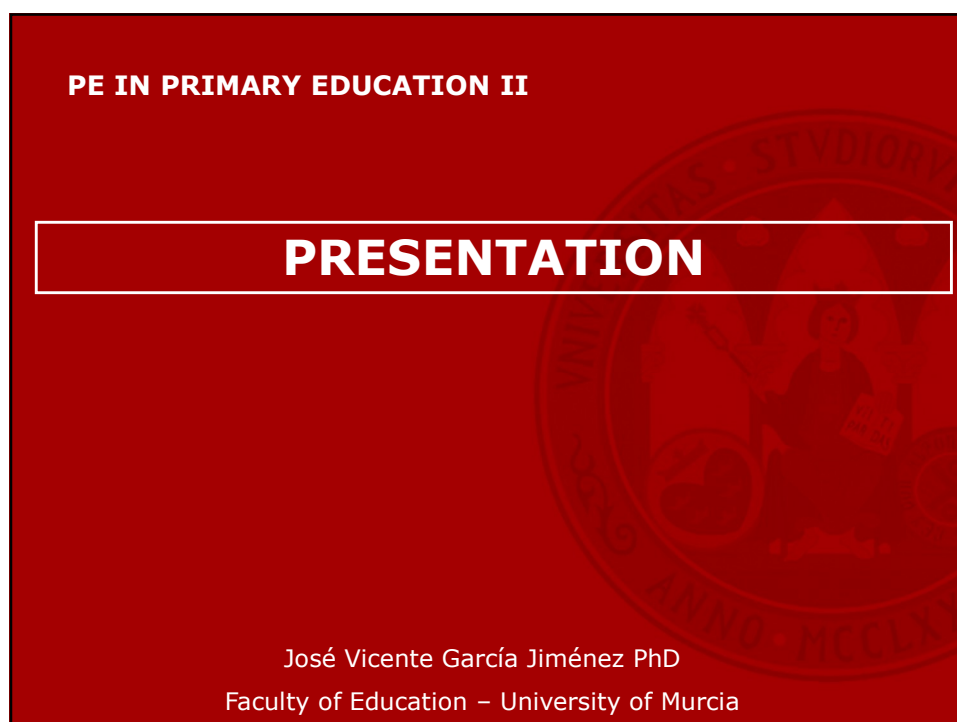


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2

**PROF. JOSÉ VICENTE GARCÍA JIMÉNEZ**

**ASSISTANT PROFESSOR**

- OFFICE 16 – 3ª – FACULTY OF EDUCATION - UMU

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- E-MAIL: [jvgjimenez@um.es](mailto:jvgjimenez@um.es)

-TWITTER: @CheviProfe 

- OFFICE HOURS – Room 16-A – 3rd Floor:

- TUESDAYS 16:00 to 19:00h.

PLEASE, SEND ME AN E-MAIL  
BEFORE



3

<https://aulavirtual.um.es/>

The screenshot shows the Aula Virtual website interface. On the left, there is a sidebar with navigation links: Inicio, Información del sitio, Guías Docentes, Anuncios, Recursos, Tareas, Mensajes privados, Foros, Chat, Orla, Exámenes, Calificaciones, and Migrar exámenes. The main content area is divided into several sections. The 'Anuncios' section is highlighted with a blue box and labeled 'ANNOUNCEMENTS'. The 'Recursos' section is highlighted with a blue box and labeled 'RESOURCES'. The 'Tareas' section is highlighted with a blue box and labeled 'ASSIGNMENTS'. The 'Anuncios' section also includes a calendar for September 2012. The 'Recursos' section includes a list of resources. The 'Tareas' section includes a list of tasks. The 'Mensajes privados' section includes a list of private messages. The 'Foros' section includes a list of forums. The 'Chat' section includes a list of chat messages. The 'Orla' section includes a list of absences. The 'Exámenes' section includes a list of exams. The 'Calificaciones' section includes a list of grades. The 'Migrar exámenes' section includes a list of exams to migrate.

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## 1. INTRODUCTION

### 1.1. COMPETENCES

#### UNIVERSIDAD DE MURCIA

1. Ser capaz de expresarse correctamente en español en su ámbito disciplinar.
3. Ser capaz de gestionar la información y el conocimiento en su ámbito disciplinar, incluyendo saber utilizar como usuario las herramientas básicas en TIC.
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## 1. INTRODUCTION

### 1.1. COMPETENCES

#### PHYSICAL EDUCATION COMPETENCES

- C.E.1. Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los estudiantes.**
  - C.E.1.1. Conocer aspectos didácticos básicos de la educación física.
  - C.E.1.2. Elaborar, poner en práctica y evaluar actividades de enseñanza-aprendizaje para los contenidos de la educación física, atendiendo a la diversidad del alumnado.
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### 1.2. CONTENTS

#### CHAPTER 1. METHODOLOGICAL BASES FOR PHYSICAL EDUCATION IN PRIMARY EDUCATION.

##### SUBJECT 1. DIDACTIC INTERVENTION IN PE.

- 1.1. Practical strategies.
- 1.2. Teaching techniques.
- 1.3. Teaching styles.



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- 2.2. Design of Teaching-Learning activities.

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SUBJECT 3. PHYSICAL ACTIVITY AND SPORT HABITS IN SCHOOLCHILD

SUBJECT 4. PHYSICAL ACTIVITY AND SPORTS HABITS DEVELOPMENT IN SCHOOLCHILD.



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## 1. INTRODUCTION

### 1.4. EVALUATION CRITERIA

#### ASISTENCIA A CLASES PRÁCTICAS - OBLIGATORIA

- 85% > ASISTENCIA → PORTAFOLIO Y PRUEBA ESCRITA
- 85% < ASISTENCIA → PORTAFOLIO + **SUFICIENCIA** + PRUEBA ESCRITA

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#### TAREAS DE CLASE (1 PUNTOS)

- REALIZACIÓN Y PARTICIPACIÓN EN ACTIVIDADES DE CLASE TEÓRICA

**PUBLICADO Y  
APROBADO EN  
GUÍA DOCENTE**

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## 1. INTRODUCTION

## 2. PRACTICE LESSONS



SPORTS HALL



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## 1. INTRODUCTION

## 2. PRACTICE LESSONS

### TUESDAYS:

FROM 8:30 TO 10:00 GROUP X

FROM 10:00 TO 11:30 GROUP Z

FROM 11:30 TO 13:00 GROUP Y

FROM 13:00 A 15:00 THEORY LESSON  
(ROOM 1.2)



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## 1. INTRODUCTION

## 2. PRACTICE LESSONS

### RULES – PRACTICAL LESSONS

- APPROPRIATE EQUIPMENT
  - SPORT CLOTHES(NO CASUAL)
  - PIERCINGS, RINGS, WATCHES
  - ALWAYS SPORT CLOTHES(EVEN ILL OR INJURED)
- NOTEBOOK (OPTIONAL)
- BREAKFAST / SNACK
- BOTTLE OF WATER
- EXENT STUDENTS – TASK (A.V.)
- RESPONSIBLE BEHAVIOUR



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### PE IN PRIMARY EDUCATION - PRESENTATION



# Any questions?

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Universidad de Murcia

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## PHYSICAL EDUCATION IN PRIMARY EDUCATION II

### CHAPTER 1. METHODOLOGICAL BASES FOR PHYSICAL EDUCATION IN PRIMARY EDUCATION.

University of Murcia - Spain

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#### CHAPTER 1. METHODOLOGICAL BASES FOR PHYSICAL EDUCATION IN PRIMARY EDUCATION.

UNIVERSIDAD DE  
MURCIA

##### CONTENTS

##### **Subject 1. Didactic intervention in Physical Education**

- Practical strategies for teaching in PE.
- Teaching techniques
- Teaching styles.

##### **Subject 2. Physical Education Class.**

- Teaching-learning activities design.
- Physical Education lesson.

##### **Subject 3. Control of management in PE lessons.**

- Physical Education lessons organization.
- Communication

##### **Subject 4. Diversity awareness in PE**

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- Proposal for working with students with late integration in Spanish Educative System.

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Which are the differences according to...

- Teacher role
- Students organization
- Area and material organization

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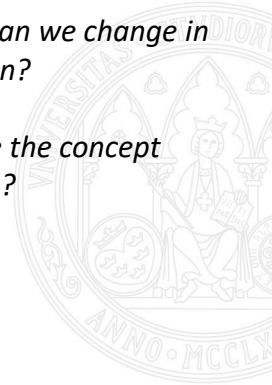
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## 0. INTRODUCTION



*So... which elements can we change in order to give the lesson?*

*How would you define the concept «didactic intervention»?*



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## 0. INTRODUCTION

**CONTENTS KNOWLEDGE**

**EFFECTIVE TEACHING**

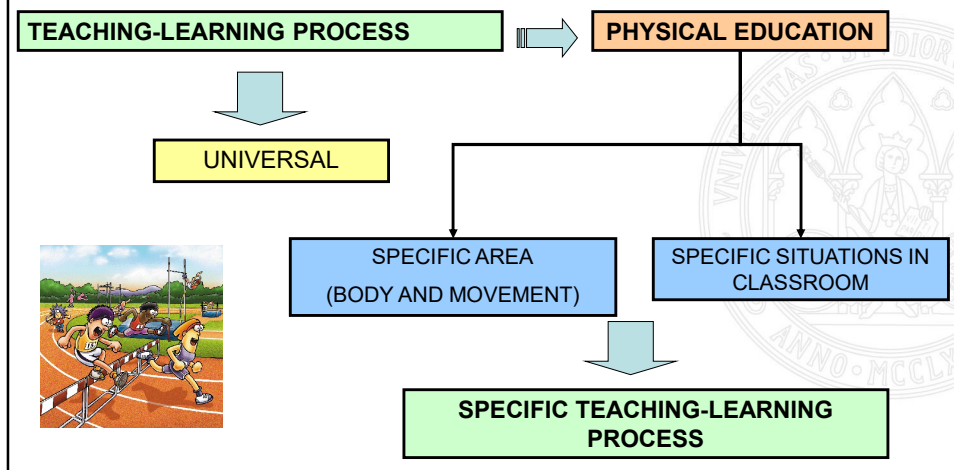
**DIDACTIC INTERVENTION**

**POSITIVE VALUES**



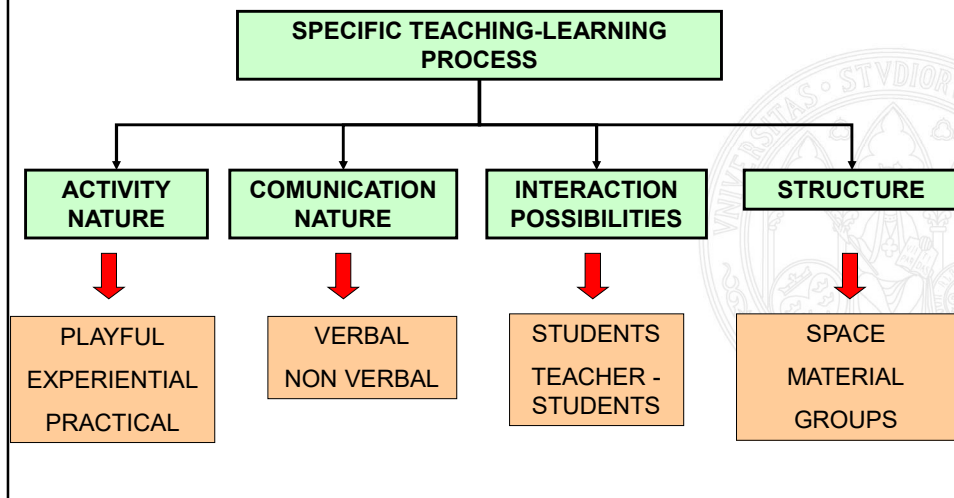
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## 1. DIDACTIC INTERVENTION IN PE

