VNIVERSITAT DE VALÈNCIA Facultat de Magisteri

Departament de Didàctica
de l'Expressió Musical, Plàstica i Corporal

Topic 1. Physical Education and its educative value

Academic year 2022-2023

Teresa Valverde Esteve

Topic 1. Physical Education and its educative value

a) Identity and concept of Physical Education

b) Physical Education and its educative value

Activity 2. Previous knowledge

1. What is the difference between the Royal Decree and the Decree?
2. Which teaching style best describes your approach to the subject?
3. Do you have any professional teaching experience?
4. Can you remember the blocks of contents that are included in the PE course?

a) Identity and concept of Physical Education

Didactics: from the Greek *didaskein* (teach, instruct, explain).

Education, from Latin:

- *Educo-as-are* (feed, raise, help people grow)

- *Educo-cis-ere* (process that involves taking from the inside and developing potential)

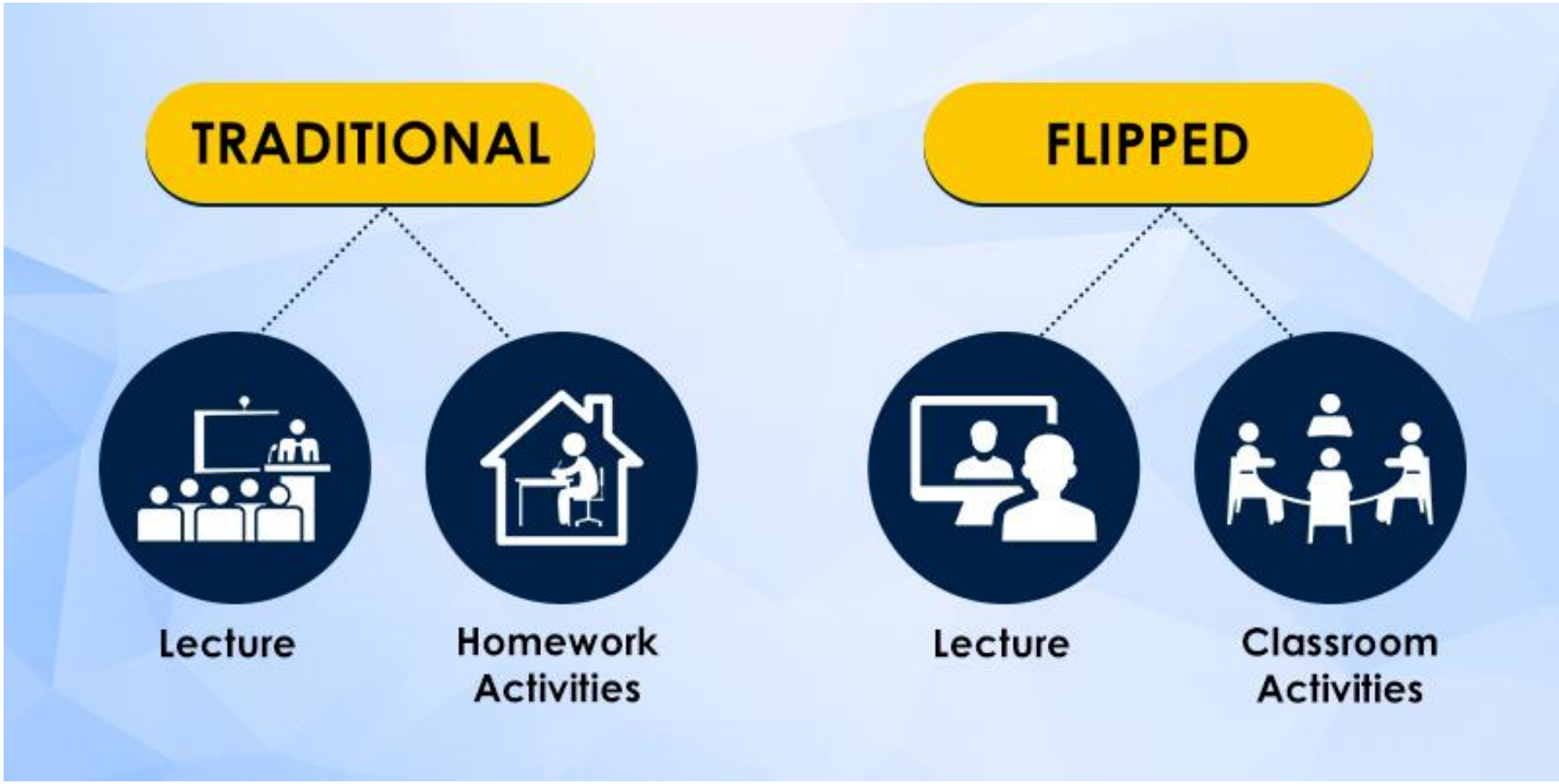
Physics, from Greek:

Physis (nature of all things material and spiritual)

Four aspects involved in didactics:

- **The teaching function:** explain, guide, stimulate and help.
- **The learning function:** an active agent that must acquire learning.
- **Object and contents:** programming, methods.
- **Teaching resources:** materials.

Lectures follow more dynamic lectures



a) Identity and concept of Physical Education

Components of the **didactic act**:

- ***Formal*** *education* subject to official regulations established by public administrations.
- ***Non-formal*** *education* has an intentionality, systematization and its own regulations.
- ***Informal*** *teaching* has no educational purpose, systematization or evaluation.

a) Identity and concept of Physical Education

Body concept:

- Unitary conception: Body and soul are elements that cannot be separated.

- Violent dualism. The body must be at the service of the soul. According to Descartes (1970), the body is subordinate to the soul.

- Dualism without subordination. Worshipping the body to have a good soul.

- Soul and body. Both elements must be worked on.

- Inverted dualism. Privilege the body over the person's most spiritual component.

a) Identity and concept of Physical Education

Physical literacy (Whitehead, 2001)

'What is the range of physical capacities that would enable individual persons to make the most of their embodied dimension; enable them to **interact with the world** and to awaken the huge wealth of potential capacities; help them to become richer persons both in themselves and in respect of that which they know about the world'? (Whitehead, 2001).

Not only being able to **“do”, but including aspects of intelligent perception and response** (Whitehead, 2001): full human embodied capacities to interact with the world.

a) Identity and concept of Physical Education

Physical literacy (Whitehead, 2001)

- **Movement capacities:** these are the embodied capacities needed to interact effectively with the environment (balance, coordination, flexibility, originality, control, precision, strength, power, endurance).
- **Physically challenging situations**: these are specific actions that are tested in concrete situations (water, mountains, different surfaces, wind).
- **“Reading” the environment:** this means being able to perceive and interpret the demands of the environment. Cognitive skills are involved in this process.

a) Identity and concept of Physical Education

Definitions of Physical Education

“Physical education is that aspect of education in general that reaches individuals, paying attention primarily to their physical constitution, skill, harmony of movements, agility, vigour, endurance, etc. An educational system that prioritises above all the individual in motion and, consequently, the individual in special spiritual attitude” (Cagigal, 1968).

a) Identity and concept of Physical Education

Some definitions of Physical Education

This dualism has now disappeared; individuals are now considered as a whole, thus contributing to their integral development:

- Physical Education goals are attained by promoting skills, competences, values and healthy behavioural and psychosocial outcomes (Weiss, 2011).
- Activities that are necessary for lifelong physical activity (Clark, 2007).

b) Physical Education and its educative value

Some definitions of Physical Education

The Five Cs (Lerner et al., 2005):

- **Competence**: social, academic and cognitive skills
- **Confidence**: self-efficacy and global self-regard
- **Character**: respect for societal and cultural norms
- **Connection**: positive exchanges between peers, family, school and community
- **Caring**: embracing a sense of empathy and sympathy

b) Physical Education and its educative value

Constructivism approaches (Light & Fawns, 2001):

- 1980s: military training, promotion of social order, physical fitness, physical activity and health.
- Games provide the opportunity to learn through movement.
- The thinking body: this includes the process of perception, thinking and decision-making as well as action skills (Abernathy et al., 1996).

b) Physical Education and its educative value

Constructivism approaches (Light & Fawns, 2001):

- The understanding perspective includes the **teacher as a facilitator** who provides experiences through which students will develop: **cognitive, physical** and **social dimensions** (Light & Faws, 2001).
- Integrating **learning through games**: learning acquisition through games from a holistic approach.
- **Teaching Games For Understanding** (TGFU) (Bunker & Thorpe, 1986): solving practical problems derived from the teaching of sports games.

b) Physical Education and its educative value

- Knowledge must be based on what students **already know** or have experienced.
- **Motivation** is key to fostering **meaningful learning**.
- Students must be able to relate knowledge or practices to **each other.**
- Schemes of knowledge are modified and a contradiction is created which, in turn, leads to **“rebalancing”.**

b) Physical Education and its educative value

Triple educational dimension of movement (Arnold, 1991):

- **Learning "about" movement:** this refers to the theoretical body of knowledge of Physical Education (e.g. Kinesiology, history).

- **Learning "through" movement:** movement is a means to an end. The value is what is achieved.

- **Learning "in" movement:** the execution of a movement has a value in itself. It allows you to know yourself.

These dimensions are not exclusive but can complement each other.

Students' self-organisation (Jess, 2020)

- When students play in a **safe environment**, they **consolidate** their behaviour, though they do not take risks and the activity can be perceived as boring if they already know it.
- In this case, when **teachers** detect that the tasks are too easy or too long, they can **reinforce positive behaviours**.

Students' self-organisation (Jess, 2020)

- A game **near the limits** can be constituted as a **challenge**, since it favours the learning process.
- Teachers should pay close attention to how students respond to the activity in order to **modify** those **limits** and provide support during the process.

Students' self-organisation (Jess, 2020)

- **Crossing the limits** provides an opportunity to explore **creativity**; i.e. to obtain varied and unpredictable behaviours, thus **increasing the students' motivation**.
- For teachers, although this option may result in **less predictable** responses, it is recommended due to the positive transfer that occurs to the real context of society, as characterized by its complexity.

Self-organization, limits, and the construction capacity of learning.
Source: adapted from Jess (2020)

	Safe learning	**Hindered learning**
Playing in a safe environment or within limits	Consolidation	Boredom
Pushing around the limits	Challenge	Stress
Exploring beyond the limits	Creativity	Chaos!

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Topic 2. Historical Evolution and Trends in Physical Education

Academic year 2022-2023

Teresa Valverde Esteve

Topic 2. Historical Evolution and Trends in Physical Education

a) Brief historical tour

b) Currents of Physical Education

a) Brief historical tour

- **Prehistory:** fishing, hunting and religious dances.

