

# PHYSICAL EDUCATION IN PRIMARY EDUCATION I (5461)

GARCÍA JIMÉNEZ, JOSÉ VICENTE

Bilingual Group



UNIVERSIDAD  
DE MURCIA

FACULTAD DE EDUCACIÓN

## LESSON 1. HISTORY AND EVOLUTION OF PHYSICAL EDUCATION

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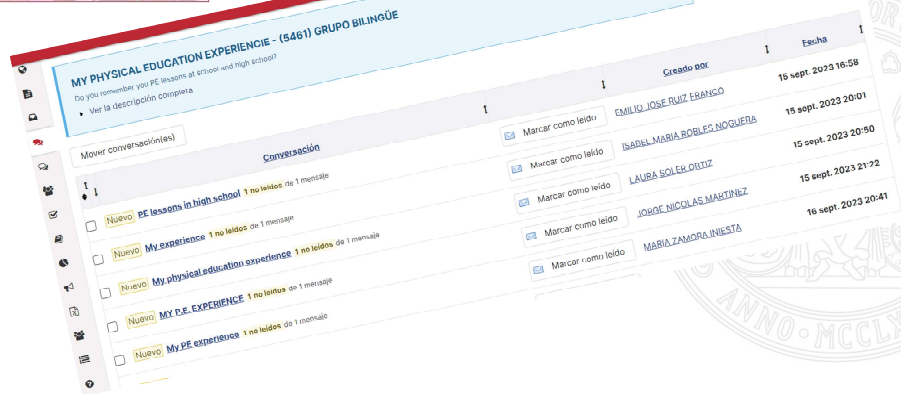


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## CHAPTER 1. PE THEORETICAL BASIS

### THEME 1. PE THEORETICAL FUNDAMENTS

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## CHAPTER 1. PE THEORETICAL BASIS

### THEME 1. PE THEORETICAL FUNDAMENTS

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- WARM UP: CIRCLE OF STUDENTS

- BEST MOMENT IN THE WEEK
- DIFFERENT SPORTS
- EVALUATION - PHYSICAL TEST
- EVALUATION - SUBJECTIVE

- "FAVORITE" STUDENTS – ATHLETES
- BAD RELATION WITH NON SKILL STUDENTS
- "TRAUMATIC MOMENT IN THE WEEK"
- SAME GAMES – SAME SPORTS
- PUBLIC COMENTARIES

- PHYSICAL EDUCATION – SPORT OUT OF THE SCHOOL



**CHAPTER 1. PE THEORETICAL BASIS**  
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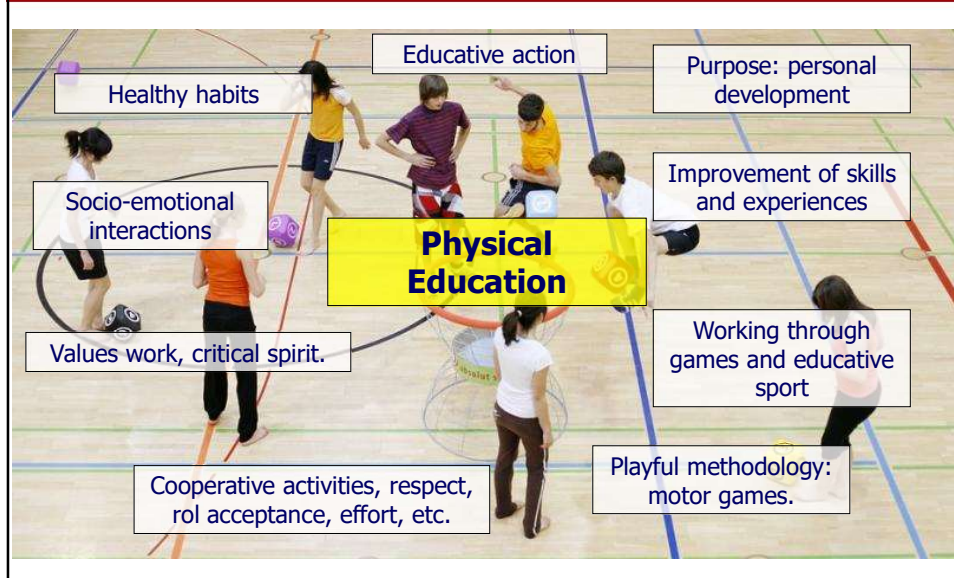
## Physical education or «gimnasia»?



