



1. General information

Course: PLAY AREAS

Type: ELECTIVE

Degree: 302 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION

Center: 102 - FACULTY OF EDUCATION OF CIUDAD REAL

Year: 4

Main language: Spanish

Use of additional
languages:

Web site:

Code: 47334

ECTS credits: 4.5

Academic year: 2022-23

Group(s): 24

Duration: First semester

Second language: English

English Friendly: Y

Bilingual: N

Lecturer: DAVID GUTIERREZ DIAZ DEL CAMPO - Group(s): 24

Building/Office	Department	Phone number	Email	Office hours
Edificio Lorenzo Luzuriaga 3.11	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA	926052024	david.gutierrez@uclm.es	INFORMATION WILL BE PROVIDED THROUGH THE VIRTUAL CAMPUS AT THE BEGINNING OF THE SEMESTER

Lecturer: ANDREA HERNÁNDEZ MARTÍNEZ - Group(s): 24

Building/Office	Department	Phone number	Email	Office hours
Edificio Lorenzo Luzuriaga 3.02	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA	3238	andrea.hernandez@uclm.es	INFORMATION WILL BE PROVIDED THROUGH THE VIRTUAL CAMPUS AT THE BEGINNING OF THE SEMESTER

2. Pre-Requisites

Knowledge of the use of technology, at least at user level, is desirable. It is appropriate for students to have some English language skills, as documents in English may be used.

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

Physical Education in the Infant Education stage contemplates the globality of behaviour, analysing perceptual-motor, physical-motor and affective-relational factors, as well as other problems linked to health. In turn, in relation to the infant's motor development, the aim is to achieve motor control of the body and of all its possibilities of action, since this development is manifested through motor function, constituted by the desire to act in the surrounding environment and to become increasingly competent. These aspects are achieved by the child in different spaces, from those designed by the teacher in the motor skills room, to those where the activity is self-directed, such as in playgrounds or playgrounds. The design, motivation and guidance in their use, management and even regulation are of great importance in the stimuli and opportunities for motor activity that infants will have in the early years. Being able to design, manage and maximise the possibilities of spaces inside and outside the centre are important competences in the promotion of health and physical activity at all ages, and of particular importance in the Early Childhood Education stage, and therefore desirable in the training of Early Childhood Education teachers.

4. Degree competences achieved in this course

Course competences

Code	Description
2.3.II.01.	Adopt attitudes of reflection and commitment to innovation to enable improvement in the educational quality of the field of Early Childhood Education.
2.3.II.02.	Know the foundations of early care for its application in Early Childhood Education.
2.3.II.06.	Offer guidelines on educational practices to family members aimed at improving the child's abilities.
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.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CG02	Encourage and facilitate learning in early childhood, from a perspective that is globalized and integrates the different cognitive, emotional, psychomotor and volitional dimensions.
CG03	Design and regulate learning spaces within the context of diversity that attend to the singular educational necessities of the pupils, gender equality, equity, and respect for human rights.
CG11	Reflect upon the practices of the classroom to innovate and improve the teaching process. Acquire habits and skills for autonomous and co-operative learning and encourage them in the pupils.
CT03	Correct oral and written communication.
CT04	Commitment and professional ethics.
CT05	Encourage the respect of fundamental rights and equality between men and women.
CT07	Promote values that belong to a culture of peace, and democratic values.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Know the various methodologies to be carried out in each of the educational spaces, being able to choose the best of them according to the characteristics of the

group of pupils and the school.

Be able to adapt the methodologies and objectives of Physical Education to the different educational spaces present in a school and in the surrounding environment.

Know how to analyse social interactions from motor games that take place in different spaces, especially in the playground, knowing how to detect situations of exclusion or risk of exclusion and propose actions to stop and prevent it through Physical Education.

Know how to analyse the possibilities offered by living healthy lifestyles, as well as the drawbacks of not following these suggestions.

Know how to use instruments and techniques to measure physical activity to detect deficiencies and possibilities for motor learning in the different educational spaces.

Know the principles of creation and modification of spaces for the promotion of physical activity and the integral development of the child.

Additional outcomes

Knowledge about how to analyse the possibilities offered by healthy lifestyles, and promote them through knowledge of the school, family and social environment, and the application of strategies adapted to these. Know which instruments are suitable for the assessment of physical activity in the early years and know how to apply them in different contexts.

6. Units / Contents

Unit 1: Didactic aspects depending on the play area.

Unit 2: Environment and its influence on the physical activity practice.