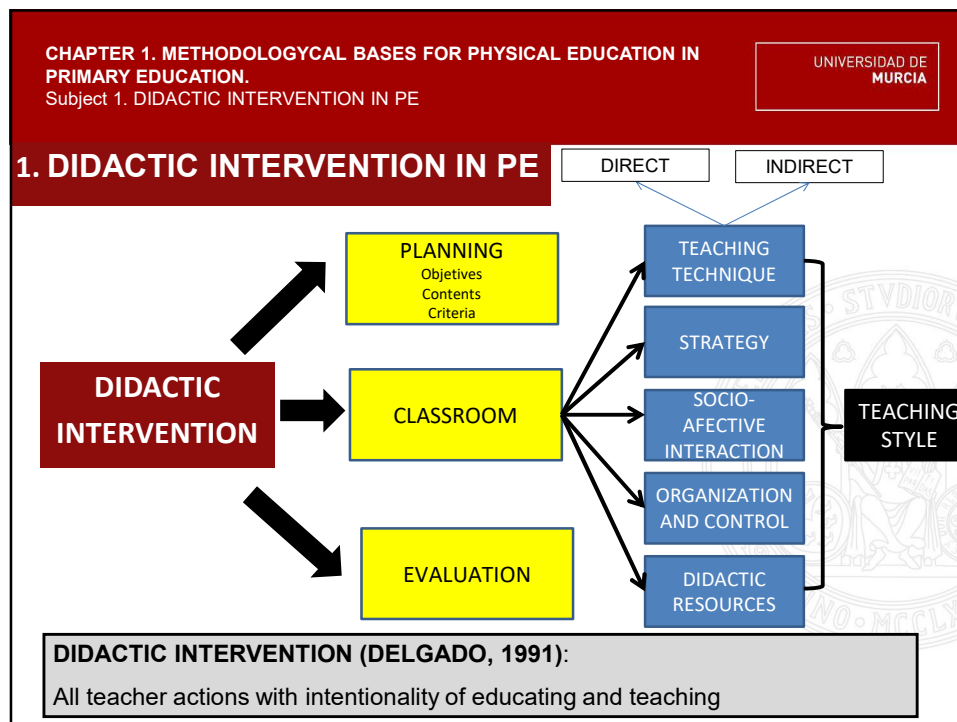


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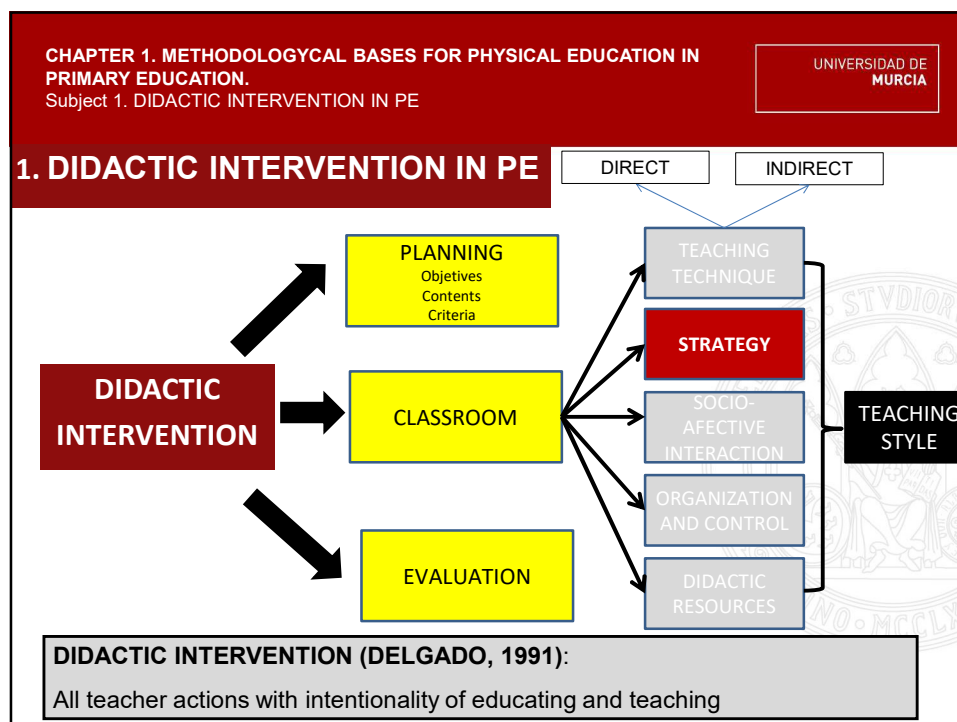
## 1. DIDACTIC INTERVENTION IN PE



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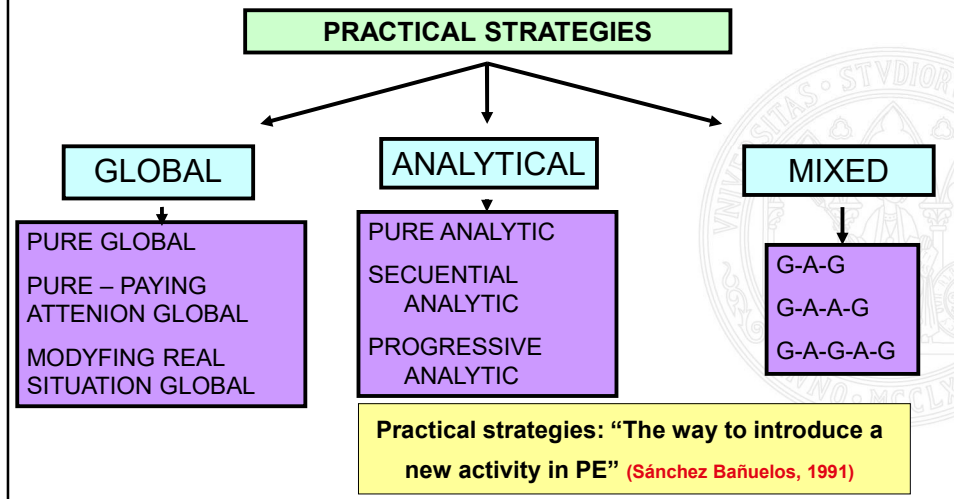
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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 Practical strategies for teaching in PE



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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 Practical strategies for teaching in PE

1. **Pure global**: task performance in it entirely. It is recommended for the beginning in easy tasks (motor skills). It is **not recommended** at the beginning of complex task (acrosport, long jump, etc.)



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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

2. **Global - Paying attention:** task performance in it entirely, but we ask for student to pay attention to some specific aspect in that task (i.e. extended arm in tennis; using one leg while jumping)



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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

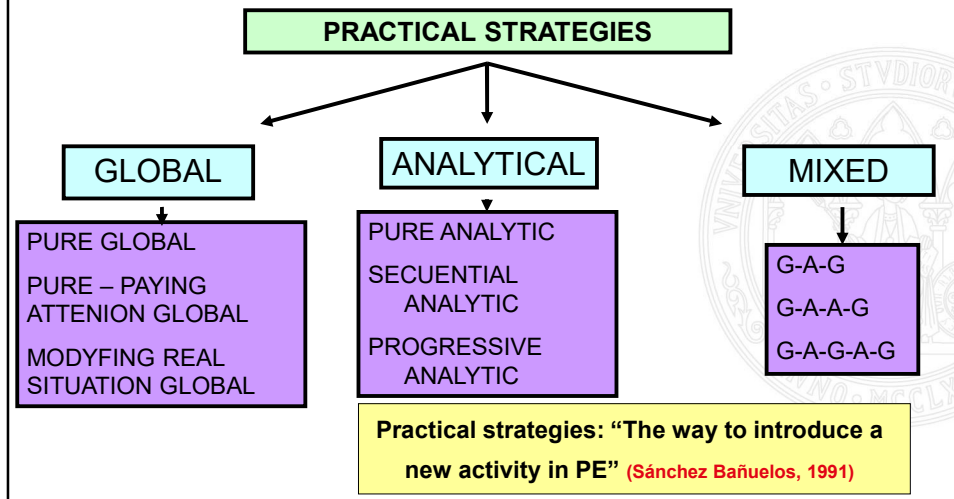
3. **Global - Modifying real situation:** task performance in it entirely, but modifying execution situations in order to do it easier or more difficult for student (i.e. using a foam ball in volleyball).



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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 Practical strategies for teaching in PE



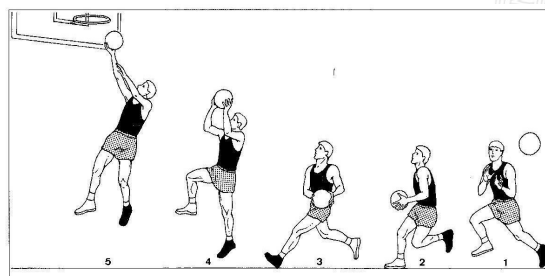
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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 Practical strategies for teaching in PE

- PURE ANALYTICAL:** task is divided in parts, and we start practicing the most important one. Then we practice rest of the parts, for finally practice all parts together.

(I.e. A, B, C, D = B/D/A/C/A+B+C+D)



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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

2. **SEQUENTIAL ANALYTICAL**: task is divided in parts, and we start practicing the first one. Then we keep the order for, finally, practice all together.  
(i.e. A, B, C, D = A/B/C/D/A+B+C+D).

This strategy is applicable only for high organization tasks



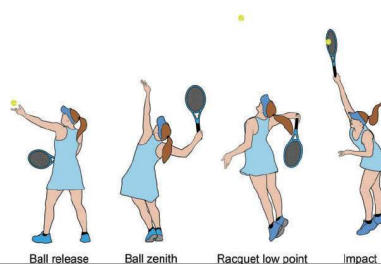
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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

3. **PROGRESSIVE ANALYTICAL**: task is divided in parts, and we start practicing the first one. Once student control that task, we introduce the second one and, progressively all the parts in order.  
I.e. A,B,C,D = A/ A+B/ A+B+C/ A+B+C+D

This strategy is applicable only for high organization tasks



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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

#### MIXED PRACTICAL STRATEGIES

- It consist in combining both strategies. We should start with a global task, following by an analytical and finishing with another global task.
- It requires a great knowledge about motor task we are going to teach, and all of their global and analytical variables.
- It could be interesting for complex task with low organization, for example at team sports.
- It is recommended that first global task was modifying real situation to facilitate student learning.

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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

#### MIXED PRACTICAL STRATEGIES

GLOBAL



ANALYTICAL



GLOBAL



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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

|                          | GLOBAL                    | ANALYTICAL        | MIXED                         |
|--------------------------|---------------------------|-------------------|-------------------------------|
| <b>TASK DIFFICULTY</b>   | Easy tasks                | Complex tasks     | Complex tasks                 |
| <b>TASK ORGANIZATION</b> | Low organization          | High organization | Complex and high organization |
| <b>AGE</b>               | All ages                  | From 11-12 y.o.   | From 11-12 y.o.               |
| <b>OBJECTIVE</b>         | <b>Physical Education</b> | Sport training    | Sport training                |
| <b>TEACHER TRAINING</b>  | High knowledge            | Basic knowledge   | High knowledge                |

FACTORS FOR USING PRACTICAL STRATEGIES (Sáenz-López, 1997).

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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*



MARTIAL ARTS  
GLOBAL OR ANALYTIC  
STRATEGIE?

<http://www.youtube.com/watch?v=NIF0HHVhb9s>

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## 1. DIDACTIC INTERVENTION IN PE

### 1.1 Practical strategies for teaching in PE

#### TAREA DE CLASE 1

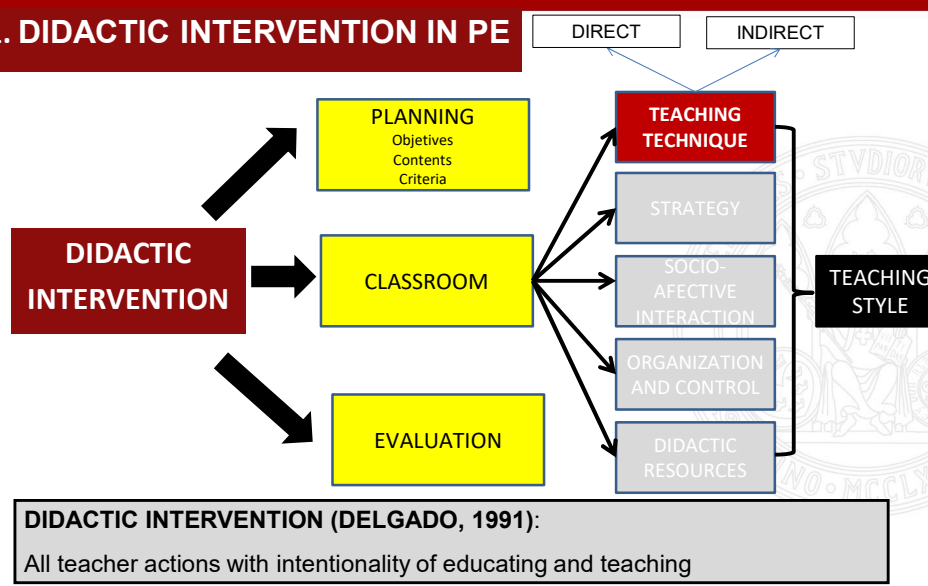
Tras la lectura comprensiva del artículo que se adjunta, responde a las siguientes cuestiones:

1. ¿Por qué tradicionalmente se ha seguido una estrategia de enseñanza **analítica** para el aprendizaje de las artes marciales?
2. ¿Qué influencia puede tener el tipo de estrategia en el aprendizaje de habilidades básicas?
3. ¿Por qué, tal y como indica Blázquez (1986), es inútil que el niño practique ejercicios técnicos antes de jugar?
4. Indica, según tu opinión, las tres razones principales que justifiquen en el empleo de una **estrategia global** frente a una **estrategia analítica** en la enseñanza del judo.