- **PHYSICAL EDUCATION NOT VALUED AND UNDERSTOOD**
- **CONTENTS DISPERSION, EXCESSIVELY RELATED TO SPORTS , ETC.**

**CHAPTER 1. PE THEORETICAL BASIS**  
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**PHYSICAL EDUCATION IN PRIMARY EDUCATION I**

**CHAPTER 1. PE THEORETICAL BASIS**

Dr. D. José Vicente García Jiménez  
 University of Murcia - España



**CHAPTER 1. PE THEORETICAL BASIS**  
**THEME 1. PE THEORETICAL FUNDAMENTS**

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**CONTENTS**

1. PE THEORETICAL FUNDAMENTS
  1. PE CONCEPT AND CONCEPTS
  2. BODY CONCEPT AND MOBILITY IN PE
  3. PE PARADIGMS - MODELS
2. PE CONTRIBUTIONS TO COMPREHENSIVE EDUCATION
  1. PE AND VALUES
  2. SOCIAL AND EMOTIONAL ASPECTS



**CHAPTER 1. PE THEORETICAL BASIS**  
**THEME 1. PE THEORETICAL FUNDAMENTS**

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**1. INTRODUCTION**

**PE THEORETICAL BASIS**



**CHAPTER 1 - OBJECTIVE**

**TO UNDERSTAND PHYSICAL EDUCATION TO  
CONTRIBUTE ABOUT ITS KNOWLEDGE AND  
PRACTICE**

**CHAPTER 1. PE THEORETICAL BASIS**  
**THEME 1. PE THEORETICAL FUNDAMENTS**

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## 1. INTRODUCTION

### COMPETENCIAS CAPÍTULO 1

**CE1. Comprender los principios que contribuyen a la formación cultural, personal y social desde la Educación Física**

CE1.1. Conocer los fundamentos básicos de la Educación Física

CE1.2. Realizar un análisis crítico de las corrientes actuales de práctica de actividad física y su relación con la Educación Física

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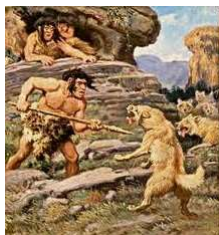
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## 1. PE CONCEPT AND CONCEPTS

### 1.1. PE EVOLUTION

#### BEFORE 18TH CENTURY

- THERE IS NOT PHYSICAL EDUCATION AS SUCH
- DIFERENT KINDS OF PHYSICAL ACTIVITY IN ALL CIVILISATIONS
- PHYSICAL ACTIVITY: SURVIVAL, WAR TRAINING, PLAYFUL



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## 1. PE CONCEPT AND CONCEPTS

### 1.1. PE EVOLUTION

#### FROM 18TH CENTURY

- ATTENTION TO LIFE AND BODY IN MOVEMENT
- PHYSICAL ACTIVITY IS UNDERSTOOD AS **PHYSICAL EXERCISE**
- REGULATED ACTIVITY, WITH GREAT BENEFITS FOR HEALTH



**PHYSICAL EDUCATION AS  
EDUCATIVE SUBJECT**

**STUDY OF THE HUMAN BODY  
THROUGH MOBILITY**

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## 1. PE CONCEPT AND CONCEPTS

### 1.2. HOW IT ALL BEGAN?

**WHEN DID WE GET EDUCATIVE THOUGHT FROM EXERCISE?**



EVOLUTION



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## 1. PE CONCEPT AND CONCEPTS