- **Pre-Hellenic civilizations:**
  - Mesopotamia and Egypt: fighting, swimming.
  - Crete: bulls, dances and boxing.
  - Oriental:
    - China: Kung-fu, Tai-chi
    - India: Yoga

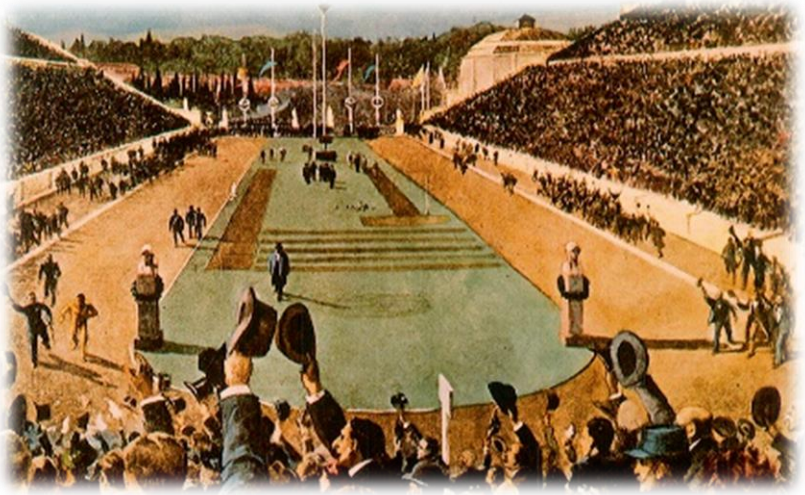
  - Pre-Columbian: a means of worshipping God.

a) Brief historical tour

- **Ancient Gymnastics Era (400 B.C.)**
  - Greece:
    - "Paideia" (physical training as a component of intellectual training). Three-dimensional balance (physical, moral and intellectual).
    - Hippocratic school: "preventive medicine".
    - Aristotle: physics, rhetoric and aesthetics.
    - Sparta (exercises to train citizens; strengthening).
    - Olympic Games.

a) Brief historical tour

- **Ancient Gymnastics Era (400 B.C.)**
  - Rome: “Panem et circenses”. The representation of physical activity through spectacle.

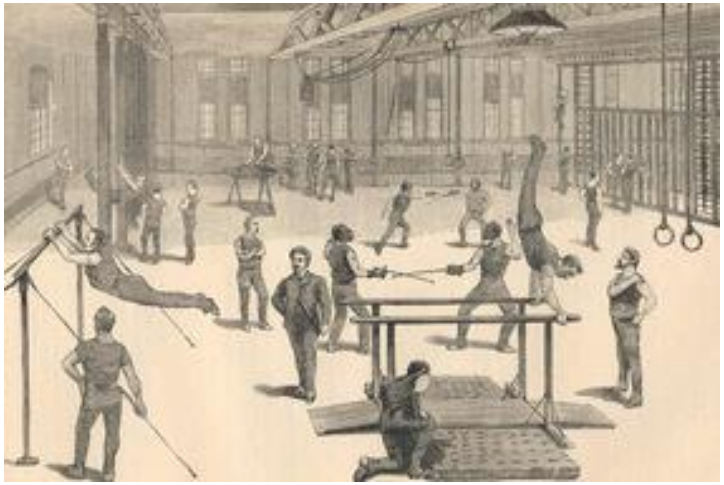


a) Brief historical tour

- **Middle Ages:** traditional games, dances, chess.
- **Renaissance:** integral vision of humans; a return to the balance of three dimensions.
  - Locke: the importance of healthy students.
- **Enlightenment**:
  - Rousseau: “natural” educational system.
  - Pestalozzi: holistic and global educational process.
  - Jovellanos: traditional games as components of PE.

a) Brief historical tour

- Modern Gymnastic era (18th century)
  - Gimnastic movements
  - Current trends



a) Brief historical tour

School	System	Description	Authors	Movement
Germany	Rythmic	Pedagogical gymnastics: practical work with nature.	Guts Muths (1759-1839)	centre
		Military trend	F.L. Jahn (1778-1852)	
Sweden	Analytical	Therapeutic gymnastics	F. Natchegall (1777 -1847) Per H. Ling (1776-1839), H. Ling (1820-1886)	north
France	Natural or global	Teaching through gymnastics and music Military and utilitarian gymnastics with aerobic demands	Francisco Amorós (1770-1848)	west
England	Sport	Incorporating team sports (fair play) and other sports to Physical Education	Thomas Arnold (1795-1842)	sports

a) Brief historical tour

Hygienic-military stage (1960-1965).

Pedagogical stage (1965-1980). Three new currents arise:

- School and pedagogical sport
- Psychomotor-psychokinetic
- Body expression

b) Currents of Physical Education

Current trends

Psychokinetics (Le Boulch, 1969): active pedagogy (children elaborate their moviment intelligently).

Dimensions:

- Postural adjustment
- Temporal perception
- Spatial perception
- Free activities and games

b) Currents of Physical Education

Current trends

Sociomotricity (Parlebás, 1987)

- Each game has its own practical identity.
- The motor action is oriented towards automatism.
- The individual must enter the obstacles and be on constant alert.
- Motor interation of cooperation.
- Motor interaction of opposition.

Educational sport: school and university sports education.

The Olympic Games

a) Brief historical tour

Spain

- **Gaspar Melchor de Jovellanos** (1744-1810): the forerunner of Physical Education in Spain.
- **Francisco Giner de los Ríos** (1839-1915): differences between school, municipal and family Physical Education.
- **Andrés Manjón** (1846-1923): outdoor classes, games and body exercises.

a) Brief historical tour

Spain

The Second Republic (1931-1936) addresses a broad reform that includes recreational activities and physical exercise.

After the Civil War (1936-1939) sport becomes an element of the regime's affirmation. Physical Education:

- is compulsory at all educational levels.
- respects the separation of genders.
- depends on the Ministry of Education: the General Secretariat of the Movement (responsible for control, organization and the teaching of Physical Education throughout the country).

b) Currents of Physical Education

Twentieth century

- **The Spanish Constitution (1978; art. 43.3)** regards sport as a compulsory competence of the State. The Autonomous Communities are responsible for promoting it.
- The **LOGSE (1990)** introduces PE at all levels of education.

b) Currents of Physical Education

Twentieth century

LOGSE (1990):

- Body: image and perception
- Body: abilities and skills
- Body: expression and communication
- Body Health
- Games

b) Currents of Physical Education

Twentieth century

LOE (2006):

- Body: image and perception
- Motor abilities and skills
- Artistic-expressive physical activities
- Physical activity and health
- Games and sports

b) Currents of Physical Education

Twenty-first century

LOMCE (2013):

- Personal knowledge and autonomy
- Motor skills, coordination and balance
- Outdoor activities
- Motor expression and communication
- Physical activity and health
- Games and sports

b) Currents of Physical Education

Twenty-first century

- **Basic motor skills:** based on the transfer of basic motor patterns (e.g. displacements, jumps, turns, etc.).
- **Sport**: methods focus on increasing efficiency (educational, recreational and/or institutional sport (e.g. gymnastics, athletics basketball).
- **Body expression:** representation and dramatization, rhythm and dance, folk dances, etc.

b) Currents of Physical Education

Twenty-first century

- **Motor games**:
  - Minor motor games: animation, relaxation, etc.
  - Games from all over the world: local, alternative, recreational, etc.
  - Pre-sports games: cooperation, opposition, cooperation-opposition.
- **Health-oriented PE**:
  - Preventive: postural and respiratory education.
  - Compensatory: adapted exercises.
  - Physical condition: the development of abilities and components.

b) Currents of Physical Education

Twenty-first century

- **Outdoor activities:**
  - Specific (canoeing, canyoning, camping, etc.)
  - Non-specific (races, games, etc.)
  - Complementary (lifeguarding, survival activities when climbing, etc.)

b) Currents of Physical Education

LOMLOE

Block 1. Active and healthy lifestyle.

Block 2. Organization and management of physical activity.

Block 3. Solving problems in motor situations.

Block 4. Emotional self-regulation and social interaction in motor situations.

Block 5. Manifestations of motor culture.

Block 6. Efficient and sustainable interaction with the environment.

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Topic 3. The Curriculum of Physical Education in Primary Teaching

Academic year 2022-2023

Teresa Valverde Esteve

VNIVERSITAT DE VALÈNCIA

Issue 3. The Curriculum of Physical Education in Primary Teaching

a) Concept and general characteristics

b) Elements of the curriculum

c) Presence and importance of the content blocks in the educational cycles

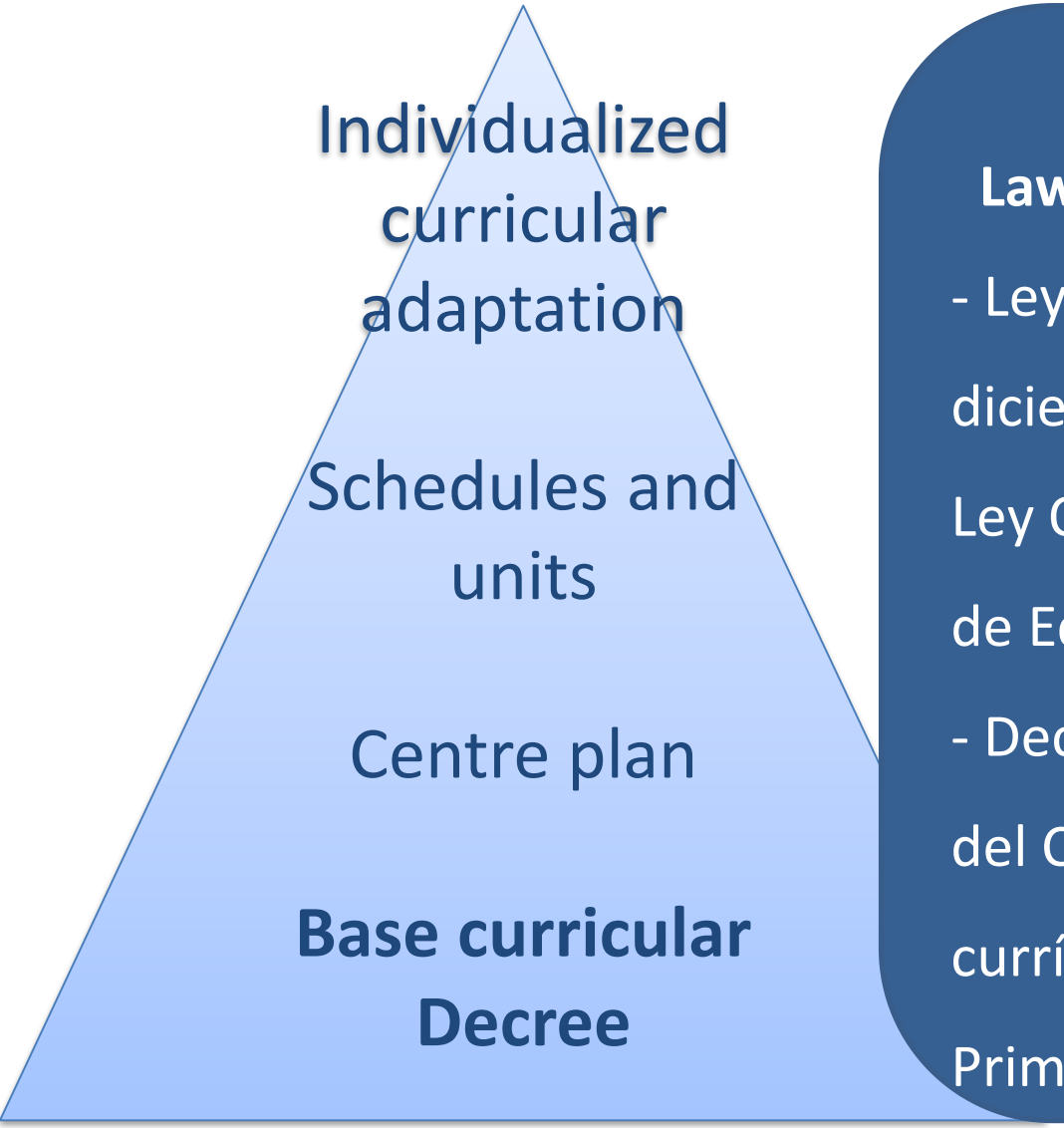
a) Concept and general characteristics

The curriculum regulates the elements that determine the teaching and learning process for each educational stage.

