



1. General information

Course: PHYSICAL FITNESS AND HEALTH

Type: ELECTIVE

Degree: 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Year: 4

Main language: Spanish

Use of additional
languages:

Web site:

Code: 46338

ECTS credits: 6

Academic year: 2021-22

Group(s): 14 10 17

Duration: First semester

Second language: English

English Friendly: Y

Bilingual: N

Lecturer: JUAN GREGORIO FERNANDEZ BUSTOS - Group(s): 17

Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación/ Educación Física (1ª planta)	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA	+34 926 05 33 29	juang.fernandez@uclm.es	

Lecturer: VIRILIO PEDRO LORENZO LÓPEZ - Group(s): 17

Building/Office	Department	Phone number	Email	Office hours
	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA		Profesor.VLorenzo@uclm.es	

2. Pre-Requisites

Not established

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

Article 93.2 of Organic Law 2/2006 of May 3, on Education referring to Primary Education Teachers establishes that 'Primary education will be taught by teachers, who will have competence in all areas of this level. The teaching of music, physical education, foreign languages or those other teachings determined by the Government, after consulting the Autonomous Communities, will be taught by teachers with the corresponding specialization or qualification. On the other hand, the Faculties of Education of the UCLM have accredited a long and fruitful experience in the training of Specialist Teachers in Physical Education, which make it very suitable to continue teaching the Physical Education minor studies that, in any case, 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 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 will therefore continue to benefit throughout their lives from the protective effect of physical activity, as it is associated with reduced morbidity and mortality from cardiovascular diseases, obesity, diabetes, lung disease, cancer, osteoporosis, and adult psychological disorders.

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 unit is integrated in module 2 of Physical Education minor that contributes to the comprehensive training of the future teacher in Primary Education (Physical Education). This subject in the Primary Education teacher degree title aims to deepen the contents related to physical activity and physical condition related to health in schoolchildren, providing the student with the knowledge and methodological strategies necessary to develop these contents effectively within of the school context.

4. Degree competences achieved in this course

Course competences

Code	Description
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
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.
CG02	Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals in the centre.
CG04	Design and arrange learning spaces, with consideration of diversity and gender equality, equity and respect for human rights, which

CG10	constitute the values of citizenship. Reflect on classroom practice to allow innovation and improvement of the teaching practice. Acquire habits and skills for autonomous and cooperative learning and promote it among pupils.
CT03	Correct oral and written communication.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Have the capacity to prepare leisure, health or sports programmes as part of extracurricular activities.
 Know how to analyze and put into practice the official curriculum of Physical Education for Primary School (6-to-12 year olds).
 Know the different methodologies, being able to choose the best methodology taking into account the group of students and their educational centre.
 Know and apply assessment instruments for the different content blocks included in the subject of Physical Education.
 Know how to analyse healthy lifestyle possibilities as well as the drawbacks of not following those recommendations.

Additional outcomes

SPECIFIC COMPETENCES MODULE QUALIFYING PHYSICAL EDUCATION MINOR: MEF.01 Analyze the influence of physical activity, health, games, sports, and corporal expression from a social viewpoint to create a critical and reflexive opinion.
 MEF.02 Know the basics and possibilities of the different Physical Education contents as educative methods.
 MEF.03 Know the distinct methodological approaches and know how to apply each one according to the practical context.
 MEF.04 Know the teaching and learning evaluation methods and instruments of different Physical Education contents and know how to utilize them according to differing student abilities.
 MEF.05 Be able to plan own Physical Education lessons starting from the official curricular approaches, performing the necessary adaptations according to the practical context or type of student.
 MEF.06 Organize and design tasks to implement units of work in Physical Education.
 MEF.07 Know, be able to, and be willing to introduce different pedagogical innovations in the Physical Education field.

6. Units / Contents

Unit 1: Physical activity and health: conceptual approach
Unit 2: Physical condition and health. Guidelines for its development
Unit 3: Quantification of physical activity: measuring instruments
Unit 4: Safety, practices advised against and postural education
Unit 5: Strategies for promoting healthy physical activity at school
Unit 6: Health in the Physical Education curriculum
Unit 7: Physical activity for all: disability and the elderly