Unit 3: The classroom

Unit 4: The psychomotricity room / gymnasium

Unit 5: Playground

Unit 6: Play areas outside the school.

Unit 7: Analysis of physical activity in different play areas.

ADDITIONAL COMMENTS, REMARKS

The subjects covered in this guide are grouped into thematic blocks in order to coherently relate the contents and facilitate their development and understanding.

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]	Combination of methods	2.3.II.01. 2.3.II.02. 2.3.II.06. CB04 CG02 CG03 CG11 CT03 CT04	0.6	15	Y	N	Exposition of the theoretical contents related to each of the thematic blocks or themes
Workshops or seminars [ON-SITE]	Practical or hands-on activities	2.3.II.06. CB04 CG02 CG03 CG11 CT03 CT04	0.8	20	Y	Y	Practical lessons related to the contents of the subject in which students will solve practical cases. The final exam will be made up by means of a practical case study.
Study and Exam Preparation [OFF-SITE]	Self-study	2.3.II.01. 2.3.II.02. 2.3.II.06. CB04 CG02 CG03 CG11 CT03 CT04	1.2	30	N	-	Study of the different thematic blocks that make up the subject, including the bibliography referenced by the teacher.
Other off-site activity [OFF-SITE]	Reading and Analysis of Reviews and Articles	CB04 CG11 CT03	0.48	12	Y	N	Reading and analysis of different research related to the subject.
Final test [ON-SITE]	Assessment tests	2.3.II.01. 2.3.II.02. 2.3.II.06. CB02 CB04 CG02 CG03 CG11 CT03	0.08	2	Y	Y	Written assessment test. Any content covered in the theoretical and practical lessons, in addition to the material provided by the Virtual Campus, may be considered. Recoverable.
Writing of reports or projects [OFF-SITE]	Group Work	2.3.II.01. 2.3.II.02. 2.3.II.06. CB02 CB04 CG02 CG03 CG11 CT03 CT04	1.02	25.5	Y	Y	Tasks regarding each unit, done in groups, except for those students of non-continuous assessment. Plagiarism will be penalised. Recoverable
Progress test [ON-SITE]	project-based learning	2.3.II.01. 2.3.II.02. 2.3.II.06. CB02 CB04 CG02 CG03 CG11 CT03 CT04 CT05 CT07	0.32	8	Y	Y	Presentation of group projects. Recoverable
Total:			4.5	112.5			
Total credits of in-class work: 1.8			Total class time hours: 45				
Total credits of out of class work: 2.7			Total hours of out of class work: 67.5				

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
Test	40.00%	50.00%	Final test based on the contents covered in the theoretical and practical lessons, and the material provided in Virtual Campus. Students in non-continuous assessment must solve an additional practical case study. It is necessary to obtain a 4 out

Assessment of active participation	30.00%	20.00%	of 10 in order to pass the exam. Compulsory and recoverable Elaboration of a project related to a thematic block of the subject (research work, mainly of a descriptive and innovative nature), which will be developed following the scheme of work presented in the theoretical and practical sessions. It will be necessary to complete 80% of the proposed tasks in order to obtain this percentage. It is necessary to obtain 40% of the grade. Non-continuous assessment students will be able to carry out this task individually, after tutoring with the lecturer in charge of the subject, who will indicate how to proceed. Compulsory and recoverable
Theoretical papers assessment	30.00%	30.00%	Completion of assignments related to the topics covered in the theoretical and practical sessions. Continuous assessment students will carry out these tasks as a group, but not non-continuous assessment students. Compulsory and recoverable.
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:

Students who do not complete 80% of the activities scheduled in theory and practical classes will not be eligible for continuous assessment. In all cases, whether it is continuous assessment or non-continuous assessment, all assignments and reports must be handed in, and 40% of the overall grade must be reached in order to pass the course. It will be necessary to pass the theory exam (4 out of 10) to be able to add the rest of the sections. The course will be passed with a minimum grade of 5. Those sections that the student has passed in ordinary exams will be kept, during the same course, and exceptionally from one course to another, as long as the teaching guide is not modified.

Non-continuous evaluation:

Students who do not complete 80% of the activities programmed in theory and practical classes will pass to the non-continuous assessment mode. It will be necessary to agree on the conditions of the assignments and reports to be presented after tutoring with the subject teacher. In any case, the assignments will be done individually, and all of them must be handed in and reach 40% of their overall grade in order to pass the course. It will also be necessary to pass the theory exam (4 out of 10) in order to add up the rest of the sections. The course will be passed with a minimum grade of 5. Those sections that the student has passed in ordinary exams will be kept, during the same year, and exceptionally from one year to another, as long as the teaching guide is not modified.

