



## COURSE DATA

### Data Subject

<b>Code</b>	33242
<b>Name</b>	The educational game and sporting initiative
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1312 - Degree in Physical Activity and Sport Sciences	Faculty of Physical Education and Sport Sciences	2	Other cases
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Faculty of Physical Education and Sport Sciences	2	Other cases

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1312 - Degree in Physical Activity and Sport Sciences	3 - Education	Basic Training
1331 - Degree in Physical Activity and Sport Sciences (Ont)	3 - Educación	Basic Training

### Coordination

<b>Name</b>	<b>Department</b>
PEREZ SAMANIEGO, VICTOR MANUEL	122 - Physical and Sports Education

## SUMMARY

The current Degree Program in Physical Activity and Sport Sciences from University of Valencia includes two subjects in the field of education, 'The Play and Sports Education' and 'Education of Movement'.



The subject 'The Play and Sports Education' of 6 credits, have a basic and applied character. It refers to the theoretical and practical knowledge and professional competencies to develop different types of games and motor activities that are part of physical culture. Of particular interest are the games that are used for sports education and the values and practical knowledge involved in their practice.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No restrictions

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1312 - Degree in Physical Activity and Sport Sciences

- Learn how to use information and communication technologies (ICT).
- Know and understand the main differences between game, sports game and sport.
- Conocer y comprender distintos tipos de juegos y actividades de iniciación deportiva y aplicarlos a distintos contextos profesionales
- Know and understand the game of pilota valenciana, analyse it in the cultural context of Valencian people and apply it professionally.
- Create and analyse different types of games and sports initiation activities that adapt to the logics and objectives of the game and to different initiation perspectives.
- Know and understand the educational values and the risks of sports initiation and take them into account in initiation programmes.
- Know and understand the stages, models and perspectives of teaching initiation of individual sports, sports games and wrestling to apply them professionally.
- Analyse the models and perspectives of teaching initiation of individual sports, sports games and wrestling.
- Understand the role of competition and participation in sports initiation, and seek strategies for equal enjoyment.
- Analyse the role of the family, the school and the community in sports initiation and integrate it into initiation programmes.



## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

Learning results will be established along the course depending on the student's needs and pace of learning.

## **DESCRIPTION OF CONTENTS**

### **1. THEORY**

Unit 1.- Educative sense of games and sport teaching

- 1.1. Education: a brief conceptual approach
- 1.2. Intrinsic value of playing
- 1.3. Structural elements of games
- 1.4. Play and game as medium and educational aim
- 1.5. Practical knowledge and games
- 1.6. Educative game and sports teaching: Moral acceptable conditions and professional ethics
- 1.7. Research on educative game and sports teaching

Unit 2 .- Plays, games and sports

- 2.1. Conceptual approach to play, game and sport
- 2.2. Relationship between play, game and sport
- 2.3. Classification of plays, games and sports

Unit 3 .- Sports education: teaching models

- 3.1. Sport education and sports teaching
- 3.2. Teaching sport models
  - 3.2.1. The technical model
  - 3.2.2. Alternative models: understanding and structural models
- 3.3. Teaching for Understanding horizontal model

### **2. PRACTICE**

Unit 1 .- Play: the pleasure of action.

Unit 2 .- Cooperative games

Unit 3 .- Dual and paradoxical games

Unit 4 .- Traditional games

Unit 5. Alternatives toys

Unit 6 .- Target games

Unit 7 .- Strike and fielding games

Unit 8 .- Divided court games

Unit 9 .- Invasion Games

Unit 10.- Other educative proposals of games and sports teaching

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Classroom practices	45,00	100
Theory classes	15,00	100
Development of group work	20,00	0
Study and independent work	25,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	25,00	0
Preparation of practical classes and problem	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Teaching presentations by the teacher will serve as introduction to the units. Exchange of questions and answers will be present in the theoretical and practical classes. Games, plays and sport education models will be exemplified and analyzed in practice. Written and audiovisual documents may be used for discussion in small and large groups. There will be a memory of the practice and game analysis and students will develop a written work around a theme by groups. Classes are supplemented by the reading of a text related to the subject. Blog will be used as a technological tool to collect the written work (it is part of an innovation project).

**EVALUATION**

There are two alternatives for student assessment:

Alternative A). Continuous and formative evaluation.

Diverse theoretical / practical activities would be implemented for individual and group assessment. Number and nature of the activities, evaluation criteria and relative weight of each activity in the final evaluation will be determined at the beginning of the course.

Alternative B) Final evaluation

Students would pass a written theoretical / practical exam in order to demonstrate their knowledge in relation to contents.

Students will choose one the alternatives at the starting of the course. Alternative A) requires of a minimum of 80% attendance to theoretical and practical classes.



It is recalled that in their written work, copy the works of other authors to present them as their own is unacceptable behavior in academia and may be cause for criminal responsibility.

## REFERENCES

### Basic

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- Muñoz, S. P., Muñoz, R. D., García, J. G. A., García, C. B., & Pereira, J. M. L. (2017). Iniciación deportiva a través de las tareas jugadas: una propuesta horizontal. Wanceulen Editorial.
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- Pérez-Samaniego, V. (2004). La comprensión de la paradoja. Los juegos de redes ambivalentes como propuesta para la educación deportiva. Tandem, 15, 83-95.
- Valero, A. (2006). Iniciación al deporte del atletismo: del modelo tradicional a los nuevos enfoques metodológicos. Kronos, nº 9, pp.34-44.





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