### 1.2. HOW IT ALL BEGAN?



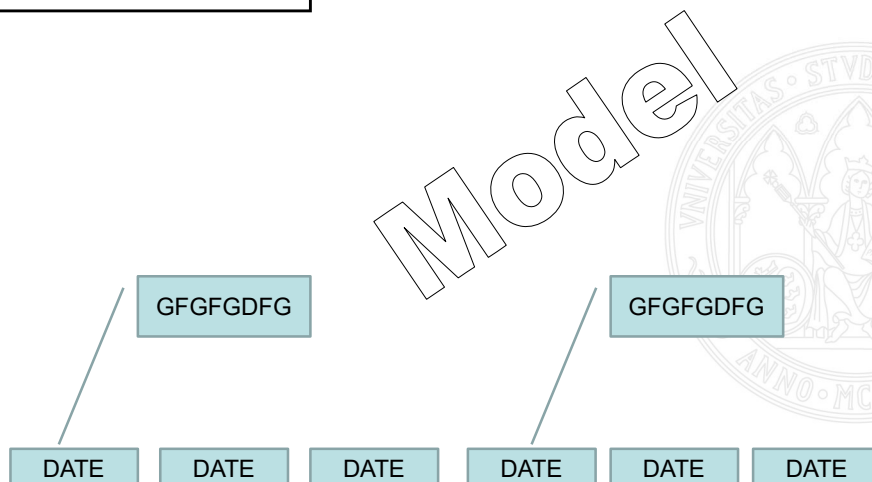
1. READ THE DOCUMENT
2. DOWNLOAD PPT MODEL FROM VIRTUAL CLASSROOM
3. CREATE A PRESENTATION ABOUT YOUR SELECTED PERIOD
4. SEND YOUR PRESENTATION IN **PPT FORMAT** TO [jvgjimenez@um.es](mailto:jvgjimenez@um.es)
5. DOWNLOAD ALL PRESENTATIONS FROM VIRTUAL CLASSROOM
6. CREATE A PRESENTATION TALKING ABOUT ALL PERIODS
7. SEND YOUR FINAL PRESENTATION IN **PDF FORMAT** TO [jvgjimenez@um.es](mailto:jvgjimenez@um.es)

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### EXERCISE 1: PHYSICAL EDUCATION, ORIGIN AND EVOLUTION

PERIOD:



CHAPTER 1. PE THEORETICAL BASIS  
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1. PE CONCEPT AND CONCEPTS

## HISTORY OF PHYSICAL EDUCATION (RESUME)

- CHANGES ASOCIATED TO AGE SOCIAL ENVIROMENT
- EDUCATION INFLUENCIED BY EVERY HISTORIC STAGE REALITY
- PHYSICAL EDUCATION RELATED TO BODY CONCEPT:
  - MIDDLE AGES: INSTRUMENT – TOOLS - MECHANISTIC
  - REINASSANCE: MEDICAL → PEDAGOGICAL
  - 18TH – 19TH CENTURY: DIFFERENTE SCHOOLS, DIFFERENT MODELS
  - **19TH – 20TH CENTURY: SPORT PROJECTION.**

CHAPTER 1. PE THEORETICAL BASIS  
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1. PE CONCEPT AND CONCEPTS


## HISTORY OF PHYSICAL EDUCATION (RESUME)

### When PE was born?

- AS CORPORAL ACTIVITY → SINCE HUMAN BEING
- AS SCHOOL SUBJET → SINCE 19TH CENTURY
- DIFFERENT SCHOOLS OF THOUGHT ABOUT PE.
- DIFFERENT PROFESSIONALS - TEACHERS

**PRIMARY EDUCATION  
DEGREE**

**PHYSICAL EDUCATION IN  
PRIMARY EDUCATION I**



Theoretical Lesson  
Week 2 – September 2024

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**1. PE CONCEPT AND CONCEPTS**

**«DECÍAMOS AYER...»**

**When PE was born?**

- AS CORPORAL ACTIVITY → SINCE HUMAN BEING
- AS SCHOOL SUBJECT → SINCE 19TH CENTURY

- DIFFERENT SCHOOLS OF THOUGHT ABOUT PE.
- DIFFERENT PROFESSIONALS - TEACHERS

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**CHAPTER 1. PE THEORETICAL BASIS**  
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**1. PE CONCEPT AND CONCEPTS**