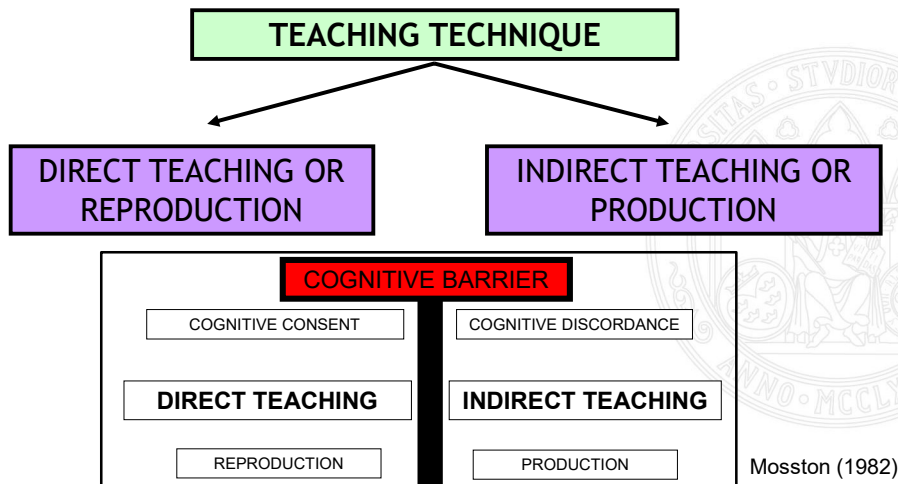
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## 1. DIDACTIC INTERVENTION IN PE



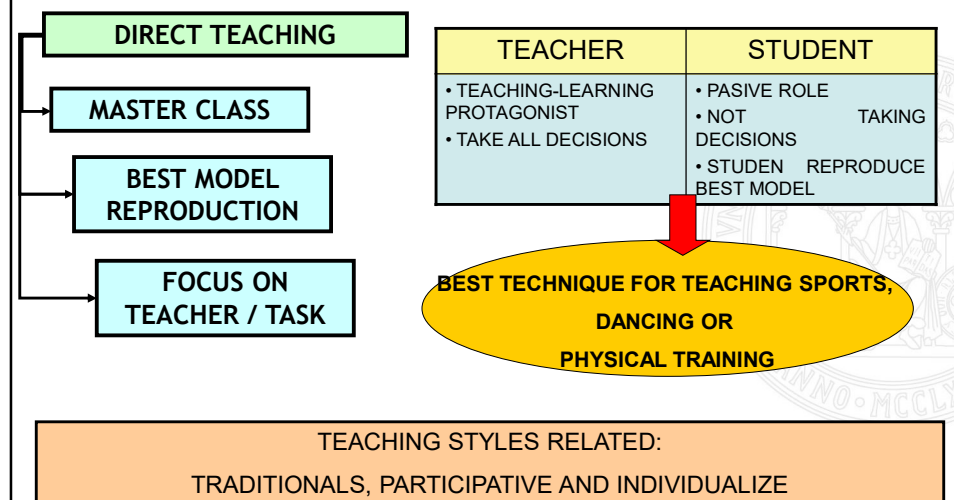
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**1. DIDACTIC INTERVENTION IN PE**  
**1.2 Teaching Technique**



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**1. DIDACTIC INTERVENTION IN PE**  
**1.2 Teaching Technique**



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## 1. DIDACTIC INTERVENTION IN PE

### 1.2 Teaching Technique

#### INDIRECT TEACHING

THERE ARE NOT  
SOLUTIONS

STUDENT IS  
LOOKING FOR  
SOLUTIONS

IT IS BASED ON  
SITUATIONS PEDAGOGY

#### TEACHER

- INTRODUCE THE TASK
- IT IS ONLY A GUIDE FOR THE PROCESS

#### STUDENT

- TO EXPLORE, TO LOOK FOR, TO DISCOVER
- THEY ARE TAKING DECISIONS
- THEY ARE LOOKING FOR SOLUTIONS

**BEST TECHNIQUE FOR MOTOR SKILLS  
AND EXPRESSIVE ACTIVITIES**

TEACHING STYLES RELATED  
COGNITIVE AND CREATIVE

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## 1. DIDACTIC INTERVENTION IN PE

### 1.2 Teaching Technique



#### COGNITIVE BARRIER

COGNITIVE CONSENT

COGNITIVE DISCORDANCE

**DIRECT TEACHING**

**INDIRECT TEACHING**

REPRODUCTION

PRODUCTION

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## 1. DIDACTIC INTERVENTION IN PE

### 1.2 *Teaching Technique*



<https://www.youtube.com/watch?v=rxopsEDUrp0>



# **PRIMARY EDUCATION DEGREE**

## **PHYSICAL EDUCATION IN PRIMARY EDUCATION II**



UNIVERSIDAD DE  
MURCIA

### **PE IN PRIMARY EDUCATION II**

## **PRESENTATION**

José Vicente García Jiménez PhD  
Faculty of Education – University of Murcia

**PROF. JOSÉ VICENTE GARCÍA JIMÉNEZ**

**ASSISTANT PROFESSOR**

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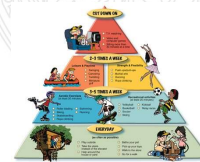
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**PUBLICADO Y  
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PE IN PRIMARY EDUCATION - PRESENTATION



# Any questions?

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868 88 7086

Universidad de Murcia

PHYSICAL EDUCATION IN PRIMARY EDUCATION II

## CHAPTER 1. METHODOLOGICAL BASES FOR PHYSICAL EDUCATION IN PRIMARY EDUCATION.

University of Murcia - Spain

### CONTENTS

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- Teaching techniques
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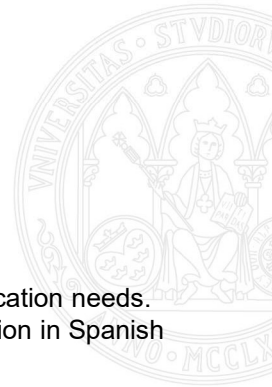
- Teaching-learning activities design.
- Physical Education lesson.

#### **Subject 3. Control of management in PE lessons.**

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- Communication

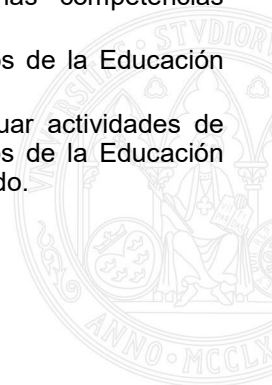
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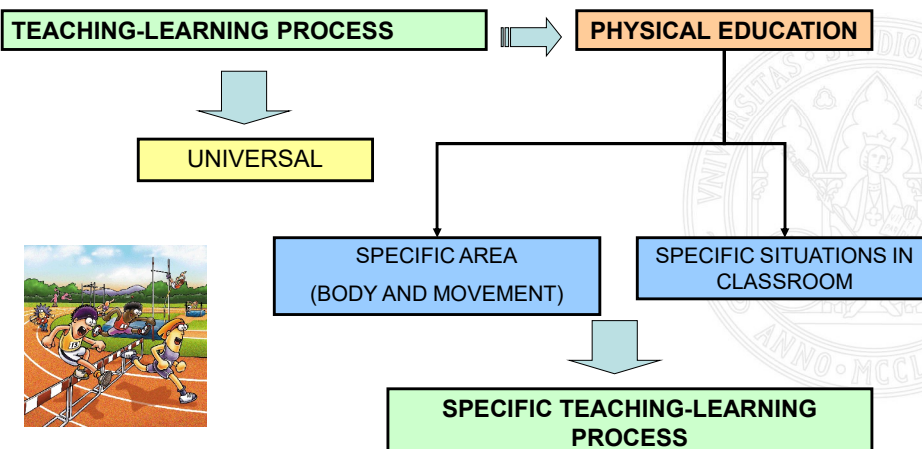
**CONTENTS KNOWLEDGE**

