



TEACHING GUIDE

Values Education and practice of Physical Activity in different population groups

COURSE OUTLINE		
Name of the subject: Values Education and practice of Physical Activity in different population groups		
Module: TEaching of Physical Activity and Sports		
Code number: 202411215	Curriculum year: 2011	
Type: Compulsory	Academic course: 2021-22	
ECTS Credits: 6	Course: 3º	Semester: 1º
Language of classes: Spanish and English		

TEACHING STAFF INFORMATION				
Coordinator: Pedro Sáenz-López Buñuel				
Department: Didácticas Integradas				
Knowledge area: Didáctica de la Expresión Corporal				
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Monday	Tuesday	Wednesday	Thursday	Friday
11:30-14:00		11:00-12:30	17:30-19:30	
Office hours second semester:				
Monday	Tuesday	Wednesday	Thursday	Friday
	10:00-13:00		10:00-13:00	
OTHER TEACHING STAFF:				
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	11-14	11-14		
Office hours second semester:				
Monday	Tuesday	Wednesday	Thursday	Friday
	11-14	11-14		

CLASSES HOURS

Monday	Tuesday	Wednesday	Thursday	Friday
		9-11		11:15-13:15

SUBJECT DESCRIPTION

PRE-REQUISITES AND RECOMENDATIONS:

none

GENERIC COMPETENCES

CG0 - Speak well in public.

CG1 - Understand knowledge in an area of study that, starting from the base of general secondary education, reaches a level that includes knowledge from the forefront of the field of Physical Activity and Sports Sciences.

CG2 - Apply acquired knowledge to their work in a professional way and possess the necessary competences for the elaboration and defense of arguments and problem solving within the area of Physical Activity and Sports Sciences.

CG4 - Transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

CG5 - Possess learning skills necessary to undertake further studies with a high degree of autonomy.

BASIC COMPETENCES

CG0 - Speak well in public.

CG1 - Possess and understand knowledge in an area of study that, starting from the base of general secondary education, reaches a level that includes knowledge from the forefront of the field of Physical Activity and Sports Sciences.

CG2 - Apply acquired knowledge to their work in a professional way and possess the necessary competences for the elaboration and defense of arguments and problem solving within the area of Physical Activity and Sports Sciences.

CG4 - Transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

CG5 - Possess learning skills necessary to undertake further studies with a high degree of autonomy.

TRANSVERSALS:

CT2 - Development of a critical attitude in relation to the capacity for analysis and synthesis

CT4 - Ability to use computer and informational skills (C12) in professional practice

CT6 - Promote, respect and ensure human rights, equality without discrimination based on birth, race, sex, religion, opinion or other personal or social circumstance, democratic values, social equality and environmental sustainability.

ESPECIFIC COMPETENCES

CE2 - Acquire scientific training applied to Physical Activity and Sports in its different manifestations, to support and scientifically manage sports performance.

CE5 - Know and understand the effects of the practice of physical activity on the physical, psychological and social aspects of the human being.

CE6 - Know, select and know how to apply the behavior modification techniques that the Physical Education and Sports professional can use in the different areas

of their work competence.

CE7 - Understand the neurophysiological and neuropsychological foundations underlying movement control and, where appropriate, the differences by gender. To be able to carry out the advanced application of motor control in physical activity and sport.

CE8 - Develop leadership skills, interpersonal relationship and teamwork within the framework of physical activity and sport.

CE9 - Know and understand the bases that physical education contributes to the formation of people.

CE11 - Encourage coexistence, stimulating and valuing the capacity for perseverance, effort and discipline of the participants in physical and sports education activities.

CE12 - Possess the set of teaching skills or competencies that facilitate the teaching-learning process in the physical education classroom.

CE19 - Develop programs to create, direct and manage organizations, entities and sports facilities.

CE21 - Know, develop and act within the ethical principles necessary for the correct professional exercise.

CE27 - Analyze and interpret the different studies referring to the practices of physical-sporting activity, in order to make reasoned judgments about the relationship of said activity with the characteristics and social, economic and cultural needs of today's societies.

CE32 - Design, develop, present and publicly defend reports of own elaboration, related to the professional profile.

LEARNING OUTCOMES:

- Reflect on the keys to make a better world
- Justify the importance of Emotional Education and its relationship with Physical Activity and Sports .
- Analyze the current situation of Physical Education (PE) and the educational system and reflect on future prospects.
- Acquire concepts, resources and strategies in the search for personal and student well-being through the development of emotional intelligence
- Reflect on the values of Sport.
- Know and design intervention programs in different groups, especially those most in need.
- Encourage the capacity for autonomous learning by analyzing and discovering the knowledge of the subject critically and reflectively.
- Apply knowledge of English to the search, analysis and presentation of research related to the subject.
- Starting from the students' previous experiences promoting the capacity for innovation in the teaching of PE and Sport.
- Transmit enthusiasm for the teaching work and for the physical-sports activity.

RA1.- Reflect on the keys to make a better world

RA2.- Justify the importance of Emotional Education and its relationship with Physical-Sports Activity.

LO3.- Analyze the current situation of Physical Education (PE) and the educational system and reflect on future prospects.

RA4.- Acquire concepts, resources and strategies in the search for personal and student well-being through the development of emotional intelligence

RA5.- Reflect on the values of sport.

RA6.- Know and design intervention programs in different groups, especially those most in need.

- RA7.- Foster the capacity for autonomous learning by analyzing and discovering the knowledge of the subject critically and reflectively.
 RA8.- Starting from the previous experiences of the students promoting the capacity for innovation in the teaching of PE and Sport.
 RA9.- Transmit enthusiasm for teaching work and for physical-sporting activity.
 RA10.- Apply knowledge of English to the search, analysis and presentation of research related to the subject.