**1.2. HOW IT ALL STARTED?**

**WHEN DID WE GET EDUCATIVE THOUGHT FROM EXERCISE?**

**UNTIL 16TH CENTURY**

|  |  |
|--|--|
| <b>ACROBATIC ACTIVITIES</b>                  | Middle Age – Fencing – Acrobats - Lumiers              |
| <b>POPULAR GAMES</b>                         | Social cohesion– Rural sphere                          |
| <b>BALL GAMES, FIGHTING, WORK HABILITIES</b> | Some times forbidden – Less educative                  |
|  | Locke (18th Cent) put them in British Educative System |

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**1. PE CONCEPT AND CONCEPTS**

**1.2. HOW IT ALL BEGAN?**

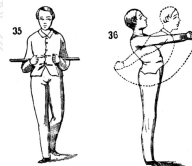
**16,17 AND 18TH CENTURY**

**FREEDOM AND NATURALISM IN EDUCATION**

**H. MERCURIAL (1530-1606)**



- «DE ARTE GYMNASTICA»
- PROPOSALS AND EXERCISE EFFECTS
- MEDICAL GYMNASTICS DEVELOPMENT
- HE CONECTS GREEK GYMNASTICS AND MODERN PHYSICAL EDUCATION



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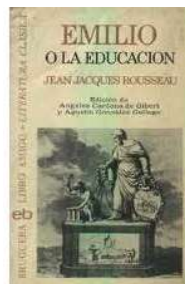
**1. PE CONCEPT AND CONCEPTS**

**1.2. HOW IT ALL BEGAN?**

**16,17 AND 18TH CENTURY**

**FREEDOM AND NATURALISM IN  
EDUCATION**

**J. J. ROUSSAU (1712-1778)**



- BIG INFLUENCE IN PRESENT PE
- NATURALIST GUIDELINES
- EDUCATION BY AND FOR THE SENSES

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**1. PE CONCEPT AND CONCEPTS**

**1.2. HOW IT ALL BEGAN?**

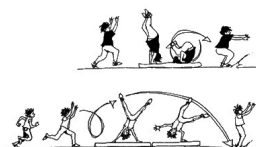
**16,17 AND 18TH CENTURY**

**FREEDOM AND NATURALISM IN  
EDUCATION**

**J. B. BASEDOW (1723-  
1790)**



- HE CARRIED ON WITH ROUSSAU PROPOSALS
- PIONEER INCLUDING PHYSICAL EXERCISE IN EDUCATIVE PLANS
- HE INTRODUCED WALKING, BALANCE, WEIGHTS, SWIMMING, ETC.



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1. PE CONCEPT AND CONCEPTS

1.3. PE DEVELOPMENT

FIRST HALF 19TH CENT FOLLOWING PREVIOUS STAGE

PESTALOZZI (1746-1827)



- GENERAL DIDACTICS PRINCIPLES
- PRACTICAL WORK AS BASE FOR PE
- HE PROPOSES TO WORK METHODIC GYMNASIUM WITH EXERCISE AT **NATURAL ENVIRONMENT**

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1.3. PE DEVELOPMENT

FIRST HALF 19TH CENT FOLLOWING PREVIOUS STAGE

GUTS MUTHS (1759-1839)



- FATHER OF PEDAGOGIC MODERN GYMNASIUMS
- PHYSICAL EDUCATION BASED ON PHYSIOLOGICAL AND ANATOMIC PRINCIPLES

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## 1. PE CONCEPT AND CONCEPTS


### 1.3. PE DEVELOPMENT

#### FIRST HALF 19TH CENT

#### FOLLOWING PREVIOUS STAGE

#### ENGLISH SCHOOL

#### ARNOLD (1795-1842)



- SPORT TO DIRECT YOUTH AGRESIVENESS
- *FAIR PLAY* PIONNER
- TRANSITION FROM TRADITIONAL GAMES TO SPORTS IN ENGLAND

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## 1. PE CONCEPT AND CONCEPTS