**EFFECTIVE TEACHING**

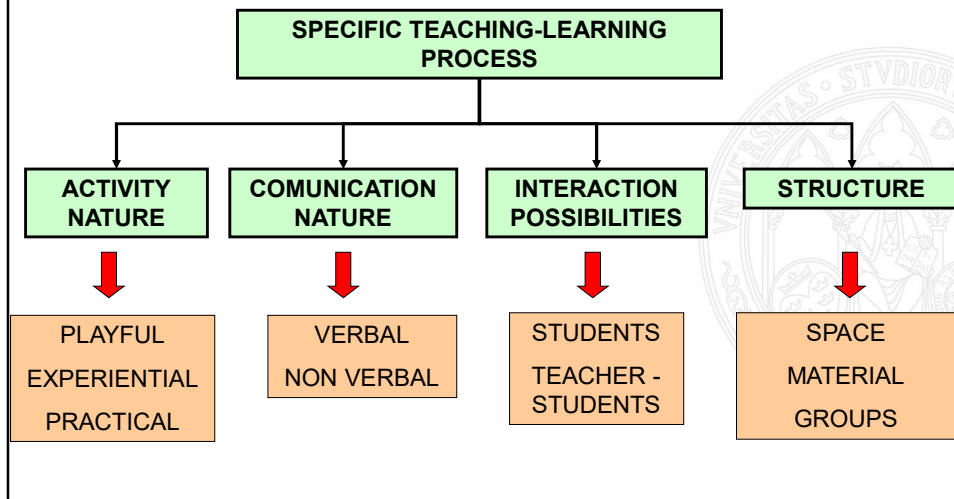
**DIDACTIC INTERVENTION**

**POSITIVE VALUES**

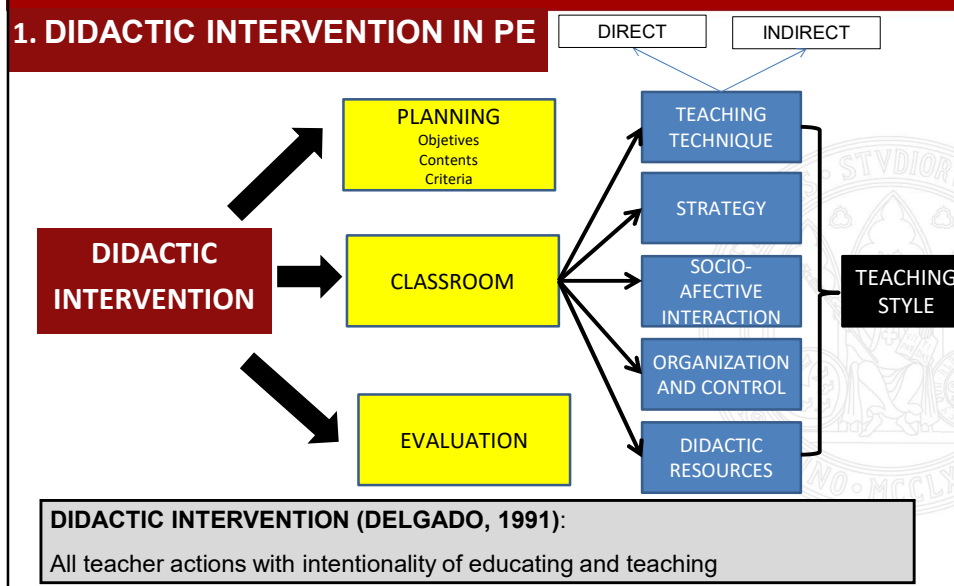
## 1. DIDACTIC INTERVENTION IN PE



## 1. DIDACTIC INTERVENTION IN PE



## 1. DIDACTIC INTERVENTION IN PE

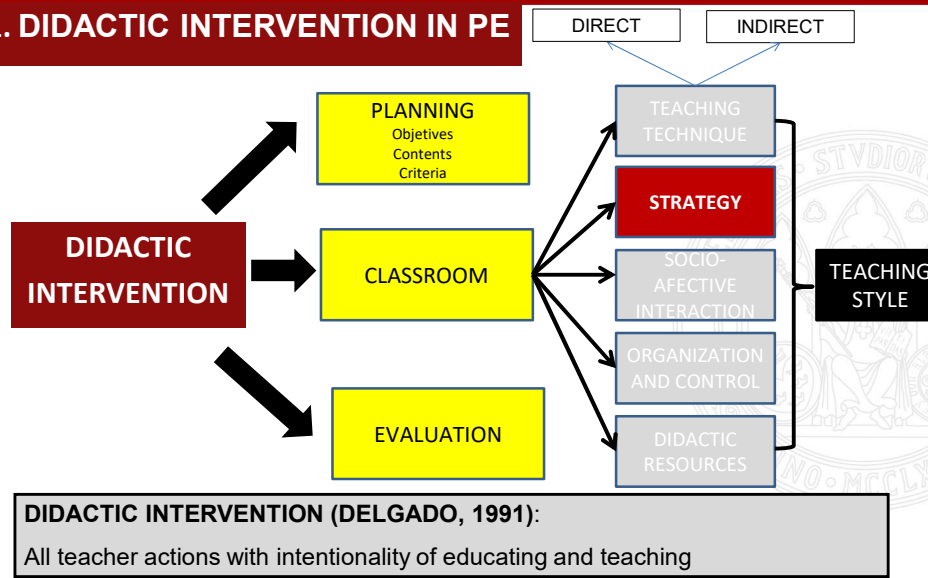


**DIDACTIC INTERVENTION (DELGADO, 1991):**

All teacher actions with intentionality of educating and teaching

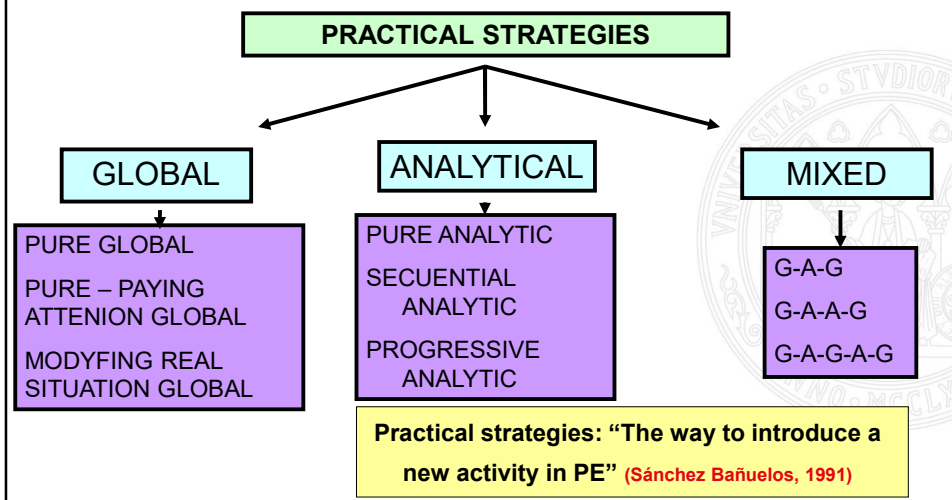


## 1. DIDACTIC INTERVENTION IN PE



## 1. DIDACTIC INTERVENTION IN PE

### 1.1 Practical strategies for teaching in PE



## 1. DIDACTIC INTERVENTION IN PE

### 1.1 Practical strategies for teaching in PE

1. **Pure global**: task performance in it entirely. It is recommended for the beginning in easy tasks (motor skills). It is **not recommended** at the beginning of complex task (acrosport, long jump, etc.)



## 1. DIDACTIC INTERVENTION IN PE

### 1.1 Practical strategies for teaching in PE

2. **Global - Paying attention**: task performance in it entirely, but we ask for student to pay attention to some specific aspect in that task (i.e. extended arm in tennis; using one leg while jumping)



## 1. DIDACTIC INTERVENTION IN PE

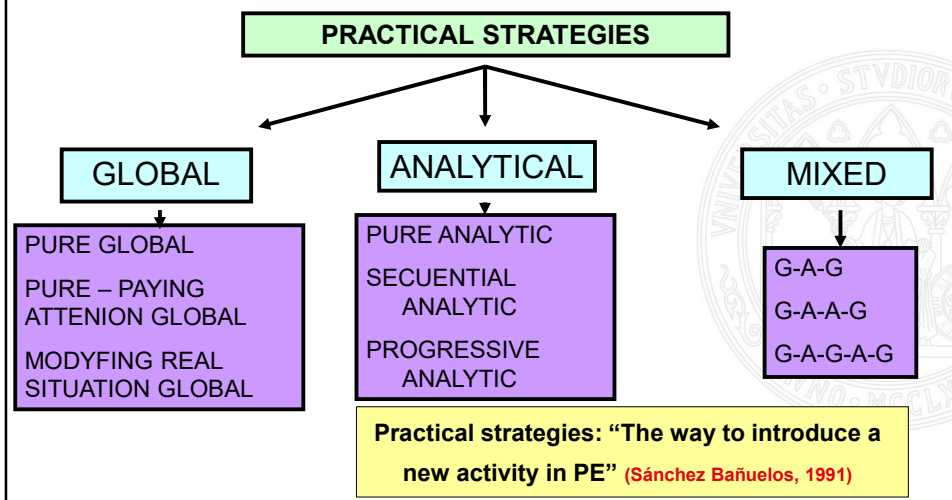
### 1.1 *Practical strategies for teaching in PE*

3. **Global - Modyfing real situation**: task performance in it entirely, but modyfing ejecution sitations in order to do it easier or more difficult for student (i.e. using a foam ball in volleyball).



## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

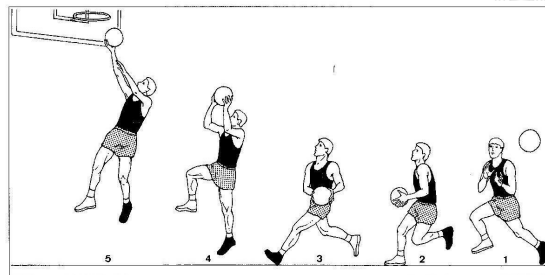


## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

1. **PURE ANALYTICAL**: task is divided in parts, and we start practicing the most important one. Then we practice rest of the parts, for finally practice all parts together.

(i.e. A, B, C, D = B/D/A/C/A+B+C+D)



## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

2. **SEQUENTIAL ANALYTICAL**: task is divided in parts, and we start practicing the first one. Then we keep the order for, finally, practice all together.  
(i.e. A, B, C, D = A/B/C/D/A+B+C+D).

This strategy is applicable only for high organization tasks

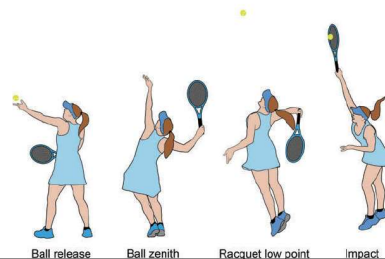


## 1. DIDACTIC INTERVENTION IN PE

### 1.1 Practical strategies for teaching in PE

3. **PROGRESSIVE ANALYTICAL**: task is divided in parts, and we start practicing the first one. Once student control that task, we introduce the second one and, progressively all the parts in order.  
I.e. A,B,C,D = A/ A+B/ A+B+C/ A+B+C+D

This strategy is applicable only for high organization tasks



## 1. DIDACTIC INTERVENTION IN PE

### 1.1 Practical strategies for teaching in PE

#### MIXED PRACTICAL STRATEGIES

- It consist in combining both strategies. We should start with a global task, following by an analytical and finishing with another global task.
- It requires a great knowledge about motor task we are going to teach, and all of their global and analytical variables.
- It could be interesting for complex task with low organization, for example at team sports.
- It is recommended that first global task was modifying real situation to facilitate student learning.

## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

## MIXED PRACTICAL STRATEGIES

GLOBAL



ANALYTICAL



GLOBAL



## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

|                          | GLOBAL                    | ANALYTICAL        | MIXED                         |
|--------------------------|---------------------------|-------------------|-------------------------------|
| <b>TASK DIFFICULTY</b>   | Easy tasks                | Complex tasks     | Complex tasks                 |
| <b>TASK ORGANIZATION</b> | Low organization          | High organization | Complex and high organization |
| <b>AGE</b>               | All ages                  | From 11-12 y.o.   | From 11-12 y.o.               |
| <b>OBJECTIVE</b>         | <b>Physical Education</b> | Sport training    | Sport training                |
| <b>TEACHER TRAINING</b>  | High knowledge            | Basic knowledge   | High knowledge                |

FACTORS FOR USING PRACTICAL STRATEGIES (Sáenz-López, 1997).

## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*



MARTIAL ARTS  
GLOBAL OR ANALYTIC  
STRATEGIE?

<http://www.youtube.com/watch?v=NIF0HHVhb9s>

## 1. DIDACTIC INTERVENTION IN PE

### 1.1 *Practical strategies for teaching in PE*

#### TAREA DE CLASE 1

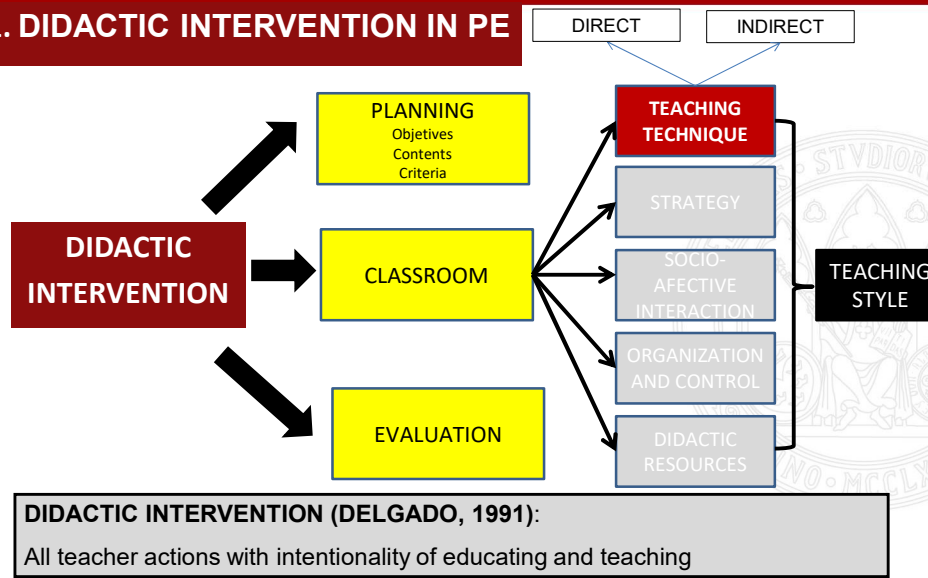
Tras la lectura comprensiva del artículo que se adjunta, responde a las siguientes cuestiones:

1. ¿Por qué tradicionalmente se ha seguido una estrategia de enseñanza **analítica** para el aprendizaje de las artes marciales?
2. ¿Qué influencia puede tener el tipo de estrategia en el aprendizaje de habilidades básicas?
3. ¿Por qué, tal y como indica Blázquez (1986), es inútil que el niño practique ejercicios técnicos antes de jugar?
4. Indica, según tu opinión, las tres razones principales que justifiquen en el empleo de una **estrategia global** frente a una **estrategia analítica** en la enseñanza del judo.