Its functions are:

- To make explicit the **intentions of the education system** (by applying its constitutive elements).
- To be a **guide for teaching practice** at each regulated level.

Curricular specification levels

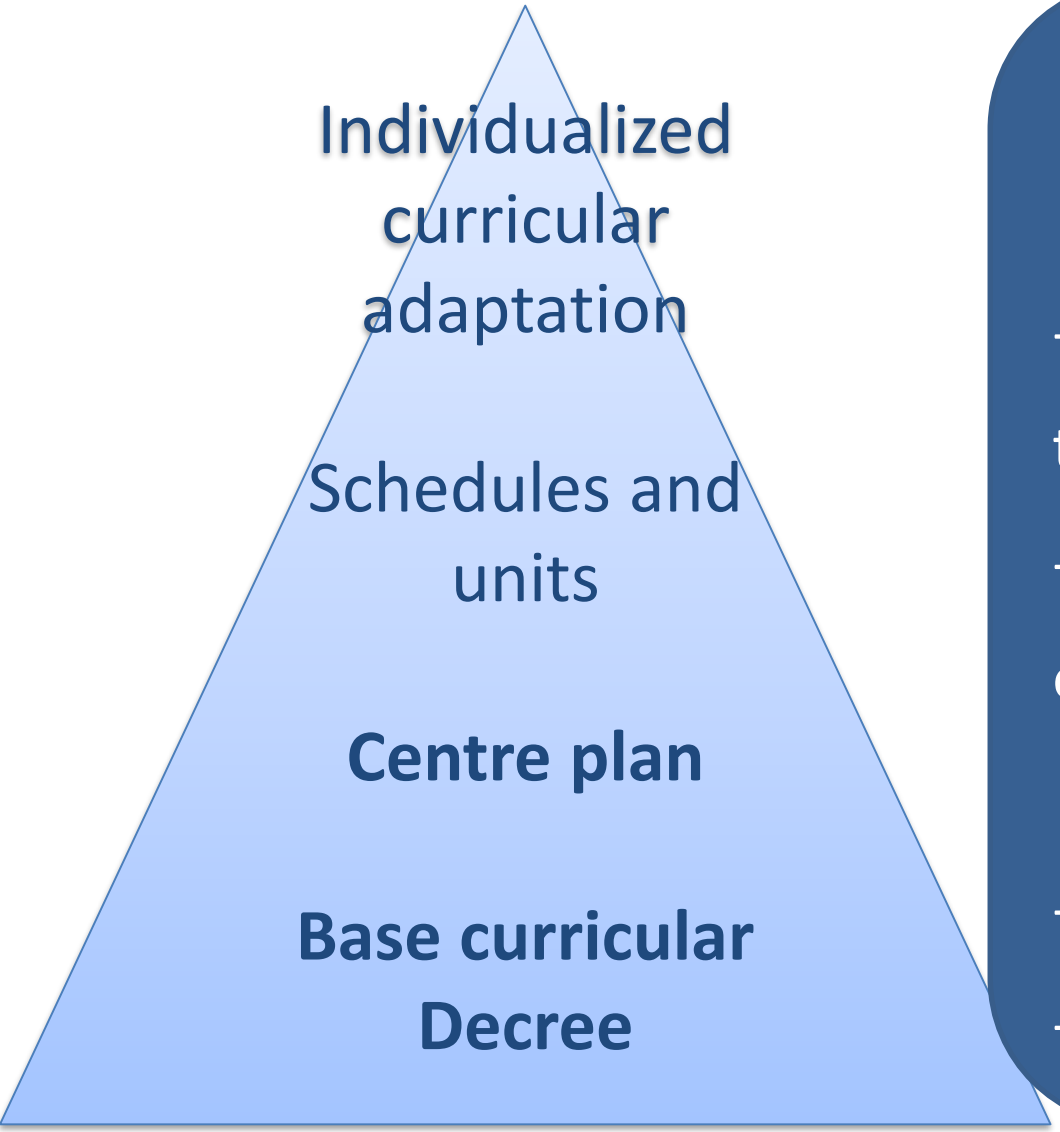


LEVEL 1:

Laws, Royal Decrees and Decrees

- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (Primary)
- Decreto 106/2022, de 5 de agosto, del Consell, de ordenación y currículo de la etapa de Educación Primaria. [2022/7572]

Curricular specification levels



LEVEL 2:

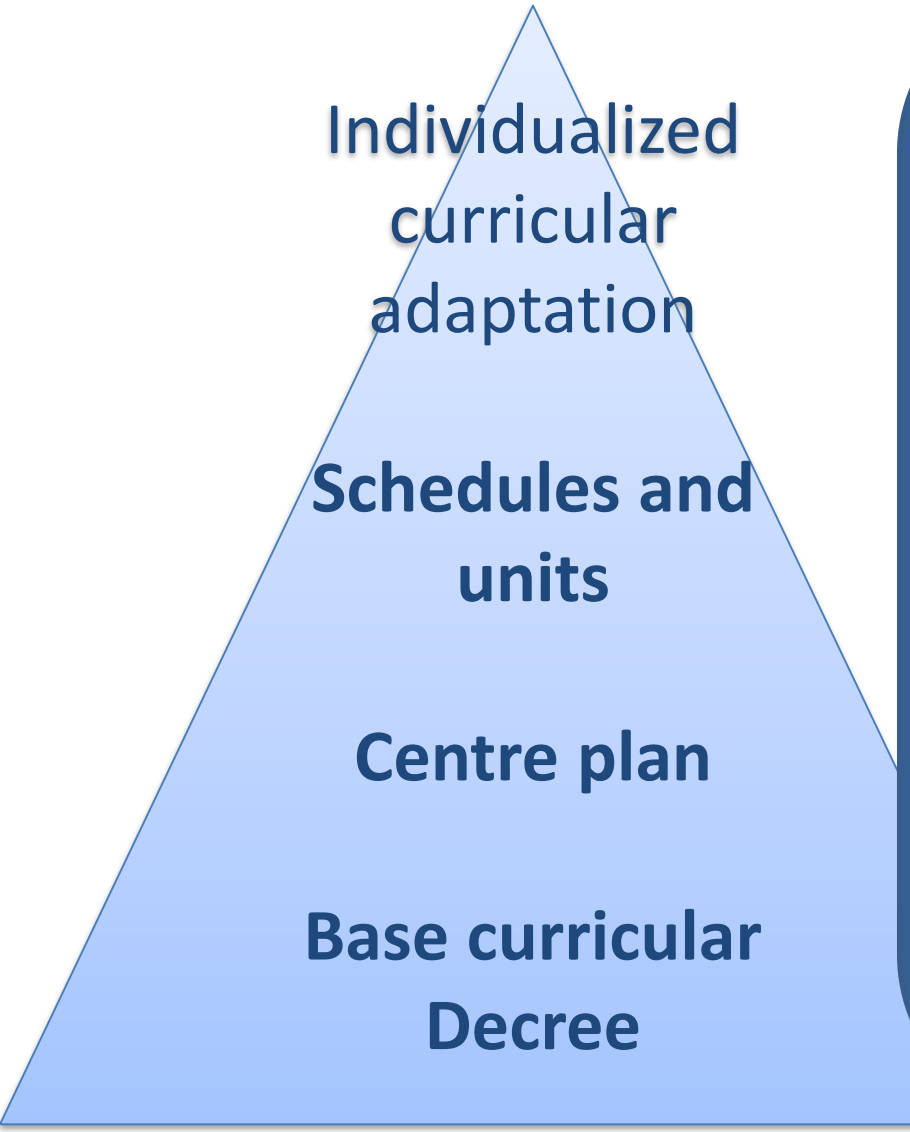
Centre plan:

- EPC (Educational Project of the Centre)
- Organisational and operational regulations

Management plan:

- Context of the centre
- Lines of action

Curricular specification levels



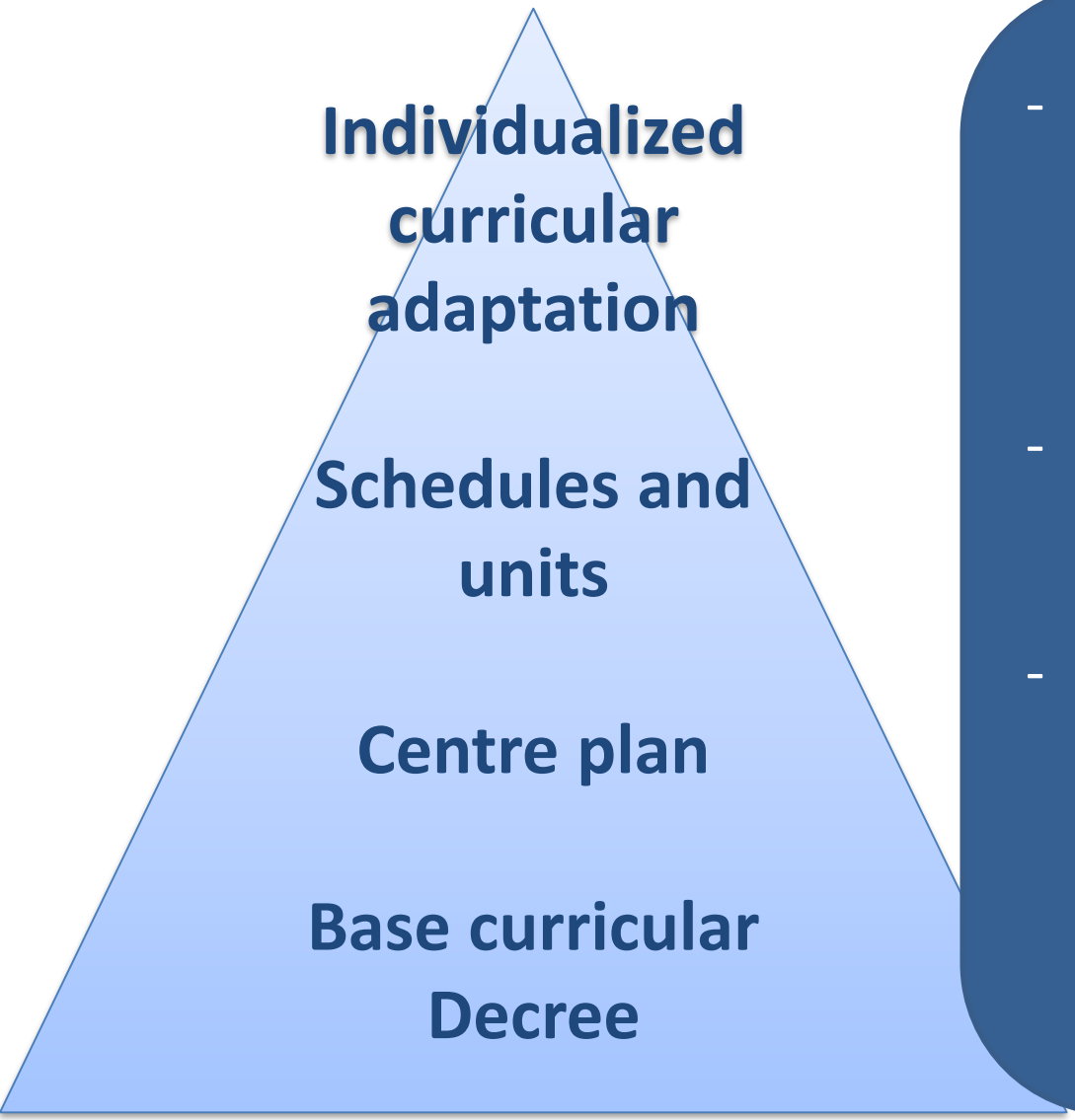
LEVEL 3:

Didactic Programming

Didactic Units

- Plan the activity
- Set elements of the curriculum
- Establish relationships with family members
- Provide teachers with security

Curricular specification levels

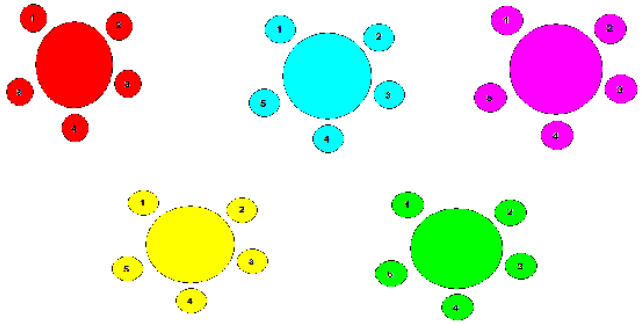


LEVEL 4:

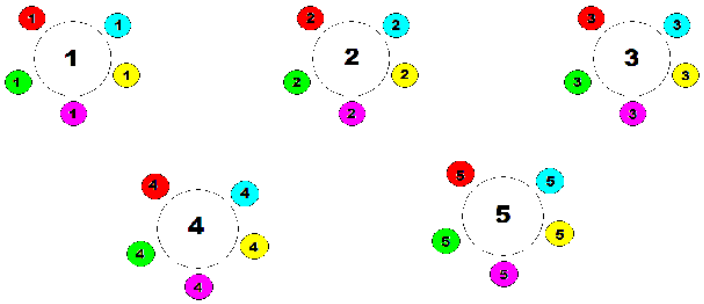
- Identify the characteristics of the students
- Provide individualized education
- Respond to students' needs through development of collaborative work

Group activity

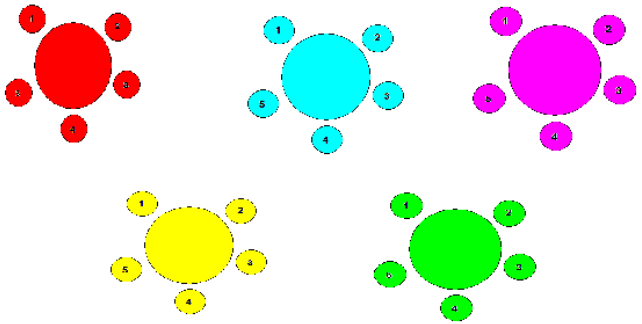
Initial group



Group of experts



Back to the initial groups



b) Elements of the curriculum

Element	Document/number of pages
Learning situations	
Specific competences	
Key competences	
Contents	
Schedule and sessions	
Attention to diversity	
Assessment of learning acquisition	

b) Elements of the curriculum

Element	Document/number of pages
Learning situations	Decree 157/2022, p. 41518
Stage objectives	Decree 157/2022, p. 41171
Specific competences	Decree 157/2022, p. 41278
Key competences	Decree 157/2022 (annex 1), p. 41407
Contents	Decree 157/2022, p. 127
Schedule and sessions	
Attention to diversity	
Assessment of learning acquisition	Decree 157/2022, p. 41300

Learning situations (Decree 157/2022)

- Competence learning implies an **active and conscious** process of mobilizing resources and knowledge to solve **pedagogical proposals** that pose a **challenge** for students as agents of their own learning, taking into account their centres of interest and being able to adapt them to their personal characteristics with a critical approach.

- These didactic proposals will be diverse and will increase their level of complexity, seeking the **combination of skill**s needed to solve the challenges posed.

- This will involve taking into account variables such as the student's **initial knowledge** and predisposition, the design of the activity, the environment, and the materials used, which will determine the type of situation and the various degrees of difficulty.

- The principles of **transfer** (the practical utility of the area for daily life) and **transversality** will be taken into account. This will favour work on both the specific competences of Physical Education and the key competences at the Primary stage.

Learning situations (Decree 157/2022)

- Teaching-learning itineraries for each **motor problem** according to internal logic that transfer common knowledge that groups situations and activities with similar features.
- Motor problems will be:
  - Individual
  - Opposition
  - Cooperation
  - Collaboration-opposition
  - Outdoor activities
  - Expressive activities

Learning situations (Decree 157/2022)

- The surrounding spaces have a high educational value that must be utilised while guaranteeing safety and preservation from an eco-social perspective.
- **Urban environments, such as parks, streets, municipal sports** facilities and associations, bike lanes, theatres, etc., and **rural and natural environments** such as **forests, trails, greenways, mountains, rivers, beaches, the sea,** etc., are options with enormous didactic potential that promote situated and meaningful learning.
- They also enable students to **know** them, **value** them, feel **actively responsible** for their care, and make use of them **beyond school hours, involving families** and the **social environment**.

Learning situations (Decree 157/2022)

- **Creativity and artistic expression** linked to corporality and movement, through the approach of tasks, **challenges and motor challenges** that are competences and have multiple possibilities of response or solution, as well as projects or competence proposals that can be **interdisciplinary** and that connect other specific skills based on the knowledge acquired.
- Promotion of physical and artistic expression as a generator of knowledge that encourages **divergent thinking**.

Learning situations (Decree 157/2022)

Physical literacy to improve abilities and skills not only from the physical level but that enable students to achieve significant learning to integrate them into their lives in the

- motor
- cognitive
- emotional, and
- social

spheres from a **holistic perspective** that promotes **healthy lifestyles.**

Learning situations (Decree 157/2022)

- The **self-regulation and internalization** of learning through **teaching styles** and **pedagogical models** based on evidence that support **autonomy** and develop one's initiative to act in **specific situations** by taking decisions, progressively giving the leading role to students in favour of responsibility for managing their own time and strategies for solving challenges and problems.
- Activities will be proposed in which students have a space for the **expression**, **management** and **self-regulation of emotions**.

Learning situations (Decree 157/2022)

The **motivational teaching style** of Physical Education, understood as the way to generate:

- **optimal learning climates**
- **motivational strategies** to facilitate the quality of social interactions and attend to the basic psychological needs of students (the perception of competence, autonomy and relationship with others)
- **motivational consequences** in the affective, cognitive and behavioural spheres

Learning situations (Decree 157/2022)

A variety of **pedagogical and methodological approaches** will take into account the **recreational component** and the wide range of possibilities provided by physical activity through enriching learning situations that benefit students not only in their Physical Education classes but also in other **school periods susceptible to curricular treatment,** such as playgrounds, the dining room, extracurricular activities and leisure times, while promoting a responsible, critical and didactic use of information technologies.

Learning situations (Decree 157/2022)

A co-educational and **inclusive approach** to activities that **promote equity** between women and men and that attend to sexual and **gender diversity** from a respectful perspective while dealing with **stereotypes** and the **transgender reality** from a **social justice approach.**

Learning situations (Decree 157/2022)

The inclusion and participation of all students in accordance with the **principles of universal learning design (ULD)** through the defence of accessible spaces and tasks from all areas (physical, sensory, intellectual and emotional) with multilevel proposals adapted to the existing diversity understood as a social reality and a constant source of learning and personal growth. Even so, good coexistence will be promoted through mediation and the peaceful resolution of conflicts through dialogue and social interaction.

Learning situations (Decree 157/2022)

Action, reflection and a critical spirit in relation to the learning process through participation and **formative and shared assessment strategies** (self-assessment, hetero-assessment, co-assessment) that help students get involved and provide them with feedback to improve their training process.

Learning situations

Active participation in sociocultural and artistic-expressive activities through which a **critical spirit is** developed that provides students with tools to:

- preserve the environment,
- denounce situations of harassment, and
- prevent bullying and social exclusion

through institutional programmes and other projects related to **physical activity, movement and health** involving the centre's educational community in order to actively participate in initiatives such as school Sports Days, events to promote physical activity and health, Sustainable Mobility Days, and Bicycle Days, etc.

Learning situations

The global beyond the individualistic, with the aim of contributing to the community through cooperative methodologies that promote social and individual commitment linked to the **objectives of sustainable development** while paying special attention to the objectives related to **health and wellbeing, quality education, gender equality, sustainable cities, and communities.**

Learning situations (Decree 157/2022)

Actions such as the development of **service-learning projects** and collaboration with local and global entities and organizations that address social and environmental aspects – such as NGOs, town halls, recycling plants and natural landscapes in the immediate environment. All these actions will focus on meeting the challenges of the 21st century.

Objectives

The achievements of students at the end of the educational process as a result of the teaching-learning experiences intentionally planned for this purpose.

Competences (Decree 157/2022)

Competence is the ability to apply, in an integrated way, the contents of each teaching and educational stage to achieve the proper performance of activities and the effective resolution of complex problems.

Competences (Decree 157/2022)

- CLC: competence in linguistic communication
- MC: multilingual competence
- MSTC: mathematical, scientific and technological competence
- DC: digital competence
- PSLLC: personal, social and learning-to-learn competence
- CC: citizen competence
- EC: entrepreneurial competence
- CCAE: competence in cultural awareness and expression

Contents

The knowledge, skills and attitudes that help to achieve the objectives set at each teaching and educational stage and enable the acquisition of skills.

The contents are divided into subjects, which are classified into areas and modules depending on the teaching, educational stages or programmes in which the students are participating.

c) The presence and importance of blocks of contents in the educational cycles

- Block 1. Active and healthy lifestyle.
- Block 2. Organization and management of physical activity.
- Block 3. Solving problems in motor situations.
- Block 4. Emotional self-regulation and social interaction in motor situations.
- Block 5. Manifestations of motor culture.
- Block 6. Efficient and sustainable interaction with the environment.

Bloc 1: Active and healthy lifestyle
G1. Active and healthy lifestyle. Physical perspective.
G2. Active and healthy lifestyle. Psychological perspective.
G3. Active and healthy lifestyle. Social perspective.
G4. General anatomical and functional principles of the body in motion.
G5. Digital applications and technological resources for controlling physical activity from a healthy perspective.

B2. Organisation and management of the physical activity
G1. Management and planning of the physical activity.
G2. Organisation of the physical activity.
G3. Measures for preventing injuries and ensuring safety in the practice of physical activity.