### 1.3. PE DEVELOPMENT

#### FIRST HALF 19TH CENT

#### FOLLOWING PREVIOUS STAGE

#### GERMAN SCHOOL



- GERMANY WAS INVADED BY FRANCE
- SCHOOL AT THE SERVICE OF NATIONAL UNIT
- STRONG AND INTENSE MILITARY ACTIVITIES

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**1. PE CONCEPT AND CONCEPTS**

**1.3. PE DEVELOPMENT**


**FIRST HALF 19TH CENT**      **FOLLOWING PREVIOUS STAGE**

**SWEDISH SCHOOL**

**LING (1820-1886)**



- ANALITIC AND ORGANIZED MOVEMENTS
- FUNCTIONS: MILITARY, MEDICAL, ESTHETIC AND PEDAGOGIC
- «GYMNASTIC TABLES»



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**1.3. PE DEVELOPMENT**

**FIRST HALF 19TH CENT**      **FOLLOWING PREVIOUS STAGE**

**FRENCH SCHOOL**

**AMORÓS (1770-1848)**



- GYMNASTIC WAS MAINLY MILITARY
- HE ESTABLISHES A «GYMNASTIC ORDER» IN SPAIN
- DEVELOPMENT OF STRENGTH, RESISTANCE AND AGILITY

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**1. PE CONCEPT AND CONCEPTS**

**1.3. PE DEVELOPMENT**

**SECOND HALF 19TH CENT  
BEGINNING 20TH CENT**

**CONSOLIDATION OF PREVIOUS TRENDS**

- ENGLISH SPORT EXPANSION
- PIERRE DU COUBERTAIN (1863-1937) REIMPLANTS OLYMPIC GAMES
- SPORT PHENOMENON IS EXTENDED ALL OVER THE WORLD.
- GOBERMENTS INCLUDE PHYSICAL EDUCATION IN EDUCATIVE PROGRAMS



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**1. PE CONCEPT AND CONCEPTS**

**1.3. PE DEVELOPMENT**

**SECOND HALF 20TH CENT**

**DIFFERENT CONTENTS IN PHYSICAL EDUCATION**

HEALTHY AND MILITARY PE

→

PE BASED ON SPORT

→

**PEDAGOGIC STAGE**  
**(1965-1980)**

- TEACHING RELATED TO BODY
- GLOBAL EDUCATION
- MOTOR, EMOTIONAL AND SOCIAL TEACHING

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**1. PE CONCEPT AND CONCEPTS**


**1.3. PE DEVELOPMENT**

SECOND HALF 20TH CENT

DIFFERENT PROFESSIONALS

**EDUCATIVE SPORT**

- EDUCATIVE SPORT: ADJUSTED TO CHILDREN CHARACTERISTICS
- IT REFUSES MECHANISTIC MODEL FROM ADULthood
- THE PURPOSE IS TO GIVE «MOTOR AUTHONOMY» TO STUDENTS



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**1.3. PE DEVELOPMENT**

SECOND HALF 20TH CENT

DIFFERENT PROFESSIONALS

**PSYCOMOTRICITY**

- IT COMES FROM EDUCATIVE GYMNASTICS
- DIRECT TO 3-11 YEARS CHILDREN
- CHILDREN DEVELOPMENT THROUGH PERCEPTIVE-MOTOR SKILLS (SPATIAL ORIENTATION, RYTHM, ETC.)
- AWARENESS ABOUT OWN MOBILITY



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**1.3. PE DEVELOPMENT**

**SECOND HALF 20TH CENT**

**DIFFERENT PROFESSIONALS**

**CORPORAL EXPRESSION**

- OPOSITE TO BODY MECHANIZATION
- CREATIVITY DEVELOPMENT THROUGH BODY MOVEMENT
- HUMAN BODY, A WAY TO COMMUNICATE AND TO INFORM



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**1. PE CONCEPT AND CONCEPTS**

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  - 18TH – 19TH CENTURY: DIFFERENTE SCHOOLS, DIFFERENT MODELS
  - **19TH – 20TH CENTURY: SPORT PROJECTION.**