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	CG10 CT03	1.2	30	Y	N	The presence and active participation in the proposed activities (reading of texts, text comments or viewing of videos to later establish debates).
Final test [ON-SITE]	Assessment tests	CB02 CB03 CG02 CG04 CG10 CT03	0.08	2	Y	Y	The contents taught will be assessed through a written test to be developed.
Class Attendance (practical) [ON-SITE]	Lectures	CG02 CG04	1.12	28	Y	N	Taking advantage of practical classes in the gym and active participation in them (carrying out the motor tasks proposed in said classes) Not recoverable
Writing of reports or projects [OFF-SITE]	Cooperative / Collaborative Learning	CB02 CB03 CG02 CG04 CG10 CT03	0.4	10	Y	N	Collaborative work that will consist of the elaboration of practical exercises related to the contents seen in the theoretical and practical classes. All groups will carry out and present their tasks in the gym room or pavilion in the second part of the practical session. Unrecoverable
Writing of reports or projects [OFF-SITE]	Cooperative / Collaborative Learning	CB02 CB03 CG02 CG04 CG10 CT03	0.4	10	Y	Y	Preparation of a group proposal for an activity to promote healthy lifestyle habits at a health fair
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	CB02 CB03 CG10 CT03	0.16	4	Y	Y	Study and debate of scientific texts of relevance in the field of physical activity and health
Writing of reports or projects [OFF-SITE]	Assessment tests	CB02 CB03 CG02 CG04 CG10 CT03	0.8	20	Y	Y	Individual work that will consist of the design of didactic materials for the promotion of physical activity in the school, family and community environment. The student will be able to choose, failing that, a Service-Learning experience where she will put into practice the learning acquired during the subject

Study and Exam Preparation [OFF-SITE]	Assessment tests		1.84	46	N	-
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
Final test	55.00%	55.00%	The contents taught will be assessed through a written test
Progress Tests	15.00%	15.00%	This section includes all the compulsory assessable group assignments: 1. Analysis and debate of scientific texts. 2. Presentation of an activity for the health fair
Theoretical papers assessment	10.00%	10.00%	The student will choose between: - Proposal of a didactic material for the promotion of physical activity and health. - Preparation of a theoretical-practical work, based on the learning acquired in the subject, of application for a Service-Learning experience.
Assessment of active participation	10.00%	10.00%	Participation and use of practical classes as well as preparation of teaching materials for practical classes.
Practicum and practical activities reports assessment	10.00%	10.00%	Collaborative work that will consist of the elaboration of practical exercises related to the contents seen in the theoretical and practical classes. All groups will perform and They will present their tasks in the gym room or pavilion in the second part of the practical session.
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:

In order to assess the use of the practices and prepare the report of practices (elaboration of the collaborative work of practical exercises) the student must attend at least 80% of the practical sessions. Students who do not attend that 80% of the practices will not be able to opt for the corresponding 20% of these two evaluation systems.

The rest of the evaluation systems (final test, progress tests and theoretical works) will be compulsory and recoverable for all students, whether or not they attend class regularly and will be weighted according to the percentages established in the previous section.

It is necessary to get more than a 4 in any of the compulsory activities. The final grade, in any case, always has to equal or exceed 5 to pass.

Spelling mistakes presented in papers and in the exam will be subtracted, penalizing 0.1 for each misspelling committed.

The verification of the fraudulent performance of an evaluation test or the failure to comply with the instructions set for carrying out the test will result in a failure grade (with a numerical grade of 0) in said test. In the particular case of the final tests, the suspense will be extended to the corresponding call.

If necessary, any necessary modification or adaptation in the teaching guides as a consequence of any change in the teaching or evaluation model derived from the evolution of the pandemic will be documented through an addendum.

Non-continuous evaluation:

Students who do not attend class, or do not do so regularly, must contact the teaching staff at the beginning of the semester and establish a work plan, with periodic monitoring of the same. In any case, the percentages corresponding to the assessment of the participation with use in class and the preparation of the practice report cannot be assessed.

The rest of the evaluation systems (final test, progress tests and theoretical works) will be compulsory and recoverable for all students, whether or not they attend class regularly and will be weighted according to the percentages established in the previous section.

It is necessary to get more than a 4 in any of the compulsory activities. The final grade, in any case, always has to equal or exceed 5 to pass.

Spelling mistakes presented in papers and in the exam will be subtracted, penalizing 0.1 for each misspelling committed.

The verification of the fraudulent performance of an evaluation test or the failure to comply with the instructions set for carrying out the test will result in a failure grade (with a numerical grade of 0) in said test. In the particular case of the final tests, the suspense will be extended to the corresponding call.

If necessary, any necessary modification or adaptation in the teaching guides as a consequence of any change in the teaching or evaluation model derived from the evolution of the pandemic will be documented through an addendum.