Specifications for the resit/retake exam:

The assessment of the extraordinary call will follow the same criteria as those established in the ordinary call. Those sections that the student has passed in the ordinary exam will be kept, during the same academic year, and exceptionally from one academic year to another, as long as the teaching guide is not modified.

Specifications for the second resit / retake exam:

The assessment of the special final examination will follow the same criteria as those established in the ordinary examination. Those sections that the student has passed in previous exams will be kept, during the same academic year, and exceptionally from one academic year to another, as long as the teaching guide is not modified.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Final test [PRESENCIAL][Assessment tests]	2
Writing of reports or projects [AUTÓNOMA][Group Work]	4.5
Progress test [PRESENCIAL][project-based learning]	8
General comments about the planning: The activities programmed in the practical sessions will be one per theme block, and will then be dedicated to the elaboration of the final project.	
Unit 1 (de 7): Didactic aspects depending on the play area.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	3
Workshops or seminars [PRESENCIAL][Practical or hands-on activities]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2
Writing of reports or projects [AUTÓNOMA][Group Work]	3
Group 24:	
Initial date: 20-09-2022	End date: 26-09-2022
Comment: The calendar may be modified depending on the pace of the class, as well as the needs that may arise, so the student will be informed as the course progresses.	
Unit 2 (de 7): Environment and its influence on the physical activity practice.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	2
Workshops or seminars [PRESENCIAL][Practical or hands-on activities]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2
Writing of reports or projects [AUTÓNOMA][Group Work]	3
Group 24:	
Initial date: 27-09-2022	End date: 10-10-2022
Comment: class, as well as the needs that may arise, so the student will be informed as the course progresses.	
Unit 3 (de 7): The classroom	
Activities	Hours

Class Attendance (theory) [PRESENCIAL][Combination of methods]	2
Workshops or seminars [PRESENCIAL][Practical or hands-on activities]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2
Writing of reports or projects [AUTÓNOMA][Group Work]	3
Group 24:	
Initial date: 11-10-2022	End date: 17-10-2022
Comment: class, as well as the needs that may arise, so the student will be informed as the course progresses.	
Unit 4 (de 7): The psychomotricity room / gymnasium	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	2
Workshops or seminars [PRESENCIAL][Practical or hands-on activities]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2
Writing of reports or projects [AUTÓNOMA][Group Work]	3
Group 24:	
Initial date: 18-10-2022	End date: 31-10-2022
Comment: class, as well as the needs that may arise, so the student will be informed as the course progresses.	
Unit 5 (de 7): Playground	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	2
Workshops or seminars [PRESENCIAL][Practical or hands-on activities]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2
Writing of reports or projects [AUTÓNOMA][Group Work]	3
Group 24:	
Initial date: 01-11-2022	End date: 07-11-2022
Comment: class, as well as the needs that may arise, so the student will be informed as the course progresses.	
Unit 6 (de 7): Play areas outside the school.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	2
Workshops or seminars [PRESENCIAL][Practical or hands-on activities]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2
Writing of reports or projects [AUTÓNOMA][Group Work]	3
Group 24:	
Initial date: 08-11-2022	End date: 21-11-2022
Comment: class, as well as the needs that may arise, so the student will be informed as the course progresses.	
Unit 7 (de 7): Analysis of physical activity in different play areas.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	2
Workshops or seminars [PRESENCIAL][Practical or hands-on activities]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
Writing of reports or projects [AUTÓNOMA][Group Work]	3
Group 24:	
Initial date: 22-11-2022	End date: 28-11-2022
Comment: class, as well as the needs that may arise, so the student will be informed as the course progresses.	
Global activity	
Activities	hours
Workshops or seminars [PRESENCIAL][Practical or hands-on activities]	20
Writing of reports or projects [AUTÓNOMA][Group Work]	25.5
Class Attendance (theory) [PRESENCIAL][Combination of methods]	15
Study and Exam Preparation [AUTÓNOMA][Self-study]	30
Final test [PRESENCIAL][Assessment tests]	2
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	12
Progress test [PRESENCIAL][project-based learning]	8
Total horas: 112.5	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Conde Caveda, José Luis	Cuentos motores	Paidotribo		978-84-8019-102-9	2008	
Blández Ángel, Julia	La utilización del material y del espacio en Educación Física	INDE		84-87330-36-3	2005	
Conde Caveda, José Luis	Fundamentos para el desarrollo de la motricidad en edades tempranas	Aljibe		84-87767-75-3	2001	
Desrosiers, Pauline	Psicomotricidad en el aula	INDE		84-9729-063-1	2005	
Lázaro Lázaro, Alfonso	Aulas multisensoriales y de psicomotricidad	Mira		84-8465-113-4	2002	
Mendiara Rivas, Javier	Espacios de acción y aventura				2007	Artículo (56, 65-70)
		Ediciones de la				