TEACHING METHODOLOGY

Learning and teaching activities	Hours	Presence percentage
Lecture hours	33	100%
Supervised practical workshop	12	100%
Independent learning hours	105	0%
Other	0	

ECTS credits in hours (Nº cré. x25): 150
 - Big group: 33
 - Small groups: 12
 - Working with autonomy and tutoring (Nº de cré. x 25 - horas de clase)...:105

CONTENTS

BLOCK 1. THEORETICAL

BLOCK I EMOTIONAL EDUCATION AND SPORTS

1. INTRODUCTION. Importance of Emotional Education in the 21st century
- 2.- EMOTIONAL INTELLIGENCE IN THE EDUCATIONAL SYSTEM AND SPORTS TRAINING. Application of Emotional Intelligence to the field of Physical Activity (PA) and Sport.
- 3.- PHYSICAL ACTIVITY AND EMOTIONAL INTELLIGENCE. Strategies for personal and context improvement related to PA and Sports.

BLOCK II VALUES OF FA AND SPORTS

- 4.- RELATIONSHIP BETWEEN PHYSICAL ACTIVITY, VALUES AND EMOTIONS. Relationship between values and emotional intelligence.
- 5.- THE VALUES OF SPORT
Values and countervalues of sport. What does sport contribute to society?

BLOCK III INTERVENTION PROGRAMS

- 6.- IMPORTANCE OF PHYSICAL ACTIVITY IN BRAIN STIMULATION. What does physical activity contribute to the cognitive development of the person.
- 7.- PHYSICAL ACTIVITY PROGRAMS IN NEEDED GROUPS
Physical Activity Programs. How to involve motivation and emotional intelligence. Adaptation to different groups and contexts.
- 8.- RESEARCH ON VALUES, EMOTIONS AND PHYSICAL ACTIVITY.
Lines of investigation. Research impact. Future perspectives.

BLOCK 2.- PRACTICAL

- Practical session 1.- Emotions and physical-sports activity

Practical session 2.- Emotional intelligence and sport
Practical session 3.- Motivation in the sessions
Practical session 4.- Multiple intelligences
Practical session 5.- Cross-cutting themes and education in values
Practical session 6.- Leadership
Practical session 7.- Relaxation
Practical session 8.- Final practice

BIBLIOGRAPHY

- Basic

Bisquerra, R. (2018). Universo de emociones. Valencia: PalauGea comunicación
Fernández, E. J.; Almagro, B.J.; Sáenz-López, P. (2016.). Motivación, Inteligencia Emocional y Actividad Física en universitarios. Servicio de publicaciones de la Universidad de Huelva.
Sáenz-López, P. (2020). Educar emocionando. Huelva: Servicio de deportes de la Universidad de Huelva.

- Specific

Almagro, B. J., Sáenz-López, P., y Moreno, J. A. (2010). Prediction of sport adherence through the influence of autonomy-supportive coaching among Spanish adolescent athletes. *Journal of Sports Science and Medicine*, 9, 8-14.
Cera, E. (2012). Inteligencia emocional y motivación en Educación Física. Trabajo fin de Máster inédito. Universidad de Huelva.
Conde, C., Almagro, B. J., Sáenz-López, P., y Castillo, E. (2009). Intervention and evaluation of the motivational climate transmitted by a basketball coach. *Revista de Psicología del Deporte*. 18, 357-361.
Deci, E. L., y Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268.
Fierro-Suero, S.; Almagro, B.J.; Sáenz-López, P. (2020). Validation of the Achievement Emotions Questionnaire for Physical Education (AEQ-PE). *Int. J. Environ. Res. Public Health*, 17, 4560.
Fierro-Suero, S., Almagro, B. J., Castillo, I., & Sáenz-López, P. (2020). Herramienta de Observación del Clima Interpersonal Motivacional (OCIM) para docentes de Educación Física. *Cultura, Ciencia y Deporte*. 15(46), 575-596. (Q2 de Scopus).
<https://ccd.ucam.edu/index.php/revista/article/view/1647>
Gutiérrez, M. (1995). Valores sociales y deporte. La actividad física y el deporte como transmisores de valores sociales. Gymnos. Madrid.
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Mora, F. (2013). Neuroeducación: sólo se puede aprender aquello que se ama. Madrid: Alianza Editorial.
Punset, E. (2010). Viaje a las emociones. Las claves que mueven el mundo: la felicidad, el amor y el poder de la mente. Barcelona: Destino.
Sáenz-López, P. y de las Heras, M.A. (2013). ¿Por qué y cómo plantear la educación emocional como el reto del siglo XXI? *Emotion*, 1, 67-82.
Sáenz-López, P. (2020). Circuito de emociones para la clase de educación física. *e-Motion. Revista de Educación, Motricidad e Investigación* 14, pp. 66-80. ISSN: 2341-1473. <http://dx.doi.org/10.33776/remo.v0i14.4706>

- Other resources

Websites.

Redes para la Ciencia <http://www.redesparalaciencia.com/>
 Aprendizaje social y emocional <http://www.inteligenciaemocionalysocial.com/>
 navegantes emocionales <http://www.navegantesemocionales.com/>
 Authentic happiness <http://www.authentic happiness.sas.upenn.edu/Default.aspx>

ASSESSMENT

	Minimum	maximum
Attendance and participation in classes and tutorials	20.0	20.0
Continuous assessment tasks (tasks that, according to the evolution of the program, the professor will propose during the classes with the main objective of promoting reflection and the ability to analyze and consolidate knowledge).	20.0	40.0
Tutored tasks	10.0	10.0
Text commentary on specialized references and other resources related to physical activity and sport.	10.0	10.0
Portfolio	40.0	100.0
Essay or development test	0.0	40.0