Specifications for the resit/retake exam:

The student will have the right to keep the grade of any of the parts approved in the ordinary call.

The marks corresponding to the assessment with use in class and preparation of the practice report will be saved up to a maximum of two academic years as long as the student has managed to obtain more than a 5 in them.

Specifications for the second resit / retake exam:

The same as in the extraordinary call.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 7): Physical activity and health: conceptual approach	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Class Attendance (practical) [PRESENCIAL][Lectures]	5
Study and Exam Preparation [AUTÓNOMA][Assessment tests]	8

Unit 2 (de 7): Physical condition and health. Guidelines for its development	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	8
Class Attendance (practical) [PRESENCIAL][Lectures]	13
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	10
Writing of reports or projects [AUTÓNOMA][Assessment tests]	6
Study and Exam Preparation [AUTÓNOMA][Assessment tests]	16
Unit 3 (de 7): Quantification of physical activity: measuring instruments	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	3
Study and Exam Preparation [AUTÓNOMA][Assessment tests]	4
Unit 4 (de 7): Safety, practices advised against and postural education	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Lectures]	4
Study and Exam Preparation [AUTÓNOMA][Assessment tests]	6
Unit 5 (de 7): Strategies for promoting healthy physical activity at school	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Lectures]	4
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	10
Writing of reports or projects [AUTÓNOMA][Assessment tests]	8
Study and Exam Preparation [AUTÓNOMA][Assessment tests]	7
Unit 6 (de 7): Health in the Physical Education curriculum	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Final test [PRESENCIAL][Assessment tests]	2
Class Attendance (practical) [PRESENCIAL][Lectures]	2
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	4
Writing of reports or projects [AUTÓNOMA][Assessment tests]	6
Study and Exam Preparation [AUTÓNOMA][Assessment tests]	3
Unit 7 (de 7): Physical activity for all: disability and the elderly	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Study and Exam Preparation [AUTÓNOMA][Assessment tests]	2
Global activity	
Activities	hours
Final test [PRESENCIAL][Assessment tests]	2
Class Attendance (practical) [PRESENCIAL][Lectures]	28
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	10
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	10
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	4
Writing of reports or projects [AUTÓNOMA][Assessment tests]	20
Study and Exam Preparation [AUTÓNOMA][Assessment tests]	46
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Warburton, D. E. R., Nicol, C. W y Bredin, S. S. D.	Health benefits of physical activity: the evidence.	Canadian Medical Association Journal, 176(6), 801-806.			2006	
Hernández, J.L., Velázquez, R., Alonso, D., Garoz, I., López, C., y López, A. et al.	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.			2007	
Janssen, I. y Leblanc, A. G.	Systematic review of the health benefits of physical activity and fitness in school-aged children and youth	International Journal of Behavioral Nutrition and Physical Activity, 7:40.			2011	
Keegan, R. J. et al.	It's not how old you are, it's where you're at in life: application of a life-span framework to physical activity in examining community and environmental interventions.	Sport and Exercise Psychology Review, 6(1), 19-34.			2010	

