



UNIVERSIDAD DE CASTILLA - LA MANCHA

GUÍA DOCENTE

1. General information

Course: PHYSICAL ACTIVITY AND HEALTH IN PRESCHOOL EDUCATION

Code: 47331

Type: ELECTIVE

ECTS credits: 6

Degree: 301 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION

Academic year: 2023-24

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Group(s): 12

Year: 3

Duration: C2

Main language: Spanish

Second language: English

Use of additional languages:

English Friendly: Y

Web site:

Bilingual: N

Lecturer: IRENE GONZALEZ MARTI - Group(s): 12				
Building/Office	Department	Phone number	Email	Office hours
	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA		Asociado@uclm.es	

2. Pre-Requisites

Not established

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

Not established

Physical activity in schoolchildren is associated with short, medium and long-term benefits that go beyond cardiovascular risk. Physical activity has 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 therefore will continue to benefit throughout their lives from the protective effect of physical activity, as it is associated with a reduction in the morbidity and mortality of cardiovascular disease, obesity, diabetes, lung disease, cancer, osteoporosis, and psychological disorders in adults.

Despite the scientific evidence on the benefits of physical activity, numerous studies reveal that our schoolchildren do not meet the minimum physical activity recommendations to achieve health benefits.

The school represents the ideal environment to promote, create and consolidate healthy habits in childhood that last into adult life.

Early Childhood Education 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 subject Physical activity and health in Early Childhood Education is integrated into module 2. Qualifying Mention for the Mention in Physical Education. This module includes the Optional subjects (Motor play, Body expression and rhythm, Play areas and Introduction to the aquatic environment) and the practical didactic training linked to the mention (Perception and movement), which contribute to the integral training of the future teacher in Education Infant with the Mention in Physical Education.

This subject in the degree title of Early Childhood Education teacher aims to deepen the contents seen in the compulsory subject of 1st year "Motor skills and health in Early Childhood Education" of 6 ECTS credits.

shed

4. Degree competences achieved in this course

Course competences

Code	Description
2.3.II.01.	Know and apply the elements of the curriculum related to Physical Education in Early Childhood Education, as well as the theories on the acquisition and development of the corresponding learning.
2.3.II.02.	Prepare didactic proposals that use motor skills for the overall development of Early Childhood Education pupils.
2.3.II.03.	Know the most important principles for practicing physical activity and its influence on the development of physical, social, and psychological health in the Early Childhood Education stage, creating a critical and reflective opinion.
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.
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 globalised 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.
CG08	Know the fundamentals of childhood diet and hygiene. Know the fundamentals of early attention and the foundations and development that allow one to understand psychological, learning, and personality forming processes in early childhood.

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

Teach educational values associated with coexistence, tolerance and respect through expression and motor skills.

Get to know different educational planning designs and develop a Physical Education syllabus.

Know how to analyse the social and family context from a Physical Education perspective for any educational centre or any training structure.

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

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.

Plan and design motor activities according to the level of motor control in which the child possesses, being sensitive to the educational needs he or she may have.

Identify and know how to apply the evaluation tools for the different content blocks that make up the Physical Education subject.

Know how to analyse and put into practice the official curriculum of the field of Physical Education for Early Childhood (period: 0-6 years).

Additional outcomes

Know and detect postural and hygienic problems, lack of physical activity or sleep, quality of life and nutrition in early childhood education.

Know how to design actions to prevent and promote health from the school center.

Manage the basic principles of healthy development and behavior.

Critically analyze texts on the role of physical activity and its relationship with health.

Design and propose motor activities in globalized contexts or diverse learning environments (the jungle, carnival, the seasons of the year, etc.), showing attitudes about health care

Evaluate physical activity and physical condition in early childhood education.

6. Units / Contents

Unit 1: Physical activity, physical condition and health

Unit 2: Health-oriented physical condition in early childhood education.