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1. PE CONCEPT AND CONCEPTS

1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

- DIVERSITY ABOUT HUMAN BODY CONCEPT
- DIFFERENT TRENDS ABOUT PHYSICAL EDUCATION CONCEPT

Sport Development  
Metodology Concepts  
Pegagogic Mechanicists  
Comunicacion

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1. PE CONCEPT AND CONCEPTS

1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

Present changes

- EDUCATIVE REFORM (1990) → **ATTITUDE AND COGNITIVE ASPECTS** ARE IMPORTANTE IN PHYSICAL EDUCATION
- «MOTOR SKILLS» APPEAR IN CURRICULUM
- SPORT IS NOW INTEGRATED IN EDUCATIVE CURRICULUM
- **PHYSICAL CONDITION** RELATED TO HEALTH
- CORPORAL EXPRESSION. TO COMUNICATE THROUGH MOVEMENT
- PHYSICAL ACTIVITY **IN NATURE**. SPARE TIME.
- MOTOR GAMES. **GAME AS METHODOLOGYC RESOURCE.**

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1. PE CONCEPT AND CONCEPTS

1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

Motor skills  
**Sport**  
Corporal Expression  
**Motor games**  
Physical activity for health  
**Nature activities**



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1. PE CONCEPT AND CONCEPTS

1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

**MOTOR SKILLS**  
SPORT  
CORPORAL EXPRESSION  
MOTOR GAMES  
PHYSICAL ACTIVITY FOR HEALTH  
NATURE ACTIVITIES



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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

#### MOTOR SKILLS

- TREND FROM USA, PROMOTED BY PSYCHOLOGISTS
- BASIC MOTOR SKILLS → PERCEPTIVE-MOTOR SKILLS
- “MOTOR SKILLS” WILL BE USED FOR FUTURE COMPLEX MOVEMENTS
- GLOBAL ACTIONS → LEARNING TRANSFER TO **SPECIFIC ACTIONS** (SPORTS)
- PRIMARY EDUCATION → **TO INCREASE MOTOR EXPERIENCE** TO TRANSFER TO OTHER MOTOR ACTIONS IN FUTURE.

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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

#### MOTOR SKILLS

#### CLASIFICACION

# Locomotor movements

- DISPLACEMENTS: CRAWLING, CRAWLING, WALKING
- JUMPS: JUMPING, RUNNING.
- TURNS: ROLLING, TURNING AROUND.
- SUPPORTS



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MOTOR SKILLS

CLASIFICACION

# Locomotor-manipulative movements

- TRANSPORTS
- HANDLINGS



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MOTOR SKILLS

CLASIFICACION

# Manipulative movements

- THROWS: PUSHING, THROWING, KICKING, HITTING.
- CATCHES: TOUCHING, CATCHING.



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MOTOR SKILLS

CLASIFICACION

# Balance



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1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

MOTOR SKILLS

# Weak points

- EXCESSIVELY RELATED TO SPORT
- ISOLATED LEARNING OF REAL SITUATIONS
- TEACHING SKILLS BEFORE TEACHING REAL SITUATIONS

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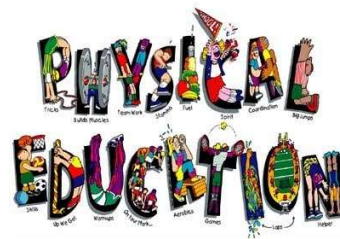
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1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

MOTOR SKILLS  
**SPORT**  
CORPORAL EXPRESSION  
MOTOR GAMES  
PHYSICAL ACTIVITY FOR HEALTH  
NATURE ACTIVITIES



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1. PE CONCEPT AND CONCEPTS

1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

**SPORT**

- HIGH SOCIAL RELEVANCE → INCLUSION AS EDUCATIVE CONTENT
- SPECIALIZED METHODOLOGIES FOR TEACHING SPORT
- THREE MAIN ORIENTATIONS:
  - **EDUCATIVE SPORT:**
    - DONE IN PE LESSONS
    - SPORT TO INTEGRATE EDUCATIVE VALUES
    - DIFFERENT SPORT EXPERIENCES, WITHOUT SPECIALIZATION



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1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

SPORT

• **RECREATIVE SPORT:**

- NOT INTERESTED ON PERFORMANCE OR ELITE SPORT
- IT PROMOTES PLAYFUL CLIMATE
- CHANGING RULES, MATERIALS, AREAS...

