

**1. General information****Course:** PRESCHOOL BIOLOGY, HEALTH AND NOURISHMENT**Code:** 47312**Type:** CORE COURSE**ECTS credits:** 6**Degree:** 301 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION**Academic year:** 2021-22**Center:** 101 - FACULTY OF EDUCATION IN ALBACETE**Group(s):** 12**Year:** 2**Duration:** C2**Main language:** Spanish**Second language:****Use of additional languages:****English Friendly:** Y**Web site:****Bilingual:** N

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2. Pre-Requisites

This course has no prerequisites. However, it would be advisable for the student:

- To know basic biological issues such as the main members of the 5 kingdoms of living beings and the basics of anatomy and vital functions.
- To understand the most basic biological terminology.

In addition, to increase the chances of success in learning and passing the subject, it is advisable that students attend lessons in the classroom and participate in the proposed activities.

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3. Justification in the curriculum, relation to other subjects and to the profession

The knowledge of the human body and its functions is essential for a teacher, as it is in the early stages of child development when they become aware of their anatomy. It is a fundamental moment for initiating children in their knowledge and in the numerous relationships they establish with their environment. On the other hand, the future teacher must know the most important diseases that affect children in the infant stage, so that he/she can take some preventive measures to avoid, for example, massive contagion with the rest of the children.

Biology, health and child nutrition is also the only science subject in this degree, which provides students with basic training so that they can work with young children as teachers on issues such as healthy eating and the prevention of overweight and obesity.

Food, which is included in the Universal Declaration of Human Rights, includes education for proper nutrition, which also contributes to achieving social equity in child health. Spain is one of the European countries with the highest levels of obesity and overweight, which is why these disorders have been declared of priority interest by authorities. Therefore, this training for teachers is more necessary than ever, as it is in childhood that the main habits are acquired. Also, school is one of the main sources for their development. Together with this issues related to health, others, such as knowledge of the origin of life, the diversity of the living world, its evolution and its classification are essential, as most of our students come from non-scientific high school and could therefore transfer misconceptions to children at this important stage of their learning.

The subject is perfectly complemented by other subjects from the psychological and physical education areas of the module, which support and complement the work on healthy habits such as: "Psychology of health in Preschool Education" and "Motor skills and health in preschool Education".

4. Degree competences achieved in this course**Course competences**

Code	Description
1.1.4.II.01	Know the basic principles of healthy development and behaviour.
1.1.4.II.02	Identify disorders in sleep, diet, psychomotor development, attention, and auditory and visual perceptions.
CB01	Prove that they have acquired and understood knowledge in a subject area that derives from general secondary education and is appropriate to a level based on advanced course books, and includes updated and cutting-edge aspects of their field of knowledge.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.

5. Objectives or Learning Outcomes**Course learning outcomes**

Description

Identify the types of nutrients and their principal vital functions.

Critically analyse the educational potential of Physical Education in the stage of Early Childhood Education.

Know the anatomy and physiology of the human body.
 Discuss the relationship between nutrients, diet, energy, and health.
 Design preventative measures and promote health.
 Design activities related to healthy eating and sensorial education in the stage of early childhood (smells, colours, flavours, sounds, textures).
 Be able to promote and design preventive programs in relation to psychological difficulties among pupils of Early Childhood Education.
 Identify disorders as they relate to eating, and auditory and visual perception.
 Recognize the principal illnesses in the stage of early childhood.
 Recognize the principal groups of living beings, identifying those with pathogenic potential.

Additional outcomes

Programme biology activities that are appropriate, motivating and innovative for preschool stage.

6. Units / Contents

Unit 1: Living beings: general aspects.

Unit 2: Anatomy, nutrition and physiology (the human body and its functions)

Unit 3: Children's health: food, health and relationship with the environment (Fundamentals of Health Education. Food and nutrition in the infant stage.

Didactic applications. Healthy habits and school risk prevention. Health and the environment)

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	1.1.4.II.01 1.1.4.II.02	2.4	60	Y	N	Teaching of contents. Individual and cooperative work (formal and informal), laboratory practices, problem solving and/or progress tests. Possible field trips.
Writing of reports or projects [OFF-SITE]	Assessment tests	1.1.4.II.01 1.1.4.II.02 CB01 CB03	3.6	90	Y	N	Preparation of written work and possible presentations, derived from previous work and/or progress tests. Study for test preparation. Products derived from classroom or laboratory activities.
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Progress Tests	30.00%	30.00%	It can be done through different methods such as laboratory practices, achievements in the classroom or progress tests, which can be made up in subsequent tests such as ordinary and extraordinary exams.
Test	70.00%	70.00%	Final assessment for the control of contents.
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

The student:

Justifies the origin and evolution of living things.
 Identifies the main groups of living beings, highlighting those with pathogenic potential.
 Relates the main groups of nutrients and their function.
 Explains the relationship between nutrients, food, energy and health.
 Describes the main elements of the human body and their functions.
 Develops healthy eating and sensory activities.
 Explains disorders in eating and in auditory and visual perception.
 Plans motivating and innovative activities for children and related to .
 Designs actions to prevent and promote health.
 Classifies the main typical diseases of the infant stage.

If necessary, any modification or adaptation to the teaching guides as a result of any change in the teaching or assessment model derived from the evolution of the pandemic will be informed by means of an addendum.

Non-continuous evaluation:

Test in which 100% of the contents and competences developed in the subject are evaluated. It may contain exercises, problems, etc., developed in practices and activities carried out during the academic year.

Specifications for the resit/retake exam:

Test in which 100% of the contents and competences developed in the subject are evaluated. It may contain exercises, problems, etc., developed in practices

and activities carried out during the academic year.

Specifications for the second resit / retake exam:

Test in which 100% of the contents and competences developed in the subject are evaluated. It may contain exercises, problems, etc., developed in practices and activities carried out during the academic year.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 3): Living beings: general aspects.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	20
Writing of reports or projects [AUTÓNOMA][Assessment tests]	30
Unit 2 (de 3): Anatomy, nutrition and physiology (the human body and its functions)	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	20
Writing of reports or projects [AUTÓNOMA][Assessment tests]	30
Unit 3 (de 3): Children's health: food, health and relationship with the environment (Fundamentals of Health Education. Food and nutrition in the infant stage. Didactic applications. Healthy habits and school risk prevention. Health and the environment)	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	20
Writing of reports or projects [AUTÓNOMA][Assessment tests]	30
Global activity	
Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	60
Writing of reports or projects [AUTÓNOMA][Assessment tests]	90
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Pulido, Carlos (Pulido Bordallo)	Biología : 2 [bachillerato]	Anaya		978-84-667-2167-7	2007	
Mateos, A.	Nutrición y salud en la formación de docentes: la gastronomía como propuesta para una enseñanza motivadora.	Aljibe			2016	
Rigolfas, Rita	Educación en la alimentación y la nutrición	Tibidabo		978-84-8033-843-1	2010	
Teixeira, F. & Marques, F. M.	Sexualidad y género en la formación inicial de los docentes.	Aljibe			2016	
	Educación para la salud : drogodependencias	CCS		84-7043-871-9	2004	
Ferrer Marí, Natividad	Biología y geología : Bachillerato 1	Bruño		84-216-4329-0	2006	
Langley, Leroy Lester	Elementos de fisiología	Acribia		84-200-0317-4	1987	