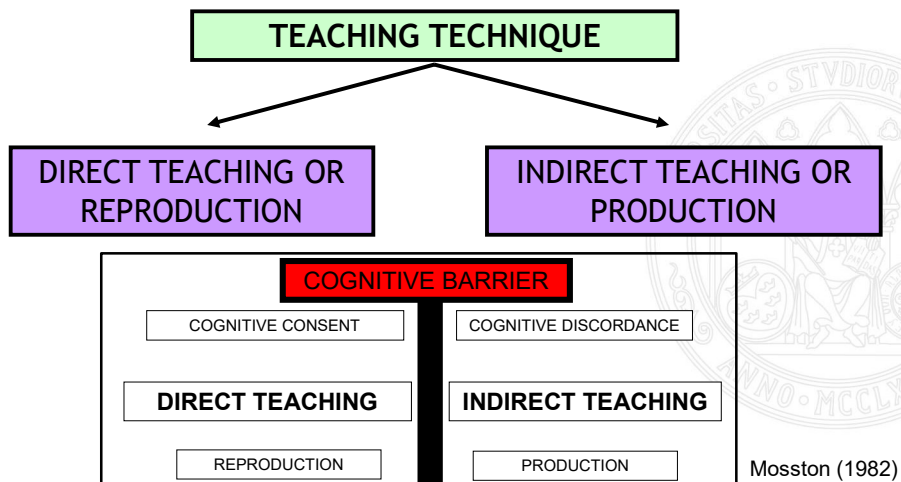


## 1. DIDACTIC INTERVENTION IN PE



## 1. DIDACTIC INTERVENTION IN PE

### 1.2 Teaching Technique





## 1. DIDACTIC INTERVENTION IN PE

### 1.2 Teaching Technique

#### DIRECT TEACHING

#### MASTER CLASS

#### BEST MODEL REPRODUCTION

#### FOCUS ON TEACHER / TASK

#### TEACHER

- TEACHING-LEARNING PROTAGONIST
- TAKE ALL DECISIONS

#### STUDENT

- PASIVE ROLE
- NOT TAKING DECISIONS
- STUDEN REPRODUCE BEST MODEL

**BEST TECHNIQUE FOR TEACHING SPORTS,  
DANCING OR  
PHYSICAL TRAINING**

TEACHING STYLES RELATED:  
TRADITIONALS, PARTICIPATIVE AND INDIVIDUALIZE

## 1. DIDACTIC INTERVENTION IN PE

### 1.2 Teaching Technique

#### INDIRECT TEACHING

#### THERE ARE NOT SOLUTIONS

#### STUDENT IS LOOKING FOR SOLUTIONS

#### IT IS BASED ON SITUATIONS PEDAGOGY

#### TEACHER

- INTRODUCE THE TASK
- IT IS ONLY A GUIDE FOR THE PROCESS

#### STUDENT

- TO EXPLORE, TO LOOK FOR, TO DISCOVER
- THEY ARE TAKING DECISIONS
- THEY ARE LOOKING FOR SOLUTIONS

**BEST TECHNIQUE FOR MOTOR SKILLS  
AND EXPRESSIVE ACTIVITIES**

TEACHING STYLES RELATED  
COGNITIVE AND CREATIVE

## 1. DIDACTIC INTERVENTION IN PE

### 1.2 Teaching Technique



#### COGNITIVE BARRIER

COGNITIVE CONSENT

COGNITIVE DISCORDANCE

**DIRECT TEACHING**

**INDIRECT TEACHING**

REPRODUCTION

PRODUCTION

## 1. DIDACTIC INTERVENTION IN PE

### 1.2 Teaching Technique



#### COGNITIVE BARRIER

COGNITIVE CONSENT

COGNITIVE DISCORDANCE

**DIRECT TEACHING**

**INDIRECT TEACHING**

REPRODUCTION

PRODUCTION

PHYSICAL EDUCATION IN PRIMARY EDUCATION II

CHAPTER 2. PHYSICAL ACTIVITY  
AND SPORT HABITS IN CHILDREN

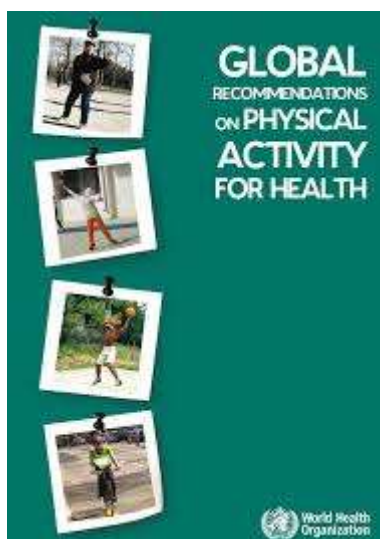


LESSON 6 – HEALTHY HABITS

University of Murcia - Spain

CHAPTER 2. PHYSICAL ACTIVITY AND SPORT HABITS IN CHILDREN  
Physical Activity Recommendations for School Boys and Girls

UNIVERSIDAD DE  
MURCIA

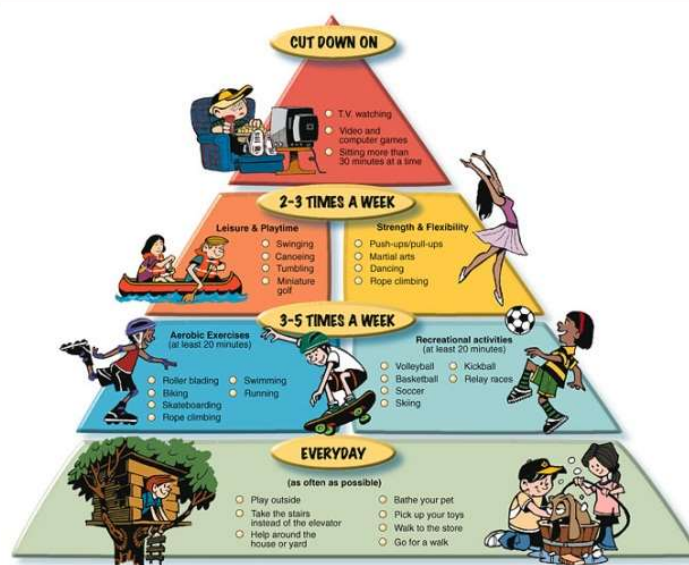


W.H.O. RECOMMENDATIONS  
FOR THE AGE GROUP 5-17  
YEARS OLD

“For children and young people, **physical activity** includes play, games, sports, transportation, chores, recreation, **physical education**, or planned exercise, in the context of family, **school**, and community activities”

## W.H.O. RECOMMENDATIONS FOR THE AGE GROUP 5-17 YEARS OLD

1. Children and youth aged 5-17 should accumulate at least **60 minutes of moderate - to vigorous-intensity** physical activity daily.
2. Amounts of physical activity **greater than 60 minutes** provide additional health benefits.
3. Most of the daily physical activity should be **aerobic**. Vigorous-intensity activities should be incorporated, including those that strengthen muscle and bone, at least 3 times per week.



- The study carried out by the CSD on [the sports habits of the school population in Spain](#), indicates that **43%** of school population is ACTIVE (5 or more exercise hours per week)
- **35%** of school population is SEDENTARY (less than 3 hours per week)
- The study indicates a decrease in sports practice from the age of 12, being **LACK OF TIME** the main reason to drop out exercising
- In boys between 12 and 16 years decrease per year in physical activity is between **1.8% and 2.7%**, while in girls this decrease is between **2.6% and 7.4%** per year.
- **78%** of schoolchildren who carry out organized physical activity have fathers, mothers or brothers or sisters who practice sports.

**EXERCISE HOURS PER WEEK**

FINLAND: 11,5 HOURS

**SPAIN: 9,9 HOURS**

FRANCE: 5,9 HOURS



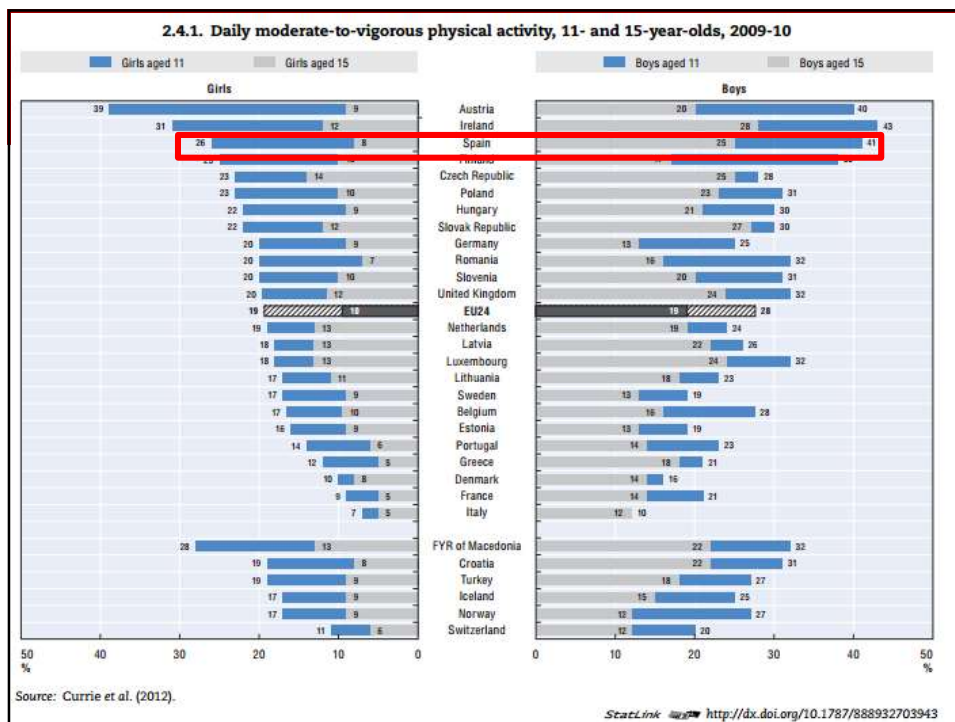
**EXERCISE HOURS AT SCHOOL**

FINLAND: 5,2 HOURS / WEEK

**SPAIN: 4 HOURS / WEEK**

FRANCE: 2,1 HOURS / WEEK





## CHAPTER 2. PHYSICAL ACTIVITY AND SPORT HABITS IN CHILDREN

### Physical activity levels in schoolchildren

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#### ANIBES RESEARCH (2013). ENERGETIC BALANCE IN SPANISH CHILDREN AND ADOLESCENTS

- CHILDREN ( 8 TO 12 Y.O.) WHO DON'T CUMPLY WITH RECOMMENDATIONS
  - BOYS: 39%
  - GIRLS: 62%
- ADOLESCENTS ( 13 TO 17 Y.O.) WHO DON'T CUMPLY WITH RECOMMENDATIONS
  - BOYS: 50%
  - GIRLS: 86%
- The practice of physical-sports activities **IS INCREASING** until the age of **10 to 13 years**, where it reaches its maximum level and, from here, decline begins. **WHY? WHY?**

TASK – WEEK 6



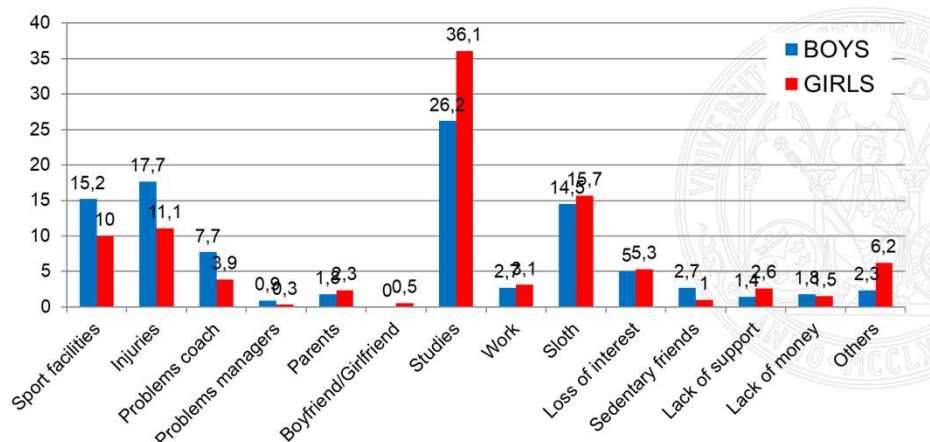
- **Mendoza (1995)** wrote some reasons that could explain the progressive decline in physical-sports practice as age increases.

#### TASK 6

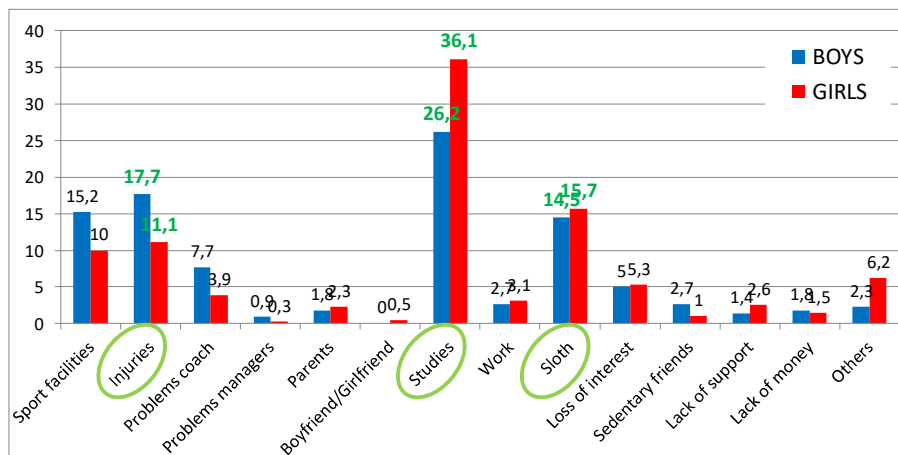
- Groups of 2-3 students.
- Make a list of 10 reasons that explain the decrease in the practice of physical activity.
- Once prepared, each group, in order, will explain their reasons and a list will be prepared to compare with the one proposed by Mendoza.



### REASONS FOR STOP PRACTICING SPORT IN ADOLESCENTS (12 YEARS OLD) – AVENA RESEARCH 2012



REASONS FOR STOP PRACTICING SPORT IN  
ADOLESCENTS (12 YEARS OLD) – AVENA RESEARCH 2012



- Cervelló (1996) established that **drop-out causes** in physical activity practice may be related to:
  - Conflicts of interest
  - Lack of ability
  - Lack of fun
  - Problems with coaches and parents
  - Prevalence of injuries







- Palou et al. (2005) (children 10 -14 y.o.)
  - Fun and leisure (31,4%)
  - Be in shape(23,5%)
  - Because of parents (11,3%)
  - **Competition** (11,3%).

