reasoned of the data obtained from the prospect of study selected. It recommends employ sources of query of the subject or located in any database, to reason the personal contribution.
  
1. **Applications for the future actions as a docent of the EF.** Description reasoned of the transfer of the experience realised in the professional exercise of the docent of Physical Education.

## 1. Bibliographic references

They will incorporatethe bibliographic appointments of the sources of query employed; they will quoteas normative APA

### Competences to be evaluated:

(E8) Promote actions of emotional education, in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education (E15.1). Know contexts and situations in that they use or apply the diverse curricular contents of the Physical Education

(E15.2) Know the processes and resources for the prevention of problems of learning and living together, the processes of evaluation and of academic and professional orientation

(G2).Oral communication and written

(G3). Capacity of analysis and of synthesis.

(G5). Skill of management of the information.

(G10). With regard to the fundamental rights of equality between men and women, to the promotion of the Human Rights and to the own values of a culture of peace and of democratic values

**Score:** Activity of individual evaluation with a value of the 38%

**Maximum date of delivery:** December 23, 2019 to the virtual platform. The qualification of this evidence will go out published until January 18th of 2020. Case to suspend will be able to go back to submit until January 28th of 2020, incorporating the considerations facilitated by the teacher

They will not accept works later of these dates.

## **Indicators and criteria of estimation of the evidence 2:**

The evaluation of this activity will do in accordance with the following set criteria

- 1.It follows all the steps proposed with a clear and comprehensible structure (until 2 point).
- 2.Present the key and central facts as well as the context (until 2 point)
- 4.Relate different knowledge to answer to the demands of the case (until 2 points)
- 5.Take decisions of performance reasoned and contrasted with any source of query contrasted (until 3 points)
- 6.Propose the applicability for the intervention in the professional exercise (until 1 point)

## **EVALUATION EVIDENCE 2: ESTIMATION OF AN EDUCATIONAL INTERVENTION**

### **Description of the evidence:**

Analysis of one of the educational interventions developed to the subject in some of the fields of the welfare (physical welfare, emotional, relational, sociocultural) realised to the Institute of The Caparrella. This analysis will correspond to the deepening of the group estimation done in one of the sessions of the subject true one of the practices realised to the mentioned Institute.

### **Competences to be evaluated:**

(E8) Promote actions of education in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education (E15.1). Know contexts and situations in that they use or apply the diverse curricular contents of the Physical Education

(E15.2) Know the processes and resources for the prevention of problems of learning and living together, the processes of evaluation and of academic and professional orientation

(G2).Oral communication and written

(G3). Capacity of analysis and of synthesis.

(G5). Skill of management of the information.

(G10). With regard to the fundamental rights of equality between men and women, to the promotion of the Human Rights and to the own values of a culture of peace and of democratic values

**Score:** Activity of individual evaluation with a value of the 38%

**Maximum date of delivery:** February 3, 2020 to the virtual platform. The qualification of this evidence will go out published until February 10th of 2020. Case to suspend will be able to go back to submit until February 20th of 2020, incorporating the considerations facilitated by the teachers.

They will not accept works later of these dat.

## **Indicators and criteria of estimation of the evidence 1:**

The evaluation of this activity will do in accordance with the following set criteria

- 1.It follows all the steps proposed with a clear and comprehensible structure (until 2 point).
- 2.Present the key and central facts as well as the context (until 2 point)
- 4.Relate different knowledge to answer to the demands of the case (until 2 points)
- 5.Take decisions of performance reasoned and fundamentals with any source of query contrasted (until 3 points)
- 6.Propose the applicability for the intervention in the professional exercise (until 1 point)

## EVALUATION EVIDENCE 3: CONCEPTUAL MAP OR MOOC COURSE GAME AND LIVING TOGETHER

### Description of the evidence:

This evidence can realise following one of the following two options:

**Option 1.** Realisation of a conceptual map on the content developed in regard to the subject: proposals to favour the practical to the classes of physical education (through the classes face-to-face class and the activities of autonomous work, as well as of the information obtained to develop the evidences 1 and 2).

**Option 2 .** Realisation of the free online course Learn to live together through the game.

The course is 100% online, free and realises through the platform Miriadax, fruit of an institutional convention between this platform, the University of Lleida and the INEFC. The course shows an original approach, applied and based in scientific evidences that allow to enter of a pleasant way to know the possibilities that offers the game to favour relations of living together.