B3. Problem solving in motor situations
G1. Physical condition.
G2. Perceptual-motor abilities and motor skills.
G3. Games.
G4. Decision-making in different movement situations. Technical fundamentals.
G5. Decision making in different movement situations. Tactical fundamentals.

B4. Emotional self-regulation and social interaction in motor situations
G1. Emotional management in motor situations and games.
G2. Social interaction in motor situations and games.

B5. Manifestations of movement culture
G1. Communicating body
G2. Artistic-expressive resources and manifestations
G3. Circus games
G4. The rhythm and the body in motion
G5. Dances
G6. Inclusive games and sports
G7. Popular and traditional games
G8. The Valencian ball game
G9. Values in motor manifestations

B6. Efficient and sustainable interaction with the environment
G1. Physical and active leisure activities adapted to the natural environment.
G2. The environment and the natural, urban and cultural heritage of the Valencian Community.
G3. The environmental impact of physical-sports activities in the natural and urban environment. Sustainable mobility habits.
G4. Basic safety and accident-prevention measures.

Transversal elements

- Oral expression
- Written expression
- Audiovisual communication
- ICTs
- Entrepreneurship and civic and constitutional education
- Equality between men and women
- Conflict prevention and resolution
- Sustainable development
- Care of the natural environment

References

- Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education (Primary)

- DECREE 106/2022, of August 5, of the *Conselleria* (Department of Education, Culture and Sport), on the organization and curriculum of Primary Education. [2022/7572]

VNIVERSITAT DE VALÈNCIA Facultat de Magisteri

Departament de Didàctica
de l'Expressió Musical, Plàstica i Corporal

Topic 4. Didactics of Physical Education

Academic year 2022-2023

Teresa Valverde Esteve

Topic 4. Didactics of Physical Education

a) Organization and teaching resources

b) Teaching styles and pedagogical models

c) Tasks and progression

d) Use of new ICTs

a) Organization and didactic resources

We must take into account the elements involved in the teaching-learning process:

Context:

- The school's location
- Socioeconomic and sociocultural characteristics
- Language conditions
- Agreements on facilities
- Student characteristics (number, adaptations)
- AMPA (parents' association)
- Innovative projects
- ERASMUS+

a) Organization and didactic resources

Management of the group

- Management of human and material resources
- Socio-affective
- Movements

a) Organization and didactic resources

General organization

- Programming the Didactic Units, sessions, resources, methodologies etc.
- Fostering motivation and a positive climate
- Using materials that do not involve physical risks
- Adapting the lectures to the time available (‘motor commitment time’)

Curricular materials in PE (Devís & Peiró (2004).

Resources	School	Official curriculum
Printed materials	For the seminary and Physical Education teachers	- Content streams - Schedules - Books - Teaching units and guides - Files - Items etc.
	For students	- Textbooks - Files, articles and printed advertising - Journals and notebooks - Movies and documentaries - Dossiers, etc.
	For families	- Notes - Informative brochures

Curricular materials in PE (Devís & Peiró (2004).

Resources	Schools	Official curriculum
Material resources	Writing materials	- Pen and pencils - Notebooks
	Material for physical sports practice	- Mats and balls - Tyres - Cones, etc.
	Facilities and equipment	- Courtyard and gym - Swimming pool - playing field - Baskets and goals - Trellises etc.

Curricular materials in PE (Devís & Peiró (2004).

Resources	School	Official curriculum
Technological resources	Iconic	- Projectors - Blackboards
	Acoustic	- Speakers
	Audiovisual	- Videos
	Interactive	- Digital board - Tablets - Computers - Mobile phones

Organizational factors

TIME

STUDENTS

TEACHER

ACTIVITIES

OTHER ASPECTS TO CONSIDER

Organizational factors

TIME

- Adapt the teaching resources: student commitment, space and materials during the activities.
- Specify the placement of students and materials.
- Establish routines for organizing the sessions and distributing functions.

Organizational factors

STUDENTS

- Adjust the order of displacements students must perform during the session.
- Structure the grouping of students for the activities.

Organizational factors

TEACHERS' SITUATION

- Ensure adequate communication and interaction.
- Consider safety during the performance of activities.
- Consider positioning to help students during the activities.

Organizational factors

- Employ playful strategies to encourage active participation during the activities.
- Consider intensity, duration and rest time.
- Consider level of motivation.
- Adapt the space and materials to individual differences.

ORGANIZATION OF THE ACTIVITIES

Organizational factors

- Provide and explain information so that students feel confident about participating in the activities (actively and with their help).
- Explain how to treat the materials and inform them about classroom regulations (material, space and climate).
- Specify and protect the areas.

OTHER ASPECTS TO CONSIDER

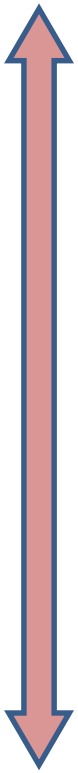
b) Teaching styles and pedagogical models

- According to Delgado Noguera (1989), learning styles are the didactic relationships between the personal elements of the teaching-learning process.
- Teachers pay special attention to the level of group-class organization and affective relationships.

b) Teaching styles and pedagogical models

Depending on the level of independence in learning, teaching styles can (Mosston, 1966):

MINIMUM INDEPENDENCE



a) Be traditional (more command-based)
b) Assign tasks
c) Be reciprocal
d) Be based on small groups
e) Be individual
f) Guide discovery
g) Be problem-solving
h) Encourage student creativity

MAXIMUM INDEPENDENCE

b) Teaching styles and pedagogical models

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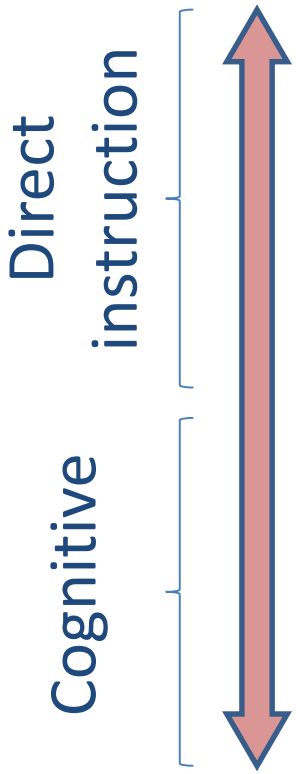


a) Be traditional (more command-based)
b) Assign tasks
c) Be reciprocal
d) Be based on small groups
e) Be individual
f) Guide discovery
g) Be problem-solving
h) Encourage student creativity

MAXIMUM INDEPENDENCE

b) Teaching styles and pedagogical models

a) Traditional

- The teacher provides the explanation and the students perform the activity.
- Teachers exercise great control over student behaviour and seek an immediate response.

b) Teaching styles and pedagogical models

b) Task assignment

- Seeks greater autonomy on the part of the students.
- Once the teacher has given the initial stimulus, the students make their decisions according to the beginning, the end, and the pace of the activity.
- Students assume more responsibility and adapt better to their individual abilities.
- Tasks may be based on quantitative or qualitative measures.
- Teachers have the power to plan and determine goals.
- Teachers supervise the students' activity and make relevant recommendations.

b) Teaching styles and pedagogical models

c) Reciprocal teaching

- This style is developed in pairs, though the number of participants can be increased.
- Teachers provide students with criteria to allow them to discover the main mistakes made by their classmates.
- At the beginning of the activity, the roles of observer and performer are determined, and these roles are reversed after a certain time.
- Once the observer detects errors and proposes solutions, they are on the path towards task assimilation.
- This teaching style encourages collaboration, acceptance and solidarity between colleagues.

b) Teaching styles and pedagogical models

d) Micro-teaching

- This involves working on a topic in an organized way in groups of 5-6 people.
- The teacher provides the necessary information: the distribution of the group, support, mistakes that may occur, approach to the topic, etc.
- This preparation is passed on by the students to the rest of the course.
- It is important for the course objectives and content that the teacher invites the students to participate in the preparation of the class.

b) Teaching styles and pedagogical models

e) Individual style

- This teaching style allows for greater student participation in the process.
- It does not need the teachers to be permanently present.
- The teachers work indirectly as each student follows their programme independently.
- An individual file is drafted in which students record the tasks to be performed and the work that has been completed.

b) Teaching styles and pedagogical models

Group work

- This style works on interests or skill levels (execution).
- In practice, a sheet of activities to be performed in groups and in different spaces is provided.

b) Teaching styles and pedagogical models

f) Guided discovery

- The teacher instructs the students to come up with a desired answer.
- This teaching style leads students to a research process in which they find solutions.
- The teacher’s role is to plan the activity and provide information for students to conduct the research.

b) Teaching styles and pedagogical models

f) Guided discovery

- The role of the students is to provide answers they believe are correct and that require evaluation.
- Aspects to consider:
  - Do not say the answer.
  - Always expect a response from the students.
  - Reaffirm the correct answers.
  - Take into account the direction of the sequence, the relationship between the students, and the speed of the frequency.

b) Teaching styles and pedagogical models

g) Problem solving

- This teaching style aims for students to find the answer for themselves.
- Contreras (1998) notes that “strategy is primarily about finding alternatives to solving motor problems, which stimulates creativity”.
- This style provides students with a high level of independence from teachers.

b) Teaching styles and pedagogical models

g) Problem solving

- When designing the session, we must remember that:
  - the problems should be significant and of interest to students.
  - The solutions must be possible to find, i.e. the problem should not be too difficult (or too easy).
  - the information may be presented orally or in writing.
  - the role of the teacher is to deliver information, accept the various solutions, reaffirm the most positive solutions for each activity, and wait for the students' questions while observing and evaluating.
  - the role of the students is to read and clarify queries, act, investigate, explore, and exchange queries with the teachers.

b) Teaching styles and pedagogical models

Problem solving

- Advantages:
  - Maximum decision-making capacity and individualization.
  - Internal rewards.
  - Involvement of cognitive and emotional aspects.
  - Applicability to learning strategies.
- Disadvantages:
  - The approach is slow.
  - It is not applicable to all motor tasks.
  - It is especially recommended for small groups.
  - There may be too much conversation and too little motor activity.

b) Teaching styles and pedagogical models

Socializing styles

- The priority of these styles is to train the student as a social element of the group.
- The students develop teamwork and individual responsibility.
- They encourage participation through one of the various techniques:
  - Brainstorming
  - Role-playing games
  - Directed debates
  - Discussion groups

b) Teaching styles and pedagogical models

h) Creative styles

- Students create their own goals and contents.
- The thinking is divergent.
- A lot of time is needed to observe improvements and results.

Metzler (2005)

- *Direct Instruction,* in which the teacher is the leader.
- The *Personalized System for Instruction,* in which students are intended to go as fast as they can or as slow as they need.
- *Cooperative Learning,* through which students learn with, by and for each other.
- *Sports Education*, through which students learn to be competent, educated and enthusiastic about sports.

Metzler (2005)

- *Peer teaching*, where students teach their peers reciprocally.
- *Teaching through questions,* in which learners solve problems.
- *Tactical Games,* for understanding.
- *Teaching of Personal and Social Responsibility,* to integrate, transfer and empower the relationship between students and teachers.