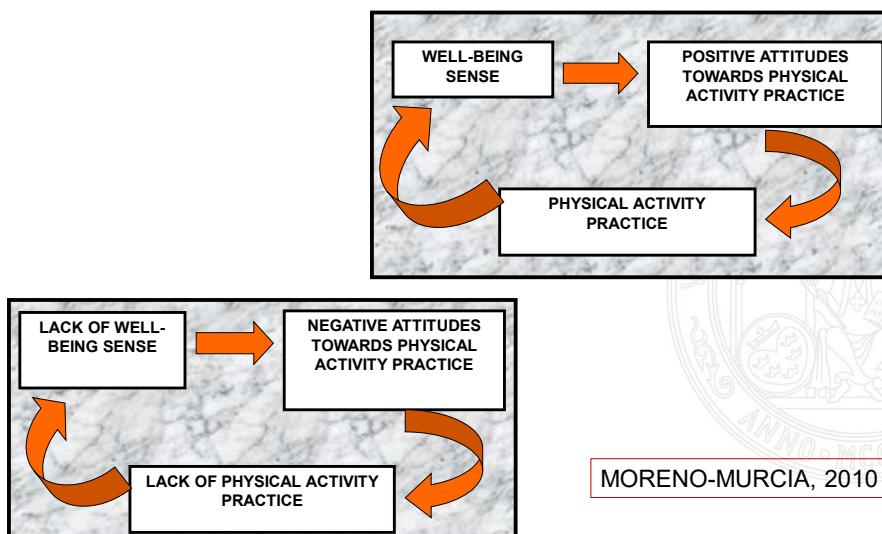


According to variable “**pleasure of competition**”, results are significantly different for gender. (**10,2%** in boys vs **2,3%** in girls)  
– Vílchez, 2007

**Reasons for practicing physical activity:**

- Fun (37%)
- Be in shape (25,1%)
- Become a professional athlete (15,1%).
- Have an attractive body or pleasure for competition **show very low percent according** to reasons for practicing physical activity (Palou y cols., 2005; Vílchez, 2007).

- If the organizational model **is oriented to competition and only one sport modality**, where the main goal is victory, it would produce a situation of frustration in many of the schoolchildren, getting a premature abandonment of physical-sports activity.
- **Greater student satisfaction with their practice** leads to a lower drop-out rate.
- Thus, **sports drop-out in competitive schools was 33,6%** while in educative sports schools was 18% (Nuviala y Nuviala, 2005).



MORENO-MURCIA, 2010

*“Sólo quería  
seguir  
jugando”*



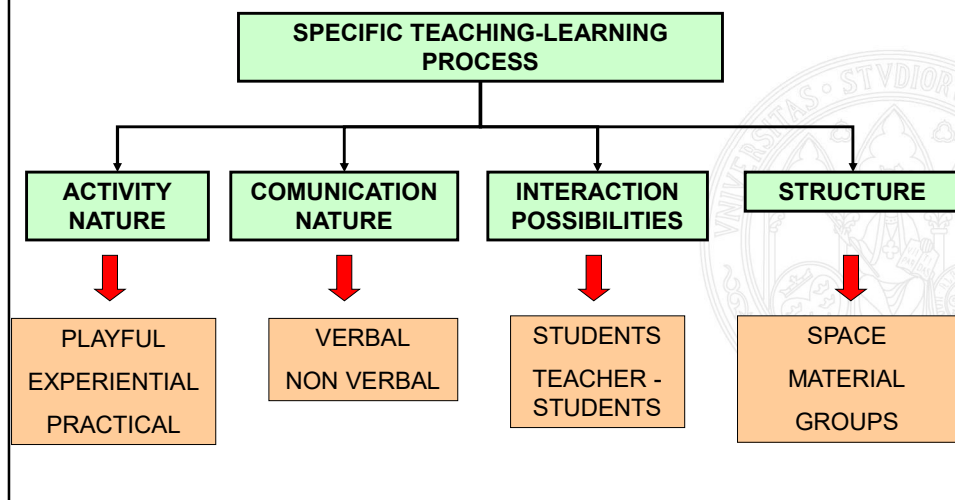
## CHAPTER 1. METHODOLOGICAL BASIS IN PHYSICAL EDUCATION

University of Murcia - Spain

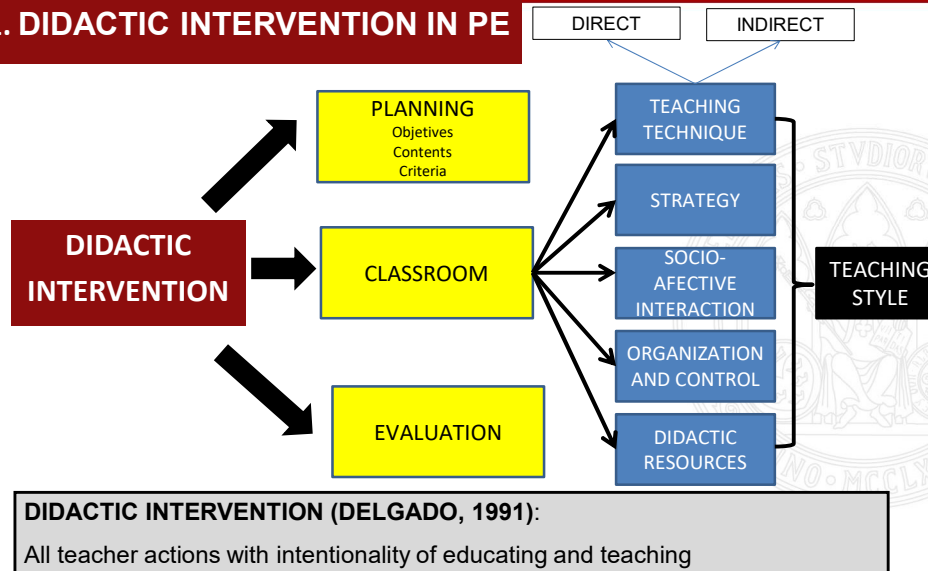
CHAPTER 1. METHODOLOGICAL BASES FOR PHYSICAL EDUCATION IN  
PRIMARY EDUCATION.  
Subject 1. DIDACTIC INTERVENTION IN PE

UNIVERSIDAD DE  
MURCIA

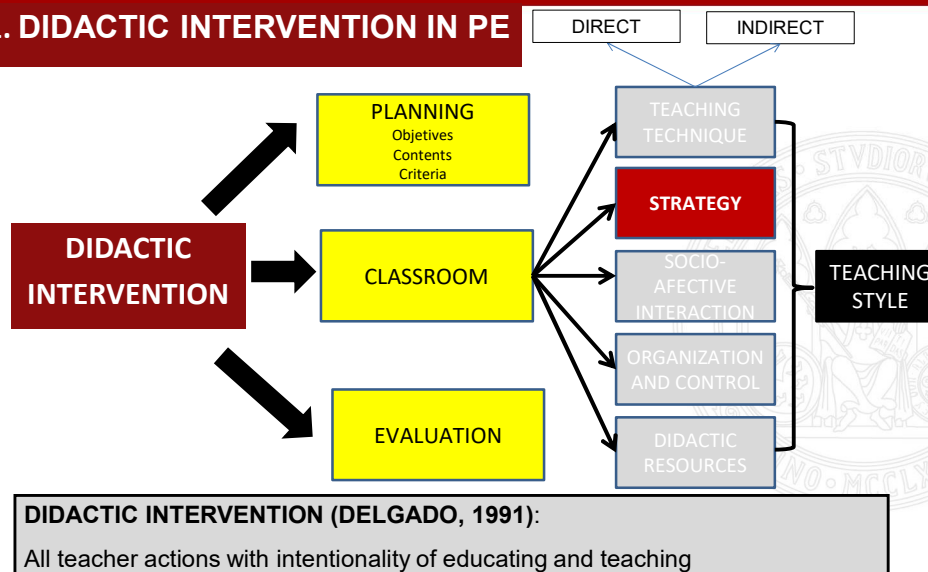
### 1. DIDACTIC INTERVENTION IN PE



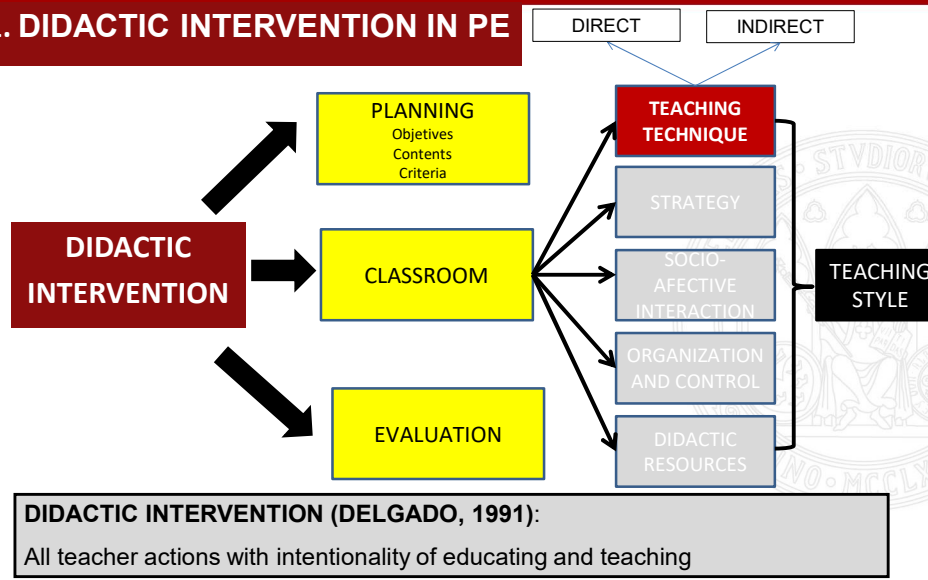
## 1. DIDACTIC INTERVENTION IN PE



## 1. DIDACTIC INTERVENTION IN PE

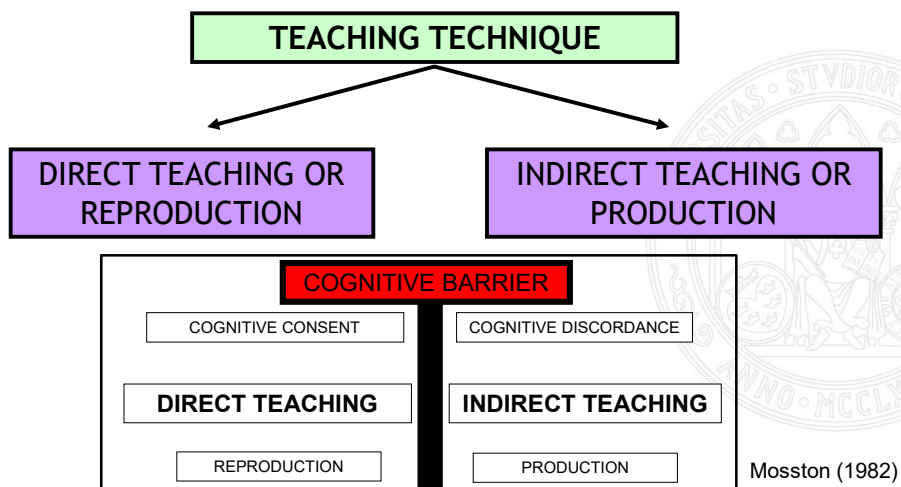


## 1. DIDACTIC INTERVENTION IN PE



## 1. DIDACTIC INTERVENTION IN PE

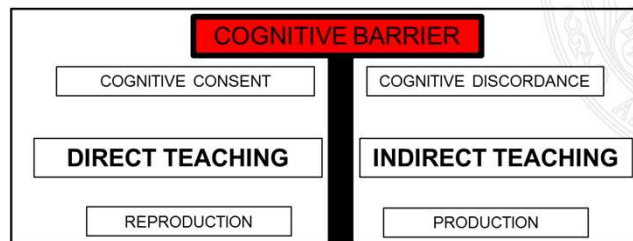
### 1.2 Teaching Technique





## 1. DIDACTIC INTERVENTION IN PE

### 1.2 Teaching Technique



## CONTENTS

### Subject 1. Didactic intervention in Physical Education

- Practical strategies for teaching in PE.
- Teaching techniques

#### • Teaching styles.

### Subject 2. Physical Education Class.

- Teaching-learning activities design.
- Physical Education lesson.