Sánchez López, Mairena	Actividad física y prevención de la obesidad infantil	Universidad de Castilla-La Mancha	978-84-8427-684-5	2009	
Vaca, M., Fuente, S., Santamaria, N.	Cuñas motrices en la escuela infantil y primaria		9788469584897	2013	
AENOR Ediciones	Equipamientos y gestión de las áreas de juego : [normas UNE]	AENOR	978-84-8143-667-9	2001	
Playbook team	The outdoor playbook http://outdoorplaybook.ca/play-elements/by-activity/				
Valadi, S. y Gabbard, C.	The effect of affordances in the home environment on children's fine and gross motor skills https://doi.org/10.1080/03004430.2018.1526791			2018	
Brusoni, M., Ishikawa, T., Brunelle, S., y Herrington, S.	Landscapes for play: Effects of an intervention to promote nature-based risky play in early childhood centres https://doi.org/10.1016/j.jenvp.2017.11.001				Artículo (54, 139-150)
Lambert, A., Vlaar, J., Herrington, S. y Brussoni, M.	What Is the Relationship between the Neighbourhood Built Environment and Time Spent in Outdoor Play? A Systematic Review doi:10.3390/ijerph16203840			2019	Artículo (16, 3840)
Herrington, S. y Lesmeister c.	The design of landscapes at child-care centres: Seven Cs https://doi.org/10.1080/01426390500448575			2006	Artículo (31(1), 63-82)
Burdette, H. L., Whitaker, R. C., y Daniels, R. M.	Parental Report of Outdoor Playtime as a Measure of Physical Activity in Preschool-aged Children			2004	Artículo (158, 353-357)
Universidad de Granada Facultad de Ciencias del Deporte Grupo de investigación PROFITH	Batería PREFIT: Evaluación del FITNESS en PREescolares Adaptación para preescolares de la batería ALPHA-Fitness: Test de campo para la evaluación de la condición física relacionada con la salud en niños y adolescentes			2015	
¿PROMoting FITness and Health through physical activity¿	Effects of Physical Activity on Motor Skills and Cognitive Development in Early Childhood: A Systematic Review https://doi.org/10.1155/2017/2760716			2017	Artículo (ID 2760716, 13 páginas)
Zeng, N., Ayyub, M., Sun, H., Wen, X., Xiang, P., y Gao, Z.	Influencia del entorno familiar y escolar en la práctica de actividad física			2015	Artículo (5)
Abalde-Amoedo, N. y Pino-Juste, M. R.	he Power of Play: A Pediatric Role in Enhancing Development in Young Children.			2018	Artículo (142(3):e20182058)
Yogman M, Garner A, Hutchinson J, et al;					
Ministerio de Sanidad, Servicios Sociales e Igualdad. Ministerio de Educación, Cultura y Deporte	Dame 10. Descansos activos mediante ejercicio físico	MINISTERIO DE SANIDAD, SERVICIOS SOCIALES E IGUALDAD CENTRO DE PUBLICACIONES			
Sánchez, M., Gutiérrez, D., Ruiz de la Hermosa, A., López, C., y Sánchez, M. I.	Proyectos escolares saludables	Ediciones de la Universidad de Castilla-La Mancha			
Martín-Acosta, F. y Escaravajal, J. C.	Análisis bibliográfico sobre los programas de recreos activos			2019	Artículo (8(1), 125-135)
Consortium for Health, Intervention, Learning and Development (CHILD)	7Cs. Informational guide to young children's outdoor play spaces				
Zeng, N, Johnson, S. L., Boles, R. E., y Bellows, L. L.	Social-ecological correlates of fundamental movement skills in young children https://doi.org/10.1016/j.jshs.2019.01.001			2019	Artículo (8, 122-129)
Publications of the Ministry of Education and Culture, Finland	Joy, play and doing together Recommendations for physical activity in early childhood		978-952-263-413-9	2016	
Cantó, R.	Comportamiento motor espontáneo en el patio de recreo escolar: Análisis de las diferencias por género en grupos de escolares de 8 y 9 años.	Madrid		2004	Tesis doctoral