Fernández-Río et al. (2016)

Basic Pedagogical Models	
Cooperative learning	Attributes specific roles to the members of the team, obtains positive interdependence and promotes interaction, individual responsibility, group processing and social skills (Johnson et al., 2013).
Sports education	Focuses on teamwork and student autonomy (Siedentop et al., 2011) and is structured in four phases: 1) teacher-led practice, 2) autonomous practice, 3) competition, in which the skills acquired in the previous two stages are applied, 4) final recognition.

Fernández-Río et al. (2016)

Basic Pedagogical Models	
Comprehensive sports initiation	The beginnings of this model sought understanding of the structure, tactics and necessary skills of the sports (Bunker & Thorpe, 1982). The benefits of this model are: 1) transfer between sports, 2) representation of the "adult" models, 3) modification of the games to make their tactical structure visible, 4) added tactical complexity to be more easily made up of students, 5) evaluation of "sports competence" in isolated situations artificially created by teachers. Its phases are divided into: 1) a modified "adult sport" game, 2) students' understanding of the game, 3) awareness of the tactical elements, 4) decision-making, 5) execution and improvement of the game, 6) practice (technique and tactics) of that game or of another game that evolves from it.

Fernández-Río et al. (2016)

Basic Pedagogical Models	
Social and personal responsibility	This model focuses on empowerment of students' abilities through the implicit values of society. It comprises five levels of goal achievement (Hellison, 2003): 1) respect for the rights and feelings of others, 2) participation through positive experiences, 3) autonomy through decision-making and reflection, 4) empathy and leadership, 5) application of what has been learned to other contexts.

Fernández-Río et al. (2016)

Emergent models	
Outdoor education	Students participate in adventure activities that require physical, cognitive and affective skills (Dort et al., 1996). The fundamental elements of this model are: 1) problem solving, 2) overcoming barriers, 3) cooperation to overcome barriers, 4) the creative use of spaces and materials, 5) the playful context in which the activities are performed.

Fernández-Río et al. (2016)

Emergent models	
Physical literacy	These are based on the usefulness of physical activity for maintaining adequate levels of practice throughout one's life (Whitehead, 2010). The important strategies from this model are: 1) fun, intrinsic motivation, 2) diversity of interests, 3) understanding of the content, 4) character, when applying skills from real life such as cooperation or teamwork, 5) individual ability, 6) physical conditioning, 7) imagination, creativity, 8) perseverance, 9) modelling, favouring comprehensive training and development.

Fernández-Río et al. (2016)

Emergent models	
Attitudinal style	This model establishes attitudes as a fundamental element for achieving better learning and greater motivation in Physical Education (Pérez-Pueyo, et al., 2011, 2012). Specifically, it develops three dimensions: 1) intentional bodily activities, 2) sequential organization towards attitudes, 3) final assemblies (Pérez-Pueyo, 2005).

Fernández-Río et al. (2016)

Emergent models	
Ludo-technical models	This model is based on Skinner's theory of Operant Conditioning (modelling, exemplification, practice, feedback and reinforcement), Constructivist Learning (building learning on previous knowledge) and Social Learning (learned by interacting with the context and people) to acquire the technical skills from understanding (Gómez-Marmol, Calderón-Luquin, & Valero-Valenzuela, 2014). It comprises four phases: 1) presentation of the question and the approach to the challenges, 2) ludotechnical proposals that promote technical learning through play, 3) global proposals, which imply the global execution of the technical gesture, and 4) reflection and sharing.

Fernández-Río et al. (2016)

	Basic pedagogical models
Self-construction of materials	This model is based on the Constructionist theory of learning (Papert, 1991), which starts from the idea that, to build knowledge, students must build artifacts they can share with others. Materials can be constructed in the PE classroom, in other subjects, or outside school hours.

Fernández-Río et al. (2016)

	Basic pedagogical models
Education for health	This model is based on the idea that students should have a physically active life (Siedentop, 1996). The teaching-learning process must therefore understand the knowledge and importance of physical activity (McKenzie et al., 2009), while organizing lifestyle (Whitehead & Fox, 1983) through autonomy.

Fernández-Río et al. (2016)

	Basic pedagogical models
Model hybridization	This model, which involves combining elements from various pedagogical models, is based on two pillars: a) situated learning (connecting with the students, content and knowledge) (Lave & Wenger, 1991), and b) student-centred teaching (Metzler, 2005).

c) The tasks and progressions

Guiding principles of didactic interventions:

- They aim to guarantee the construction of the learning of students from their previous knowledge.
- Didactic interventions generate a slight initial imbalance (as the students leave their comfort zone) but, once they have assimilated the information, the students return to the situation of balance. In this way, the interventions modify the schemes of knowledge.

c) The tasks and progressions

Principles for selecting motor activities:

- Adaptation to motor level and effort.
- Adaptation to students.
- Logical sequencing
- Broad range of creativity and variety.

c) The tasks and progressions

- The demands of today's society require the educational curriculum to adopt a **holistic and transformative** character (Miller, 2019).
- The curriculum should attend not only to knowledge but also to skills and competencies (Jess et al., 2016).

c) The tasks and progressions

- In areas such as Physical Education (PE), a **holistic** approach is needed that addresses not only physical skills or theoretical knowledge (Light, 2008) but also the processes of content acquisition and training.
- It should include **social, emotional, critical and constructive** aspects to achieve the training of responsible and supportive citizens, which begins with the training of teachers of future students (and citizens), and promote their "effective personality" (Chiva et al., 2018).

Nonlinear pedagogy (Chow et al., 2006)

Nonlinear pedagogy is based on concepts from the theory of **ecology and complex systems**, which consists of the application of nonlinear dynamics during the teaching-learning process (Chow et al., 2015; 2021), encompassing a **comprehensive approach** that is **constraint oriented.**

In this way, the acquisition of skills is considered a **dynamic process** (Davids, Button, & Bennet, 2008) in which these **constraints** are likely to be manipulated to generate a **wide variety of responses, called degrees of freedom** (Bernstein, 1967).

Nonlinear pedagogy (Chow et al., 2006)

- Using non-linear pedagogical resources (Atencio et al., 2014), students and groups are required to **learn from a holistic** perspective that includes **emotional and physical factors,** highlighting all these interactions when working collaboratively.
- In this sense, non-linear pedagogy (Chow et al., 2011) implies the **manipulation of key elements**, understood as the difficulties that we add when we carry out **the tasks, materials and environment** (Newell, 1986).

Nonlinear pedagogy (Chow et al., 2006)

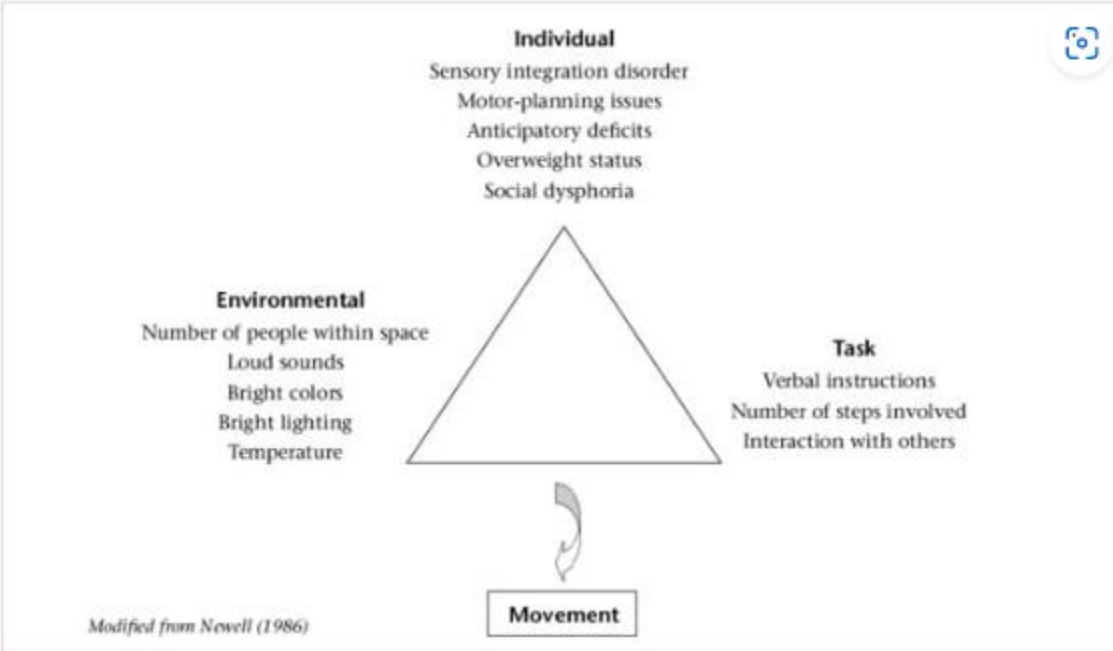
The development of these theoretical models in the field of Physical Education has given rise to a new constraint-oriented approach (Chow, 2013; Chow et al., 2007; Chow, Davids, Button, & Renshaw, 2016; Renshaw et al., 2016)

Nonlinear pedagogy (Chow et al., 2006)

- Nonlinear pedagogy favours the emergence of **behaviours and functional movement patterns** in response to **decision-making** during the performance of different physical activities (Chow, Davids, Button, Shuttleworth, Renshaw, & Araújo, 2006).

- This approach can be applied to a variety of settings, thus favouring the **emergence of creative patterns**.

The negotiation of limits has three fundamental aspects, all of which are based on Newell's theory of constraints (1986): the **personal** (physical, cognitive, social and emotional capacities), the **environmental** (space and people who compose it), and **tasks** (modifications to add more or less difficulty and integrate cognitive strategies).



- Students may adjust factors such as their **motor skills, motivation** and **creativity** or the limits of **social justice or prejudice and gender segregation** that are usually observed in Physical Education sessions.
- A highly important factor in this process are the connections, from a **holistic perspective**, of the areas.
- We must also recognize the **interconnections of the education** system that occur by nature, that produce a strong national and international influence due to the potential that they are capable of generating on individuals, and that can influence the group-class and the multiple interconnections that can occur (Miller, 1999).

Complexity

- The group-students as a **complex environment**. Students are part of a complex system, as they interact with each other and also with the environment around them. In this way, it follows its own structure, within this system (Prigogine, 1976).
- As part of the adaptation process, numerous interactions take place that are unpredictable, something that makes them, in turn, dynamic systems.
- There is a need for students to adapt and acquire behaviours that respond to the restrictions implemented (Jess, Keay and Carse, 2014).
- The challenge for teachers will be to promote practical experiences around limits.

Teachers as system managers

- Teachers, as interpreters and transmitters of the curriculum, also self-organize around boundaries, finding themselves under specific constraints.
- Some examples are the permanent negotiations with students, teachers and management areas (Keay et al., 2019).
- For this reason, it is of special interest that they acquire a multitude of experiences and knowledge, from the lenses of complexity, so that they can investigate in the context of teaching-learning (Atencio et al., 2014).

	Positive result	Negative result
Consolidate within limits	Consolidate behaviours that can support learning that is transferred across different contexts.	Consolidate habits that can be too comfortable or specific and limit future changes, progression and adaptability.
Challenge around the limits	Challenges available to teachers who are prepared to motivate and attract.	Challenges available to teachers who are not prepared to motivate.
Extend beyond the limits	Support creativity through safe contexts in which failures occur.	Endeavours in contexts that do not foster creativity and, as a result, impact progress, confidence, and external responses.