Unit 3: Methods for measuring physical activity and physical condition in early childhood education

Unit 4: Safety, practices advised against and postural education

Unit 5: Strategies for promoting healthy physical activity at school

Unit 6: Healthy physical activity for everyone. Attention to disability and different health problems.

Unit 7: Physical activity and health in the Early Childhood Education curriculum.

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	2.3.II.01. 2.3.II.03. CB02 CB03 CG02 CG03 CG08 CG11 CT04	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	2.3.II.01. 2.3.II.02. 2.3.II.03. CB02 CB03 CB04 CG08 CT03 CT04	0.08	2	Y	Y	The contents taught will be assessed through a written test to be developed.
Project or Topic Presentations [ON-SITE]	Practical or hands-on activities	2.3.II.01. 2.3.II.02. CB02 CB03 CB04 CG03 CG11 CT03 CT04 CT05 CT07	1.12	28	Y	N	Taking advantage of the practical classes in the gym and active participation in them (carrying out the motor tasks proposed in these classes). Preparation and presentation in practical classes of a didactic proposal based on the improvement of physical condition in early childhood education.
Writing of reports or projects [OFF-SITE]	Group Work	2.3.II.01. 2.3.II.02. 2.3.II.03. CB02 CB03 CB04 CG11 CT03 CT05 CT07	0.8	20	Y	Y	It will consist of carrying out different group assignments: 1. proposal for a promotion strategy at the health fair, 2. preparation of a paper and its presentation at the research seminar. The research seminar and the health fair are mandatory activities. In case of not attending, it will be recoverable in the extraordinary call for another activity.
Writing of reports or projects [OFF-SITE]	Guided or supervised work	2.3.II.01. 2.3.II.02. 2.3.II.03. CB02 CG03 CG11 CT03 CT04	1	25	Y	Y	It will consist of the design of didactic materials for the promotion of physical activity in the school, family and community environment.

Study and Exam Preparation [OFF-SITE]	Self-study	2.3.II.01. 2.3.II.03. CB02 CB03 CB04 CG02 CG08 CG11 CT03 CT04	1.8	45	Y	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
Assessment of active participation	20.00%	0.00%	Assistance with taking advantage of practical classes as well as preparation of didactic materials for practical classes. 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.
Projects	30.00%	30.00%	It will include three sections: 1. health fair 2. research seminar 3. strategy for promoting physical activity.
Final test	50.00%	50.00%	The contents taught will be assessed through a test written.
Total:	100.00%	80.00%	

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 (preparation and presentation 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 and work) 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 finding of the fraudulent realization of an evaluation test or the non-fulfillment of 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 valuation of the participation with use in class cannot be assessed.

The rest of the evaluation systems (final test and assignments) 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 finding of the fraudulent realization of an evaluation test or the non-fulfillment of 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 research seminar will be recovered by presenting the assigned research work individually following the guidelines established by the professor.

The health fair will recover with the presentation and defense of a project on a theme and content for a health fair in the school context.

The marks corresponding to the assessment with use in class will be saved up to a maximum of two academic years as long as the student has managed to obtain more than 5 in them and in the event that the professor has not modified the methodology or content of the themselves.

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

The finding of the fraudulent realization of an evaluation test or the non-fulfillment of 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 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, physical condition and health	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5