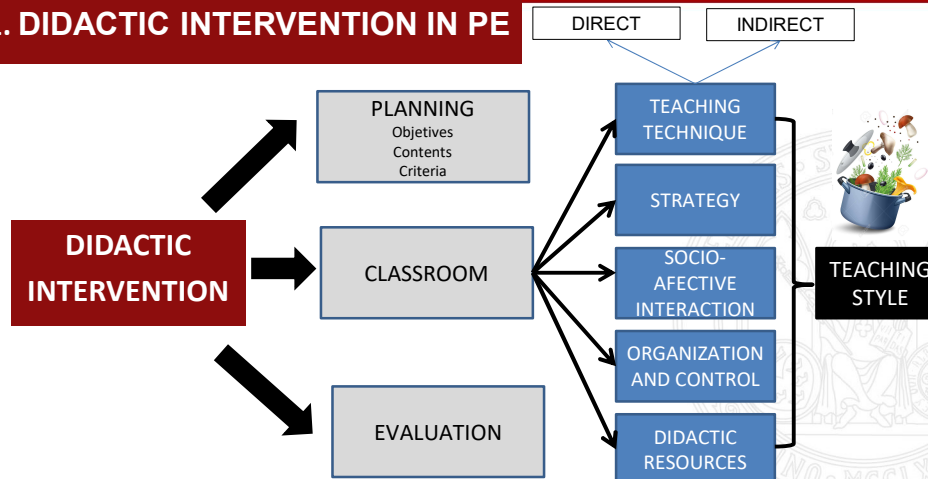
### Subject 3. Control of management in PE lessons.

- Physical Education lessons organization.
- Communication

### Subject 4. Diversity awareness in PE

- Proposal for working with students with special education needs.
- Proposal for working with students with late integration in Spanish Educative System.

## 1. DIDACTIC INTERVENTION IN PE



**DIDACTIC INTERVENTION (DELGADO, 1991):**

All teacher actions with intentionality of educating and teaching

## 1.3. TEACHING SYLES

1 Millón de Manos  
El primer paso de la educación

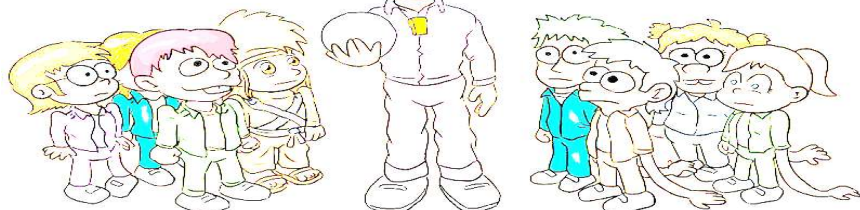
El Paso

Para Educación Física el profesor dividió a la clase en dos equipos.

### THE CONCEPT:

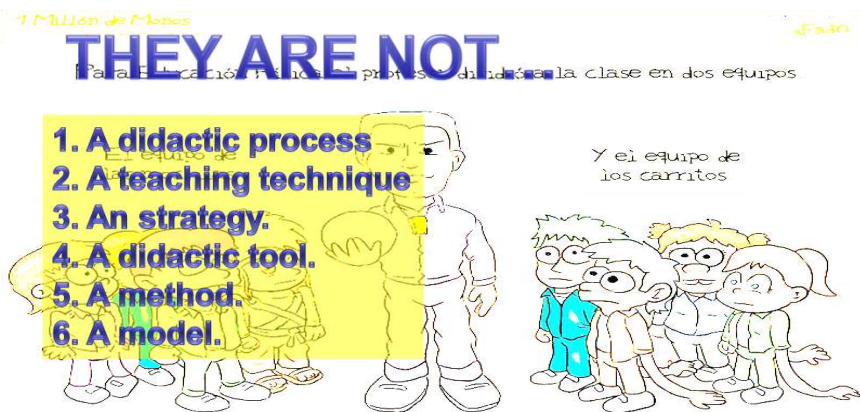
El equipo de  
las mochilas

Y el equipo de  
los carritos





### 1.3. TEACHING SYLES



### 1.3. TEACHING SYLES



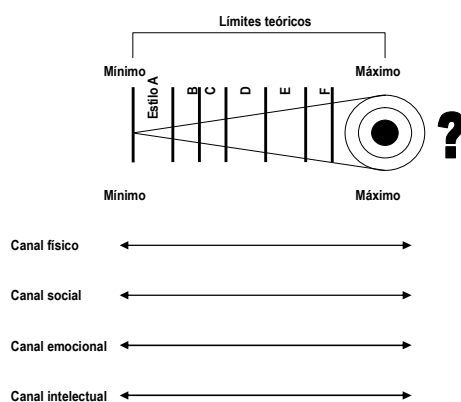
### 1.3. TEACHING STYLES

According to Mosston (1982), a teaching style depends on:

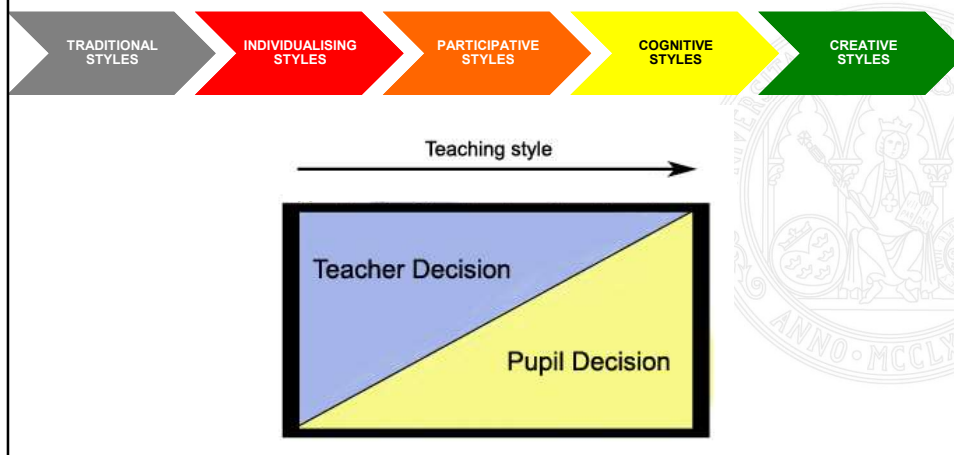
- 1- pedagogic relation between teacher and student
- 2- teacher and students role
- 3- organization



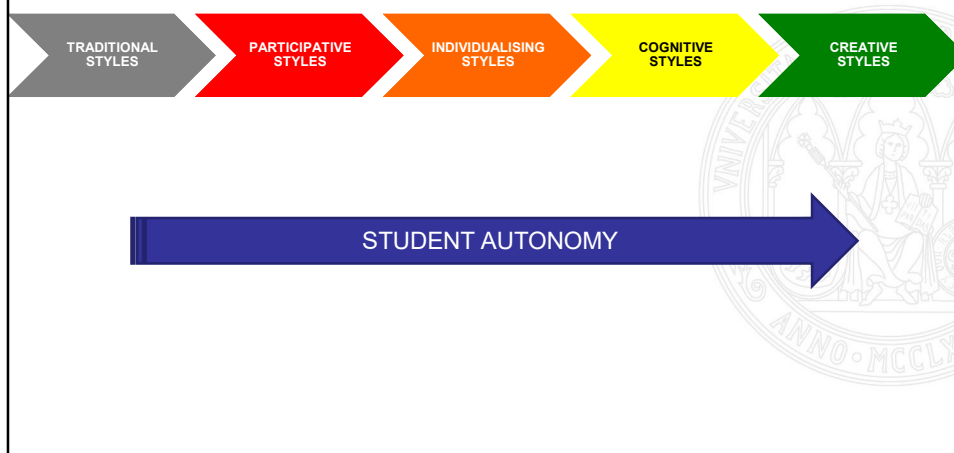
### TEACHING STYLES



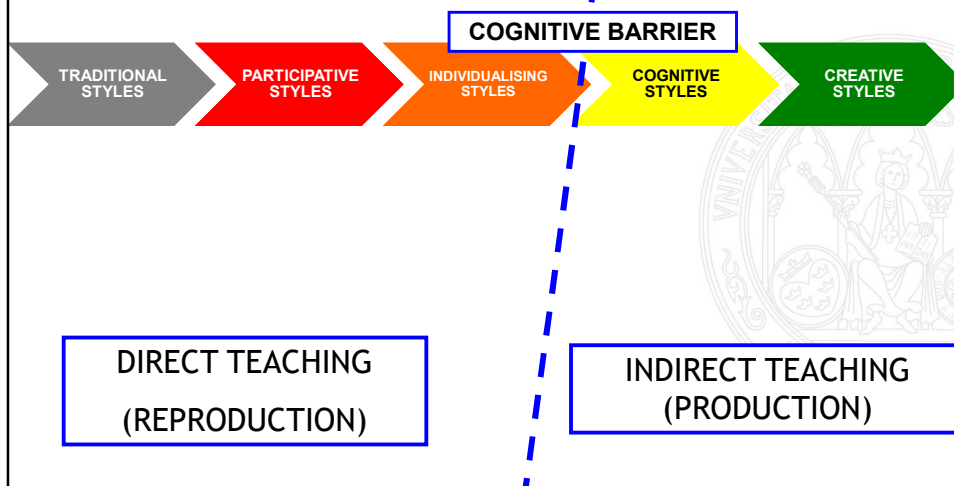
## TEACHING STYLES



## TEACHING STYLES



## TEACHING STYLES



## TASK 2

## TEACHING STYLES



## 2. TEACHING STYLES

### TRADITIONAL STYLES

PARTICIPATIVE  
STYLES

INDIVIDUALISING  
STYLES

COGNITIVE  
STYLES

CREATIVE STYLES



- TEACHER TAKES ALL DECISIONS
- MAGISTRAL LESSON
- GROUPAL FEEDBACK
- ACCORDING TO STUDENT POSITION:

COMMAND STYLE

PRACTICE STYLE

### TRADITIONAL STYLES

PARTICIPATIVE  
STYLES

INDIVIDUALISING  
STYLES

COGNITIVE  
STYLES

CREATIVE STYLES



COMMAND STYLE

## TRADITIONAL STYLES

PARTICIPATIVE  
STYLES

INDIVIDUALISING  
STYLES

COGNITIVE  
STYLES

CREATIVE STYLES



El profesor mediante una demostración,  
muestra en cada variante lo que se ha de  
realizar



## 2. TEACHING STYLES

TRADITIONAL  
STYLES

### PARTICIPATIVE STYLES

INDIVIDUALISING  
STYLES

COGNITIVE  
STYLES

CREATIVE  
STYLES



- INDIVIDUAL FEEDBACK FOR STUDENTS
- STUDENT INCREASE RESPONSIBILITY IN LESSON
- COOPERATIVE ATTITUDE
- TWO DIFFERENT STYLES:

RECIPROCAL  
TEACHING

MICRO-TEACHING






TRADITIONAL  
STYLES

## PARTICIPATIVE STYLES

INDIVIDUALISING  
STYLES

COGNITIVE  
STYLES

CREATIVE  
STYLES

| PICTURE   | TASK             | DESCRIPTION  | ALWAYS | SOME<br>TIMES | NEVER |
|---|------------------|--|--------|---------------|-------|
|  | BALL<br>HANDLING | Does your partner keep control of the ball during the round? |        |               |       |
|   |                  | Does your partner hit the ball with the front of the foot?   |        |               |       |
|   |                  | Do your partner keep eyes forward?                           |        |               |       |
|   | DRIBBLING        | Does your partner keep control of the ball during the round? |        |               |       |
|   |                  | Is your partner using both feet to avoid cones?              |        |               |       |
|   |                  | Does your partner keep eyes forward?                         |        |               |       |