Keay et al. (2019)

d) The use of ICTs

Digital whiteboards: exhibitions and animations, interaction with programmes and people.

Computers: extension of contents.

Blog: bulletin boards, opinion forums, information pills.

Video camera: recordings of motor tasks and self-assessment.

Digital screens, tablets: viewing recorded motor tasks.

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Topic 5. Programming in Physical Education

Academic year 2022-2023

Teresa Valverde Esteve

Topic 5. Programming in Physical Education

a) Classroom scheduling: the session

b) Evaluation

c) Curricular adaptations

d) Presentation of the programmes prepared by the students: observation and reflective and critical analysis in and on the action.

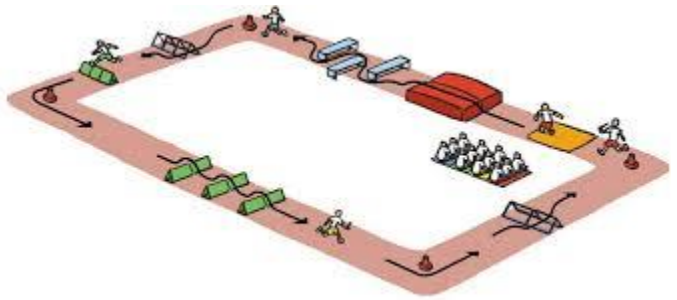
a) Classroom scheduling: the session

What are the goals?
What are the contents?

Session structure:

1) Warming up
2) Main component
3) Cooling down

Graphical representation



b) Evaluation

When we evaluate using ...

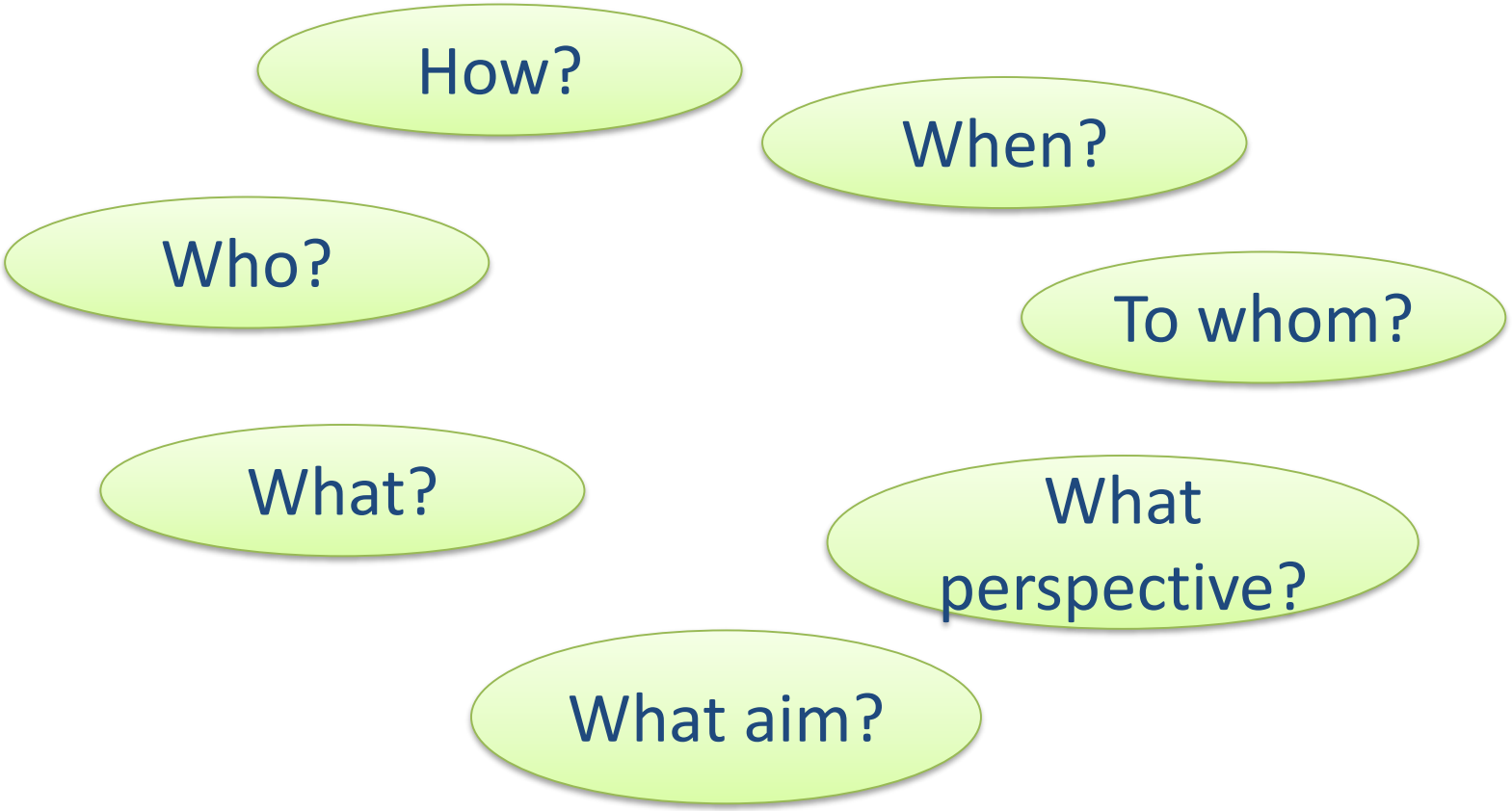
theoretical/practical tests

follow-up diaries

direct observation

… what is the aim?

Questions to consider …



How to evaluate?

- Direct observation
- Oral tests
- Written tests
- Practice sessions
- Interviews
- Exams

When to evaluate?

- Initial assessment: conducted at the beginning of an educational process to compare results at the end.
- Continuous assessment: conducted throughout the educational process.
- Final assessment: to verify whether the goals have been achieved.

Who to evaluate?

- Students-students
- Teacher-students
- Students-teacher

Who evaluates? (I)

- **Internal evaluation:** this evaluation is performed by a member of the centre.
- **External evaluation:** this evaluation is performed via an external programme (e.g. evaluation of a centre).
- **Hetero-evaluation:** this evaluation is performed by a person other than the one being evaluated (e.g. Teacher-Student or Student-Student).

Who evaluates? (II)

- **Co-evaluation or reciprocal evaluation:** this evaluation is performed between people (e.g. between pairs).
- **Self-assessment:** in this evaluation the person being evaluated responds to established items or makes a reflection.

Aim?

- **Summative:** this evaluation pays special attention to the results. It evaluates whether the results are appropriate to the process.
- **Formative:** this evaluation provides feedback throughout the process. It enables the processes to be improved and adjusts them to the programming.
- **Diagnosis:** this evaluation assesses the knowledge and skills acquired throughout one's life.

Approach?

- **Control results:** this approach seeks assessment instruments that are close to objectivity (e.g. tests, exams, etc.).
- **Improve the knowledge-acquisition process:** this approach seeks feedback from the teaching-learning process using the information collected.

What?

Experimental procedures	Observational procedures
- Motor tests - Functional tests - Execution tests (technical circuit and progressive list of technical tasks) - Sociometric techniques (sociogram and ludogram), interviews, questionnaires, diaries - Written and graphic work proposals (monographic works, critical comments on physical-sports texts and the preparation of concept maps)	- Direct observation - Appraisal procedures (anecdote record) - Checklists - Rating-classification scales - Scales - Indirect observation. - Verification procedures.

c) Curricular adaptations

Diversity

Ethical, mature, inclusive and respectful acceptance of heterogeneity.

Special Needs

Specific adaptations for the learning-acquisition process.

Inclusion

Inclusion of all students in all activities regardless of their particularities.

Students with specific needs for educational support **(LOMCE, 2013)**

Curricular adaptations

a) **Access**: these adaptations are non-significant changes to personal, spatial, material and organizational elements.

b) **Individualized:** these are modifications made to the educational proposal to respond to specific needs. Types:

Types of curricular adaptations

I. Non-significant adaptations: modifications that do not affect the elements of the curriculum.

II. Significant adaptations: modifications made from the AGP after the psycho-pedagogical evaluation has been conducted. Elements of the curriculum (OGE, contents, evaluation criteria) are modified.

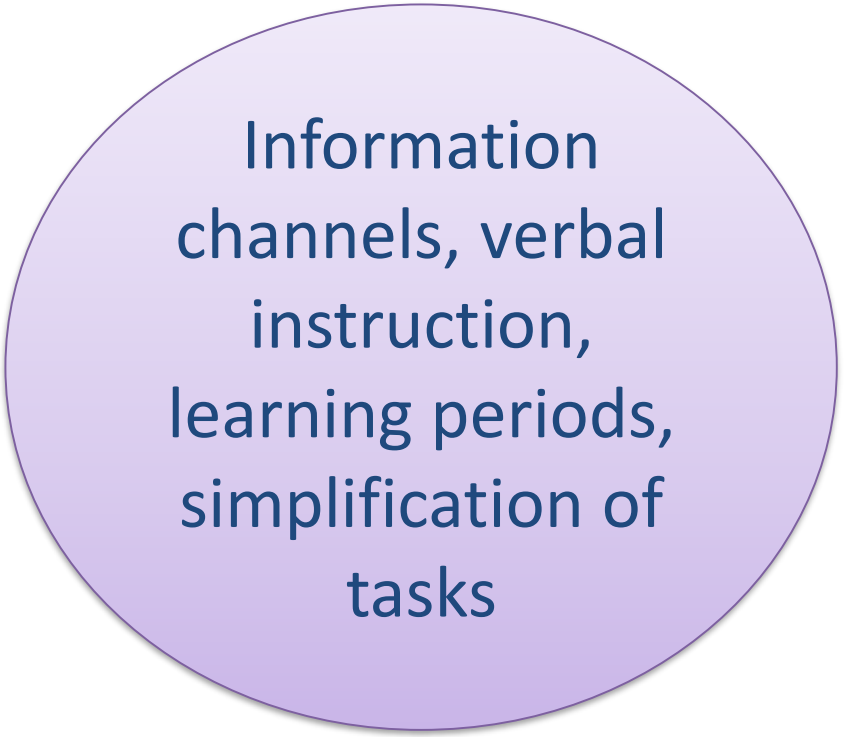
Inclusion. Facilitating strategies

The proposal must take into account:

- the student's socio-educational and family context
- their level of independence
- their attitude towards the need (security, confidence)
- the moment the need arose
- motor and perceptual-motor alterations
- their ability to understand

Didactic guidelines depending on the disability

- Hearing impairment
- Visual impairment
- Intellectual impairment
- Physical disability



Practice

https://www.youtube.com/watch?v=3vXLpcdtagQ

d) Presentation of the programmes prepared by the students: observation and reflective and critical analysis in and on the action.

References

Hernández, J. L. i Velázquez, R. (2004). *La evaluación en educación física. Investigación y práctica en el ámbito escolar.* Barcelona: Graó.