It recommends this option, on everything to the students that has not done the degree in the centre of Lleida of the INEFC.

To access to the course, has to go to the next link <https://miriadax.Clean//web/aprender-to-convivir-to-fetters-of-the-juego-3-edicion-/initiate>. There it will be necessary to register in the platform Miriadax in the course.

### Competences to be evaluated:

(E8) Promote actions of emotional education, in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education (E15.1). Know contexts and situations in that they use or apply the diverse curricular contents of the Physical Education

(E15.2) Know the processes and resources for the prevention of problems of learning and living together, the processes of evaluation and of academic and professional orientation

(G2). Oral communication and written

(G3). Capacity of analysis and of synthesis.

(G5). Skill of management of the information.

(G10). With regard to the fundamental rights of equality between men and women, to the promotion of the Human Rights and to the own values of a culture of peace and of democratic values

**Score:** Activity of individual evaluation with a value of the 28%

**Maximum date of delivery:** Option 1 conceptual Map. February 15, 2020 to the virtual platform. They will not accept works later of these dates. Option 2. Online course 3 December 2019 presenting the corresponding certificate of realisation of the course.

### Indicators and criteria of estimation of the evidence 3:

**Option 1. Conceptual map.** The evaluation of this activity will do in accordance with the following three criteria

1. It keeps a clear and comprehensible structure (until 2 point)

2. Present the key and central facts as well as the context (until 4 point)

3. Integrate and relates conceptual units key for the subject treated derivative of the knowledge and information obtained with the different knowledge received in the classes, the activities of autonomous work and the actions realised in the evidences 1 and 2 (until 4 point)

### **Option 2. Online course Game and living together.**

To surpass this evidence it will be necessary to obtain the certificate of participation that achieves when the student has surpassed, at least, a promig of 75% of the modules of the course. This promig calculates dividing the sum of the % obtained in each of the modules, and between the number of modules of the course. The course initiates from the 8 of October (in the moment that the student wish it) and has of time until December 3rd to realise it.

In all the evidences the students will enter the following sentence in which declare explicitly the originality of the work and the appointment of all the sources and resources used.

*All the information and the ideas of the evidence are original and have not been copied of literal shape of any other resource. The ideas and information built from other have quoted properly..*

**Case that detect plagiarism** in any one of the evidences, **the matter will remain suspended without possibility of recovery.**

Tests of tidy evaluation for dates and value of each

Evidence	Date	Value on final note %
Evidence 1. <b>Analysis of a case of intervention in an educational centre</b>	Date Delivery: until 23/12/2019 Date Qualification: until 18/01/2020 Date Recovery: until 28/01/2020	38%
Evidence 2. <b>Estimation of an educational intervention</b>	Date Delivery: until 04/02/2020 Date Qualification: until 22/02/2020 Date Recovery: until 06/03/2020	38%

Evidence 3. <b>Conceptual map or Course MOOC Game and living together</b>	Date Delivery: Option 1 conceptual map until 15/02/2019; Option 2 (online course) until 28/12/2019. Date Qualification: until 1/03/2019	24%
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**(If they do not submit the tasks in the date indicated or does case omís of the indications fruit of the evaluation processual of the subject, will consider that the score will be of 0 in the activity of evaluation that remain affected)**

The final note is the result of the promig of all the evidences always and when surpass each of them with an equal or upper note to 5.

## ALTERNATIVE EVALUATION

It Will be compulsory requirement the compulsory assistance to the three practical sessions and to the activity of back reflection that will realise in the Institute of Secondary Education of The Caparrella.

The collective of students that receive to this evaluation will have to realise and surpass the following evidences.

### **Evidence 1. Analysis of a case of intervention in an educational centre** 20%

See the description of the evidence 1 explained previously.

Date Delivery: until 23/12/20119

Date Qualification: until 18/01/2020

### **Evidence 2. Estimation of an educational intervention** 20%

See the description of the evidence 1 explained previously.

Date Delivery: until 04/02/2020

Date Qualification: until 22/02/2020

### **Evidence 3. Conceptual map or Course MOOC Game and living together** 10%

See the description of the evidence 3 explained previously.

Date Delivery: Option 1 conceptual map until 15/02/2019;

Option 2 (online course) until 28/12/2019.