Project or Topic Presentations [PRESENCIAL][Practical or hands-on activities]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Unit 2 (de 7): Health-oriented physical condition in early childhood education.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	8
Project or Topic Presentations [PRESENCIAL][Practical or hands-on activities]	13
Writing of reports or projects [AUTÓNOMA][Group Work]	10
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	6
Study and Exam Preparation [AUTÓNOMA][Self-study]	16
Unit 3 (de 7): Methods for measuring physical activity and physical condition in early childhood education	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Unit 4 (de 7): Safety, practices advised against and postural education	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Project or Topic Presentations [PRESENCIAL][Practical or hands-on activities]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
Unit 5 (de 7): Strategies for promoting healthy physical activity at school	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Project or Topic Presentations [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][Group Work]	10
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	19
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
Unit 6 (de 7): Healthy physical activity for everyone. Attention to disability and different health problems.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Project or Topic Presentations [PRESENCIAL][Practical or hands-on activities]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	3
Unit 7 (de 7): Physical activity and health in the Early Childhood Education curriculum.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Final test [PRESENCIAL][Assessment tests]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	2
Global activity	
Activities	hours
Writing of reports or projects [AUTÓNOMA][Group Work]	20
Project or Topic Presentations [PRESENCIAL][Practical or hands-on activities]	28
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	25
Final test [PRESENCIAL][Assessment tests]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	45
Total horas: 150	

10. Bibliography and Sources					
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year Description
Agencia Española de Consumo, Seguridad Alimentaria y Nutrición.	Estudio ALADINO 2015 http://www.aecosan.msssi.gob.es/AECOSAN/docs/documentos/nutricion/observatorio/Estudio_ALADINO_2015.pdf	Ministerio de Sanidad, Servicios Sociales e Igualdad			2016
AZNAR L, S y WEBESTER T. Ministerio de Sanidad, Servicios Sociales e Igualdad	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 (CIDE)			2006
	Actividad Física y Salud de 3 a 6 años Guía para docentes de Educación Infantil	MINISTERIO DE SANIDAD, SERVICIOS SOCIALES E IGUALDAD		84- 689-0425-2004	
	https://www.msbs.gob.es/profesionales/saludPublica/prevPromocion/Estrategia/docs/GuiaAF_3_6anos_docentes.pdf				
Charo Sádaba Chalezquer	Niños y adolescentes españoles ante las pantallas: rasgos configuradores de una generación interactiva				2010
Xavier Bringué Sala	https://dadun.unav.edu/bitstream/10171/18443/1/n15-sadaba-chalezquer.pdf				
Mairena Sánchez López	FICHAS DE DESCANSOS ACTIVOS para Educación Infantil y Primaria	UCLM			2020
Luis Miguel García López					
Abel Ruiz					

Hermosa (coords.)	https://publicaciones.uclm.es/descansos-activos/		
Janssen, I., & LeBlanc, A. G.	Systematic review of the health benefits of physical activity and fitness in school-aged children and youth. https://link.springer.com/article/10.1186/1479-5868-7-40		2010
Román, B., Serra, L., & Leis, R	Informe 2016: Actividad Física en niños y adolescentes en España https://www.activehealthykids.org/wp-content/uploads/2016/11/spain-report-card-long-form-2016.pdf	Fundación para la Investigación Nutricional.	2017
Ministerio de Sanidad, Servicios Sociales e Igualdad	Actividad Física para la Salud y Reducción del Sedentarismo. Recomendaciones para la población https://www.mscbs.gob.es/profesionales/saludPublica/prevPromocion/Estrategia/docs/Recomendaciones_ActivFisica_para_la_Salud.pdf	Ministerio de Sanidad, Servicios Sociales e Igualdad	2015
MINISTERIO DE SANIDAD, SERVICIOS SOCIALES E IGUALDAD	DAME 10 https://www.mscbs.gob.es/profesionales/saludPublica/prevPromocion/Estrategia/docs/Dame10_Completo.pdf	MINISTERIO DE SANIDAD, SERVICIOS SOCIALES E IGUALDAD	2014
Arteaga, L., Palomar, M., Muñoz, L., & Nus, P.	Autonomía Personal y Salud Infantil	Altamar	2014
Oliver, Kimberly L. (1967-)	Girls, gender and physical education : an activist approach	Routledge,	978-1- 138- 70514-2 2017
Rubio García, Sebastián	Educación para la salud y el consumo en Educación Infantil [Pirámide,	978-84- 368- 4188-6 2019
Sally Goddard	El niño bien equilibrado	ing Edicions	2017