López, V. M. (2004). *"*La participación del alumnado en los procesos evaluativos: la autoevaluación y la evaluación compartida en educación física", en Fraile, A. *Didáctica de la Educación Física. Una perspectiva crítica y transversal.* Madrid: Biblioteca Nueva.

Ríos, M. (2004). *La Educación Física y la inclusión del alumnado con discapacidad*, en Fraile, A. *Didáctica de la Educación Física. Una perspectiva crítica y transversal.* Madrid: Biblioteca Nueva.

VNIVERSITAT DE VALÈNCIA Facultat de Magisteri

Departament de Didàctica
de l'Expressió Musical, Plàstica i Corporal

Topic 6. Teaching-learning of the content blocks of Physical Education in Primary Education

Academic year 2022-2023

Teresa Valverde Esteve

- Block 1. Active and healthy lifestyle.
- Block 2. Organization and management of physical activity.
- Block 3. Solving problems in motor situations.
- Block 4. Emotional self-regulation and social interaction in motor situations.
- Block 5. Manifestations of motor culture.
- Block 6. Efficient and sustainable interaction with the environment.

Block 1. Active and healthy lifestyle

G1. Active and healthy lifestyle. Physical perspective.	1st cycle	2nd cycle	3rd cycle
- Postural hygiene and accident-prevention measures	X	X	X
- Breathing and relaxation	X	X	X
- Healthy habits of body and postural hygiene, nutrition and hydration	X	X	X
- Benefits of an active lifestyle based on regular physical activity. The value of rest.	X	X	X
Healthy eating.		X	X
- Negative effects of a sedentary lifestyle, poor diet and other unhealthy behaviours			X
- Factors that influence the cure of the body			
G2. Active and healthy lifestyle. Psychological perspective.			
- Personal well-being. Respect, awareness and acceptance of one's own body.	X	X	X
Management of emotions.		X	X
- Self-concept and self-regulation. Strength and weakness.			X
- Consolidation of self-knowledge			
G3. Active and healthy lifestyle. Societal perspective.			
- Respect and acceptance of the diversity of personal characteristics	X	X	X
- Games, egalitarian physical and sports activity, and healthy social practices as opposed		X	X
to bad habits		X	X
- Positive treatment and management of competitiveness. Cooperative games.			X
- Body and gender diversity: a critical view of stereotypes			
G4. General anatomical and functional principles of the body in motion			
- The main parts of the body: skeleton and muscles	X		
- Systems involved in motor activities: the muscular and the osteoarticular		X	
- Systems involved in physical activity and movement: the locomotive			X
G5. Digital applications and technological resources for controlling physical activity from a healthy perspective			
- Technological resources related to health		X	X
- The control of body parameters involved in physical activity			X

Block 2. Organization and management of physical activity

G1. Management and planning of physical activity	1st cycle	2nd cycle	3rd cycle
- Programmes of simple physical activity: definition of the objective, from a global perspective, of physical activity and health (physical, psychological and social spheres)	X		
- Programmes of physical activity: self-management of the mechanisms for execution (physical, psychological and social spheres)		X	
- Physical activity programmes: follow-up and assessment of the process and effects (physical, psychological and social spheres)			X
G2. Organization of physical activity			
- Choice of activity based on healthy criteria according to its use and purpose	X	X	
- Routines of activation, warm-up, and return to calm	X	X	
- Personal programme of physical activity based on healthy criteria			X
G3. Measures for preventing injuries and safety when practising physical activity			
- Basic safety rules. Knowledge of the main risks.	X	X	X
- Body control mechanisms for injury prevention. Suitable equipment.		X	X
- Actions and basic protocols for dealing with accidents in physical sports activities: protect, warn and help (PAS), safety positions; cardiopulmonary resuscitation (CPR)		X	X
- Awareness of personal possibilities and limitations		X	X

Block 3. Solving problems in motor situations

G1. The physical condition	1st cycle	2nd cycle	3rd cycle
- Basic physical skills in the field of play and physical activity	X	X	X
- Adaptation and self-regulation of effort to the intensity and duration of the activity		X	X
		X	X
- Heart and respiratory rates as a result of effort made			X
- Heart and respiratory rates as an indicator of activity intensity			
G2. Perceptual-motor skills and motor skills			
- Static and dynamic balance	X		
- Eye-hand and eye-paedia coordination	X		
- Awareness and control of body outline and laterality	X	X	
- General and segmental coordination	X	X	
- Combination of motor skills and creativity		X	X
- Spatio-temporal perception and structuring	X	X	X
G3. Games			
- Individual, collective, sensory, symbolic, psychomotor and manipulative games	X		
- Great games and encounters			X
- Cooperative games. Alternative games. Modified games.	X	X	X
G4. Decision-making in different motor situations. Technical foundations.			
- Basic technical gestures.	X	X	X
G5. Decision-making in different motor situations. Tactical basics.			
- Occupancy of spaces	X	X	
- Strategies of progression, cooperation, opposition and collaboration-opposition		X	X

Block 4. Emotional self-regulation and social interaction in motor situations

G1. Emotional management in motor situations and games	1st cycle	2nd cycle	3rd cycle
- Identification and expression of emotions and feelings	X	X	
- Emotional regulation and management. The expressive and non-violent body.	X	X	X
- Control of impulsivity and negative emotions. Relaxation.	X	X	X
G2. Social interaction in motor situations and games			
- Agreed rules and regulations in game situations	X	X	X
- Social skills: active listening, teamwork, management strategies and dialogical resolution of conflicts	X	X	X
- Inclusive behaviour in motor situations based on coexistence and non-discrimination on the basis of gender, race, physical ability or motor competence	X	X X	X X
- Sportsmanship and fair play			

Block 5. Manifestations of motor culture

G1. The communicating body	1st cycle	2nd cycle	3rd cycle
- Non-verbal communicative language: gesture, mime and creative dance	X	X	X
- Individual and group choreographic proposals with aesthetic and expressive intent	X	X	X
- Interdisciplinary performative proposals. Motor creativity and active listening.			X
G2. Resources and artistic-expressive manifestations			
- Simple guided dramatizations	X		
- Artistic-expressive montages		X	
- Artistic-expressive projects			X
G3. Circus games			
- Balance games, juggling and gymnastic skills	X	X	X
G4. Rhythm and the body in motion			
- Expressive rhythmic activities with and without musical support	X	X	X
- Internal rhythm	X	X	X
G5. Dances			
- Popular children's, traditional and regional Valencian dances	X	X	X
- Dances of the world and creative dance. Urban dances.		X	X

Block 5. Manifestations of motor culture

	1st cycle	2nd cycle	3rd cycle
G6. Inclusive games and sports			
- Cooperative games and co-educational spaces	X	X	X
- Strategies for inclusion		X	X
- Adapted, inclusive and paralympic sport			X
G7. Popular and traditional games			
- Top popular games. Games typical of Valencian cultural heritage.	X		
- Games of the world		X	
G8. The Valencian ball			
- Values of the Valencian ball. The *raspall* variation. Basic guidelines. Basic motor skills, eye-to-hand coordination and hitting.	X		
- Bonhomie. The cultural value of Valencian ball (BIC, or asset of cultural interest). The *raspall* variation and the wall/ball variation: *frontón* and *frare*. Basic guidelines.		X	
- Rules and values of the game. Historical approach to handball. More complex game modes: introduction to *galotxa*, *escala i corda* and *llargues*. Main references, emphasizing the figure of women.			X
G9. Values in the various motor manifestations			
- Playful and participatory practices. Extrinsic motivation.	X		
- Cooperative work. The value of dialogue and reflection.		X	
- Overcoming hurdles and challenges. Intrinsic motivation.			X
- Critical analysis of media inputs related to driving situations, paying attention to gender diversity and making visible female and transgender referents			X

Block 6. Efficient and sustainable interaction with the environment

G1. Physical activities and active leisure adapted to the natural environment	1st cycle	2nd cycle	3rd cycle
- Itineraries on foot and by bicycle	X	X	X
- Guided itineraries in the environment close to the center	X		
- Guidance. Nautical activities. Organization and planning of itineraries. Basic cartography and use of the compass			X
G2. Environment and the natural, urban and cultural heritage of the Valencian Community			
- Play and leisure spaces in the environment close to the school	X	X	X
- Natural and urban spaces: use and enjoyment		X	X
- Care and conservation of the environment in physical and sports activities. Collaboration with entities and bodies.			X
G3. The environmental impact of physical and sports activities in the natural and urban environment. Sustainable mobility habits			
- Awareness of environmental sustainability and assessment of the impact of activities on the natural and urban environment	X	X	X
- Actions aimed at conserving and protecting the natural and urban environment when practising physical activity		X	X
- Initiatives and projects to promote environment-friendly mobility. Active and sustainable means of transport: the use of bicycles and non-motorized means		X	X
G4. Basic safety and accident-prevention measures			
- Basic safety protocols in guided activities in the environment	X	X	X
- The correct use of materials and spaces when practising physical activities in the environment		X	X
- Rules of road education for pedestrians and cyclists on public roads		X	X
G5. Technological applications in activities in the natural environment			
- Applications and resources for active participation		X	X
- Tracking GPS routes, using maps and basic digital cartography			X

References

- Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Primary Education

- Decree 106/2022, of August 5, of the *Conselleria* (Valencian Department of Education, Culture and Sport) on the organization and curriculum of Primary Education. [2022/7572]

Ludotechnical models

Dear all,

As you know, in recent sessions we have been discussing the history of Physical Education. Now we will begin working on your Didactic Units, a main component of which is Assessment.

As this course is taught in English, special attention should be paid to CLIL. What is CLIL?

CLIL stands for **Content and Language Integrated Learning.** It involves teaching subjects such as science, history and geography to students through a foreign language. This can be done by an English teacher using English as the language of instruction.

Plurilingualism does not mean absolute mastery of a language but the attempt to use one's language skills and knowledge to communicate with others in different situations.

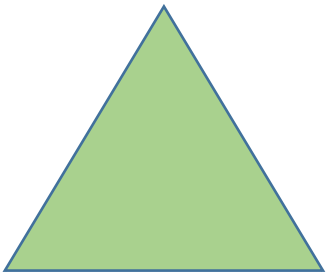
THE 4Cs FRAMEWORK

The 4Cs Framework is built on the following principles:

1. CONTENT: progression in new knowledge, skills and understanding.
2. COGNITION: related to learning and thinking. This must be engaged in **higher-order thinking** activities and in **understanding**, **problem solving**, accepting **challenges**, and reflecting on them.
3. COMMUNICATION: interaction in the learning context is fundamental to learning.
4. CULTURE: awareness of "self" and "other", identity, citizenship, and progression towards pluricultural understanding.

THE CLIL PYRAMID

The CLIL PYRAMID suggests a systematic sequence for planning CLIL units and materials, beginning with topic selection and ending with a review of key content and language (the CLIL workout) (Olive Meyer, 2010).



4. CLIL workout
3. Task design
2. Choice of media
1. Topic selection

Bloom's revised taxonomy suggests six thinking processes:

Create Evaluate Analyse		HOTS
Apply Understand Remember		LOTS

Following the 4Cs framework, therefore, what would you include in each dimension?

CONTENT	COMMUNICATION
COGNITION	CULTURE