López, P. A.	Ejercicios desaconsejados en la actividad física: detección y alternativas	INDE	Barcelona	2008	
Mark S. Tremblay, Allana G. LeBlanc, Ian Janssen, Michelle E. Kho, Audrey Hicks,	Canadian Sedentary Behaviour Guidelines for Children and Youth	Appl. Physiol. Nutr. Metab. 36, 59-64		2011	
Martínez-Gómez M, Martínez-De-Haro V, Del-Campo J, Zapatera B, J.Welk ,G Villagra A, Marcos A y L. Veiga O.	Validez de cuatro cuestionarios para valorar la actividad física en adolescentes españoles	Gac Sanit., 23(6):512-517		2009	
Medina-Blanco, R. R	Programas de intervención para la promoción de actividad física en niños escolares: revisión sistemática	Nutrición Hospitalaria, 26(2), 265-270		2011	
Moreno-Murcia, J. A., y Cervelló E	Motivación en la actividad física y el deporte	Wanceulen	Sevilla	2010	capítulos 3 y 6
OMS	Recomendaciones mundiales sobre actividad física para la salud http://whqlibdoc.who.int/publications/2010/9789243599977_spa.pdf			2010	
Ortega FB, Ruiz JR, Castillo MJ, Sjöström M	Physical fitness in childhood and adolescence: a powerful marker of health	Int J Obes (Lond),32(1):1-11.		2008	
Valenciano, J. y Fernández, J. G.	Educación física, salud y desarrollo curricular de las competencias básicas	inde	Barcelona	2011	En O. R. Contreras y R. Cuevas, Las competencias desde la Educación Física (pp. 121-147)
Van Sluijs, E.M.F., McMinn, A.M. y Griffin, S.J.	Effectiveness of interventions to promote physical activity in children and adolescents: Systematic review of controlled trials.	British Journal of Sports Medicine, 42(8), 653-657		2008	
Varo, J. J. y Martínez-González, M. A.	Los retos actuales de la investigación en actividad física y sedentarismo	Revista Española de Cardiología, 60(3), 231-233		2007	
Willmore, J. H. y Costill, D. L.	Fisiología del esfuerzo y del deporte	Paidotribo	Barcelona	2010	
Rodríguez Ordax J, Terrados N.	Métodos para la valoración de la actividad física y el gasto energético en niños y adultos	Archivos de Medicina del Deporte, 23 (115): 365-377		2006	
Ruiz JR, España Romero V, Castro Piñero J, Artero EG, Ortega FB, Cuenca García M, Jiménez Pavón D, Chillón P, Girela Rejón MJ, Mora J, Gutiérrez A, Suni J, Sjöström M, Castillo MJ.	ALPHA-fitness test battery: health-related field-based fitness tests assessment in children and adolescents	Nutr Hosp, 26(6):1210-4.		2011	
Sádaba, C. y Briguuá, X.	Niños y adolescentes españoles ante las pantallas: rasgos configuradores de una generación interactiva	CEE Participación Educativa, 15, 86-104.		2010	
Tremblay et al.	New Canadian physical activity guidelines	Applied Physiology, Nutrition, and Metabolism, 36(1), 36-46.		2011	
Tremblay et al.	Systematic review of sedentary behaviour and health indicators in school-aged children and youth	Journal of Behavioral Nutrition and Physical Activity, 8:98.		2011	
Armstrong, N. y Welsman, J.	The Physical Activity Patterns of European Youth with Reference to Methods of Assessment	Sports Medicine, 36(12), 1067-1086.		2006	
Aznar, S. y Webster, T	Actividad Física y Salud en la Infancia y la Adolescencia. Guía para todas las personas que participan en su educación	Ministerio de Educación y Ciencia		2006	
Cabrera, A. et al.	Sedentarismo: tiempo de ocio frente a porcentaje del gasto energético	Revista Española de Cardiología, 60(3), 244-250		2007	
Cavill, N. A., Biddle, S. J. y Sallis, J. F	Health enhancing physical activity for young people: statement of the UK expert consensus conference	Pediatric Exercise Science, 13 (1), 12- 25		2001	
	Physical activity of Canadian				

Colley, R. C. et al.	children and youth: Accelerometer results from the 2007 to 2009 Canadian Health Measures Survey	Health Reports, 22(1), 1-9.			2011	
Davison, K. K. y Lawson, C. T.	Do attributes in the physical environment influence children's physical activity?	A review of the literature. International Journal of Behavioral Nutrition and Physical Activity, 3:19			2006	
Devís, J. (Coord.)	La educación física, el deporte y la salud en el siglo XXI.	Marfil	Alicante		2001	Apartado 4 del capítulo 18 y capítulo 19
Devís, J. y Peiró, C.	Nuevas perspectivas curriculares en Educación Física: la salud y los juegos modificados	INDE	Barcelona		1992	apartado 3 del capítulo 1
Yancey, A. K. et al.	Creating a robust public health infrastructure for physical activity promotion.	American Journal of Preventive Medicine, 32(1), 68-78			2007	
Varo, J.J., Martínez, J.A. y Martínez, M.A	Beneficios de la actividad física y riesgos del sedentarismo.	Medicina Clínica, 121(17), 665-672.			2003	
Duda, J. L.	Ejercicio físico, motivación y salud: aportaciones desde la teoría de las perspectivas de meta	Marfil	Alicante		2001	En J. Devís (coord.), La educación física, el deporte y la salud en el siglo XXI (pp. 271-281).
González-Cutre, D y Moreno, J. A	Estrategias motivacionales para una transformación social a través de la actividad físico-deportiva	Shape	Río de Janeiro		2009	En J. A. Moreno y D. González-Cutre (Coord.), Deporte, intervención y transformación social
Healy, G. N. y Owen, N.	Conducta sedentaria y biomarcadores del riesgo cardiometabólico en adolescentes: un problema científico y de salud pública emergente	Revista Española de Cardiología, 63(3), 261-264.			2010	