### **Evidence 4. Resolution Of an of necessity educational case** 25%

Date Delivery: until 27/02/2020

The activity that proposes is a study of case centred in generating proposals of prisoner of decisions. The procedure to follow will consist of the following actions:

1. Identification of cases of educational needs in the sessions the observation realised in the Institute The Caparrella during the compulsory practices
2. Search and reading of bibliography relative to an of necessity educational case identified. Description of the key subjects on what pretends do the bibliographic search. It is necessary to identify which are the key words or the concepts on those that does the search. These first key words or concepts have to identify of the description that has done in the previous point. It is necessary to consult a minimum of 10 scientific articles on the subject that treat . The reading of these articles has to bring to identify concepts or key ideas related with the case that describes . This chapter is basic, since it will have to be the base that serve to resolve the case (task that will do in the third part of the evidence).
3. Development of the adaptation to a didactic unit of this of necessity educational case.



- Identification of the phases (actions or strategies of intervention) that proposes consider
- Description of the actions of intervention to realise in each phase or strategy to employ to resolve the case. To give answer to the resolution of the case can use the resources that will provide you the different teachers of this matter and also consider the concepts and key ideas that have been able to identify in the essay after the bibliographic query.
- Evaluation of the intervention: Describe which would be the indicators that would consider to do the evaluation of the case and know if the problem has resolved satisfactorily or if the challenge has been able to attain. It is important to do a self-criticism, identifying limitations, aspects that rotted improve, other prospects that also rotted consider.

## 1. Bibliographic references

They will incorporate the bibliographic appointments of the articles located; they will quote as normative APA

### **Competences to be evaluated:**

(E8) Promote actions of education in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education (E15.1). Know contexts and situations in that they use or apply the diverse curricular contents of the Physical Education

(E15.2) Know the processes and resources for the prevention of problems of learning and living together, the processes of evaluation and of academic and professional orientation

(G2). Oral communication and written

(G3). Capacity of analysis and of synthesis.

(G5). Skill of management of the information.

(G10). With regard to the fundamental rights of equality between men and women, to the promotion of the Human Rights and to the own values of a culture of peace and of democratic values

### **Examn :**

25%

Realisation of a test theoretical and practical written exam on the contents in the subject

It will realised during the week of the 17 to the February 21, 2020.

The final note will be the promig of the note obtained in the five evidences. It is requirement that each of the tests surpass with a minimum of 5 on 10 for can approve the subject. There is not recovery of any evidence.

### **Competences to be evaluated:**

(E8) Promote actions of education in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education

(E15.1) Know contexts and situations in that they use or apply the diverse curricular contents of the Physical Education

(E15.2) Know the processes and resources for the prevention of problems of learning and living together, the processes of evaluation and of academic and professional orientation

(G2) 1. Communication written

(G3). 2. Capacity of analysis and of synthesis.

(G5). 3. Skill of management of the information.



(G10) 4. With regard to the fundamental rights of equality between men and women, to the promotion of the Human Rights and to the own values of a culture of peace and of democratic values

In all the evidences the students will enter the following sentence in which declare explicitly the originality of the work and the appointment of all the sources and resources used.

*All the information and the ideas of the evidence are original and have not been copied of literal shape of any other resource. The ideas and information built from other have quoted properly..*

**Case that detect plagiarism** in any one of the evidences, **the matter will remain suspended without possibility of recovery.**

Tests of alternative evaluation ordinates for dates indicating the value of each part

Evidence	Dates	Value on final note %
Evidence 1. <b>Analysis of a case of intervention in an educational centre</b>	Date Delivery: until 23/12/2019	20%
Evidence 2. <b>Estimation of an educational intervention</b>	Date Delivery: until 04/02/2020	20%
Evidence 3. <b>Conceptual map or Course MOOC Game and living together</b>	Date Delivery: Option 1 conceptual map until 15/02/2019; Option 2 (online course) until 28/12/2019.	10%
Evidence 4. <b>Resolution of an of necessity educational case</b>	Date Delivery: until 27/02/2020	25%
Evidence 5. <b>Examination :</b>	Date realisation: The week of the 17 to the February 21, 2020	25%

**(If they do not submit the tasks in the date indicated or it the case of omission of the indications fruit of the alternative evaluation of the subject, will consider that the score will be of 0 in the activity of evaluation that remain affected)**

The final note is the result of the promig of all the evidences always and when surpass each of them with an equal or upper note to 5.

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