RECIPROCAL TEACHING

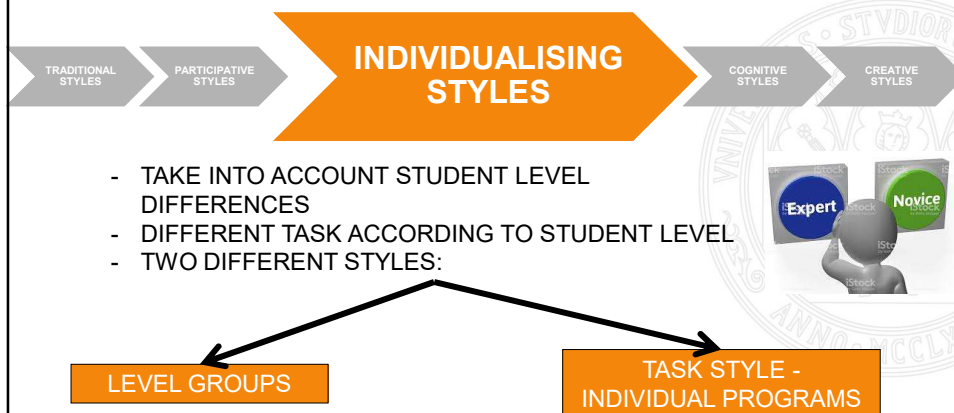


RECIPROCAL TEACHING


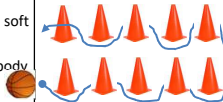






MICRO-TEACHING

## 2. TEACHING STYLES





| INDIVIDUAL PROGRAM - BASKET   |  |
|---|--|
| Complete each exercise before going to next. Read carefully instructions before starting every task   |  |
| <b>TASK 1</b> BOUNCING BALL<br>Complete four rounds (going and return) bouncing the ball <b>around</b> cones.<br><b>Advices:</b><br>Don't hit the ball. Try to do soft movements with wrist.<br>Bounce the ball in front of your body<br>  | <b>TASK 2</b> BOUNCING BALL - SLALOM<br>Complete four rounds (going and return) bouncing the ball <b>between</b> cones.<br><b>Advices:</b><br>Don't hit the ball. Try to do soft movements with wrist.<br>Bounce the ball in front of your body<br>Use both hands.<br>Keep eyes forward.<br>          |
| When can I pass the exercise? When you complete <b>four rounds</b> without losing control of the ball.  | When can I pass the exercise? When you complete <b>four rounds</b> without losing control of the ball.   |
| <b>TASK 3</b> MINIBASKET –LAY UP– DOMINANT HAND<br>You must bounce the ball to basket, <b>then do a lay – up with your dominant hand</b> (right or left)<br><b>Advices:</b><br>After bouncing the ball you only can do two steps<br>Try to coordinate your steps to be close to basket<br> | <b>TASK 4</b> MINIBASKET –LAY UP– NON DOMINANT HAND<br>You must bounce the ball to basket, <b>then do a lay – up with your non dominant hand</b> (right or left)<br><b>Advices:</b><br>After bouncing the ball you only can do two steps<br>Try to coordinate your steps to be close to basket<br>    |
| When can I pass the exercise? When you score <b>three consecutive baskets</b>   | When can I pass the exercise? When you score <b>three consecutive baskets</b>  |
| <b>TASK 5</b> FREE THROWS<br>From free throws line, shoot on basket<br><b>Advices:</b><br>Finish the throw shooting with only one hand<br>   | <b>TASK 6</b> JUMP SHOT<br>Starting from the middle of the court, bounce the ball, stop at the cone and do a jump shot. <b>If you get three baskets you will finish this test.</b><br><b>Advices:</b><br>Try to do a vertical shot, not forward.<br>Finish the throw shooting with only one hand<br> |
| When can I pass the exercise? When you score <b>three consecutive free throws.</b>  | When can I pass the exercise? When you score <b>three consecutive baskets</b>  |

## CHAPTER 1. METHODOLOGICAL BASES FOR PHYSICAL EDUCATION IN PRIMARY EDUCATION.

### Subject 1. DIDACTIC INTERVENTION IN PE

UNIVERSIDAD DE MURCIA

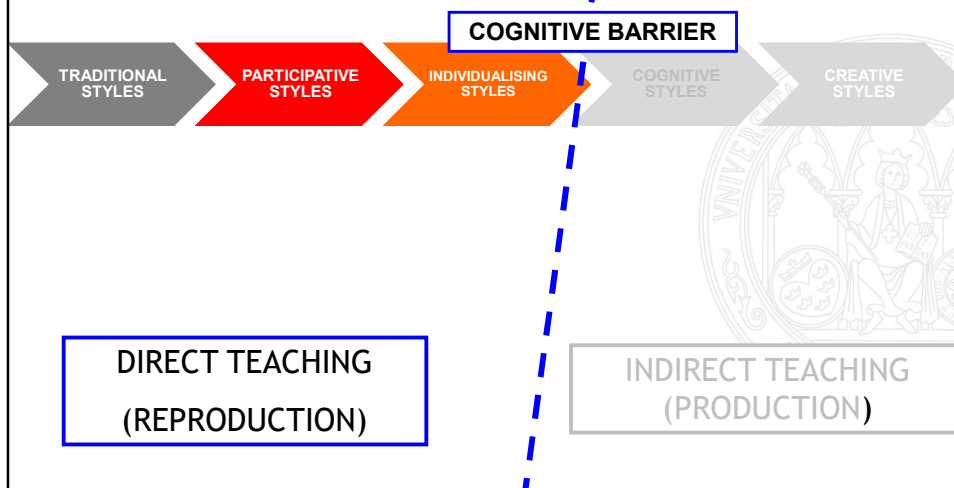
## 2. TEACHING STYLES



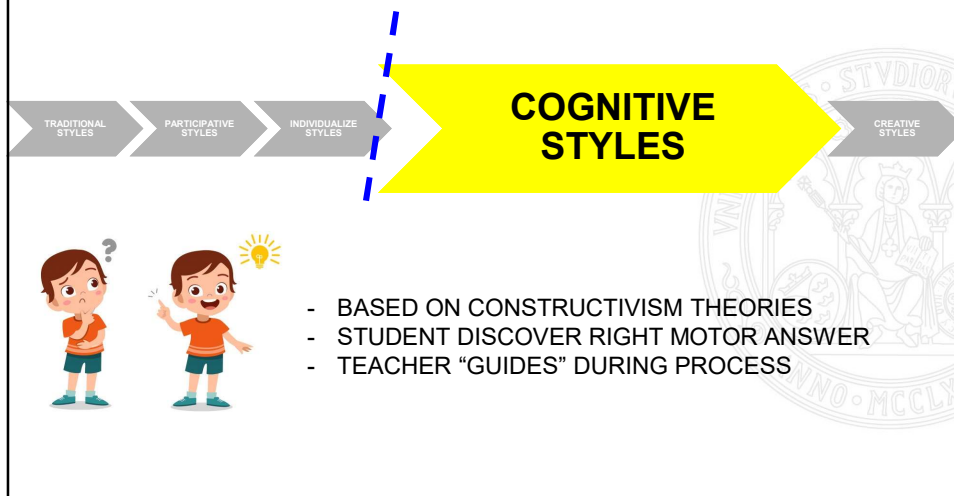
LEVEL GROUPS

VIDEO

## TEACHING STYLES



## 2. TEACHING STYLES



## 2. TEACHING STYLES

### CONSTRUCTIVISM

# Piaget Genetic Epistemology

- ☐ LEARNING IS AN ACTIVE PROCESS BY STUDEN
- ☐ STUDENT BUILDS ITS OWN KNOWLEDGE THROUGH EDUCATIVE EXPERIENCES, NOT AS A COPY.



Prof. José Vicente García Jiménez

## 2. TEACHING STYLES

### CONSTRUCTIVISM

# Vigotsky Sociocultural Theory

- ☐ TEACHER IS MORE THAN A **KNOWLEDGE** TRANSMITTER
- ☐ TEACHER MUST GENERATE SITUATIONS **TO COGNITIVELY INVOLVE** THE STUDENTS



Prof. José Vicente García Jiménez

## 2. TEACHING STYLES

### CONSTRUCTIVISM

# Ausubel Significant Learning

- ☐ CONTENTS MUST BE SIGNIFICATIVE FOR STUDENTS
- ☐ THERE MUST BE A CONCEPTUAL BASE TO LEARN NEW CONTENTS.
- ☐ STUDENT ADDS NEW CONTEST TO PREVIOUS EXPERIENCES

Prof. José Vicente García Jiménez



## 2. TEACHING STYLES

### CONSTRUCTIVISM

# PE Constructivism Theory

- ☐ IT IS BASED ON GENETIC AND LEARNING PSYCHOLOGY
- ☐ IT IS FOCUSED ON STUDENT, ON **LEARNING PROCESSES**
- ☐ LEARNING IS BASED ON EXPERIENCES
- ☐ TEACHER **FACILITATES CONDITIONS** FOR THE STUDENT TO SOLVE MOTOR PROBLEMS

Prof. José Vicente García Jiménez

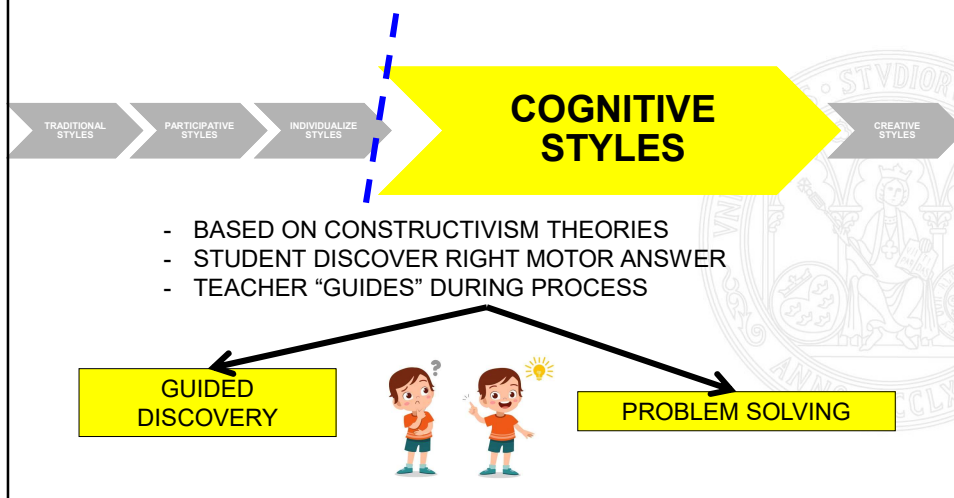
## 2. TEACHING STYLES

### CONSTRUCTIVISM

# PE Constructivism Theory



## 2. TEACHING STYLES



TRADITIONAL  
STYLES

PARTICIPATIVE  
STYLES

INDIVIDUALIZE  
STYLES

## COGNITIVE STYLES

CREATIVE  
STYLES



GUIDED DISCOVERY



TRADITIONAL  
STYLES

PARTICIPATIVE  
STYLES

INDIVIDUALIZE  
STYLES

## COGNITIVE STYLES

CREATIVE  
STYLES



PROBLEM SOLVING



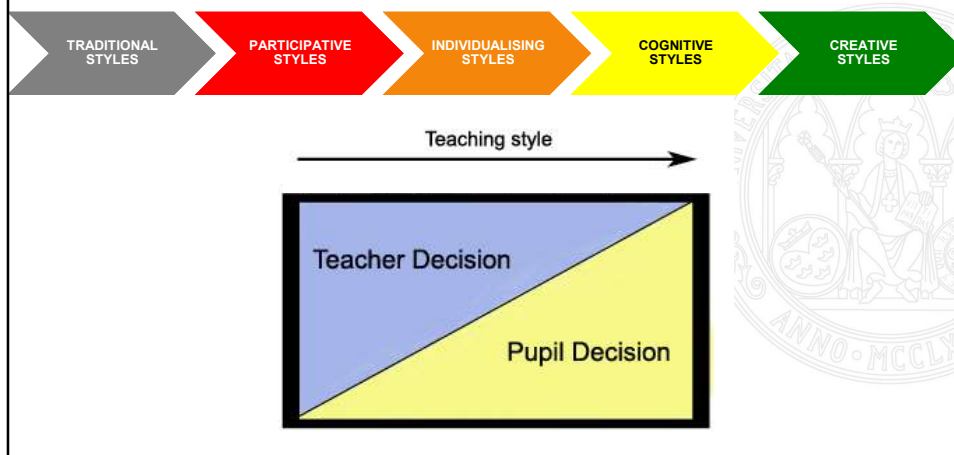


## 2. TEACHING STYLES

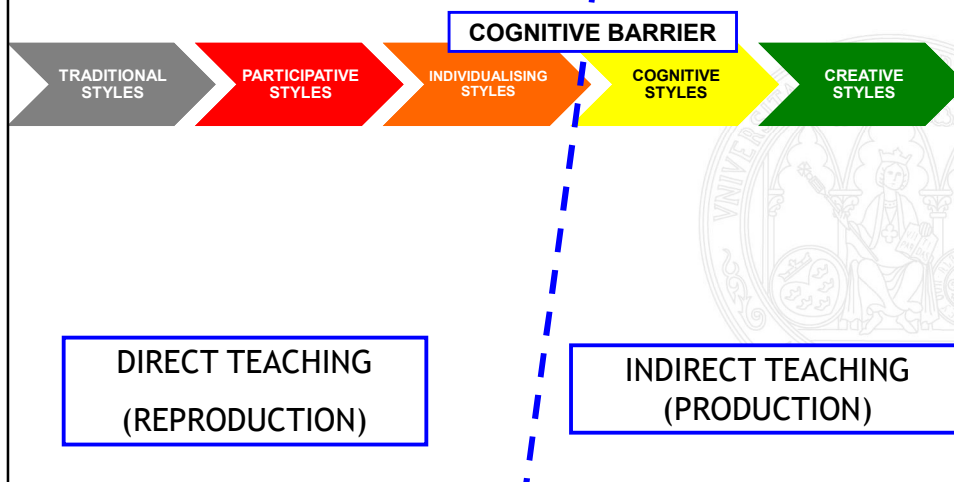


LEARNING ENVIROMENTS

## CONCLUSION...



## TEACHING STYLES





## TEACHING STYLES