Promoting practice habits



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1. PE CONCEPT AND CONCEPTS

1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

SPORT

• **INSTITUTIONAL SPORT:**

- INTEGRATED WITH SPORT FEDERATIONS.
- SPORT SPECIALIZATION THROUGH FEDERATIONS.
- SPORT INITIATION AND TEACHING METHODS ORIENTED TO HIGH PERFORMANCE



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1. PE CONCEPT AND CONCEPTS

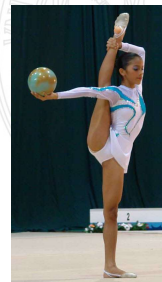
1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

SPORT

CLASIFICACION

# Individual Sports

- SUCCESS DEPENDS EXCLUSIVELY ON OUR OWN CONDITIONS.
- NOBODY HELPS OR OPPOSES TO OUR OBJECTIVE
- INDIVIDUAL CONTEST: ATHLETICS, SWIMMING, SPORT GYMASTICS, SKYING, ETC.



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1. PE CONCEPT AND CONCEPTS

1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

SPORT

CLASIFICACION

# Oposition sports

- AT LEAST ONE PLAYER OPPOSITES TO US, AND VICEVERSA
- THERE IS NOT COOPERATION WITH OTHER PLAYERS.
- COMBAT SPORTS (FIGHT, JUDO), INDIVIDUAL RACQUET SPORTS (TENNIS, SQUASH, ETC.)



Parlebás, 2001

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UNIVERSIDAD DE MURCIA


1. PE CONCEPT AND CONCEPTS

1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

SPORT CLASIFICACION

# Cooperation sports

- AT LEAST TWO PLAYERS TRY TO GET THE OBJECTIVE, WITHOUT OPPOSITION.
- COMPETITION AND CLASIFICACION IS BASED ON JUDGES SCORING.
- TEAM GYMNASTICS, ATHLETICS RELAY RACE, SYNCRO SWIMMING, ETC.



Parlebás, 2001

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SPORT CLASIFICACION

# Oposition – cooperation sports

- ONE PAIR OR A TEAM COOPERATES TO OPPOSE OTHER PLAYERS.
- TEAM SPORTS (BASKETBALL, HANDBALL, SOCCER...)
- TENNIS, BÁDMINTON (IN PAIRS)



Parlebás, 2001

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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

#### SPORT

# Weak points

- **EDUCATIVE** SPORT TOO MUCH INSTITUTIONALIZED, FAR FROM EDUCATIVE OBJECTIVES.
- **RECREATIVE** SPORT LITTLE ORGANIZED, WITHOUT EDUCATIVE OBJECTIVES.
- **INSTITUCIONALIZED** SPORT FAR FROM EDUCATIVE OBJECTIVES.

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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

MOTOR SKILLS  
SPORT  
**CORPORAL EXPRESSION**  
MOTOR GAMES  
PHYSICAL ACTIVITY FOR HEALTH  
NATURE ACTIVITIES



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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

#### CORPORAL EXPRESSION

- EVOLUTION:

“BODY FREEDOM” → EDUCATIVE CORPORAL EXPRESSION, WHERE **MUSIC IS THE FOCUS**

DIFFERENTE PROFESSIONALS, **BIG VARIETY** OF METHODS AND CONTENTS.

GLOBAL CONTENTS: CHOREOGRAPHYS. BODY AS A WAY OF COMMUNICATION.



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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

#### CORPORAL EXPRESSION

#### MAIN ACTIONS

# Dancing and rythm

- RHYTHMIC MOVEMENTS

- CONTENTS:

→ RYTHM – SOUNDS

→ MUSIC

→ CLASSIC AND MODERN DANCING



Blázquez, 2003

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CORPORAL EXPRESSION

MAIN ACTIONS

# Dramatization and language

- EXPRESSION AND LANGUAGE THROUGH BODY
- ACTIONS FROM CHILDREN FREEDOM
  - DRAMA AND SYMBOLIC GAME
  - GROUP PERFORMANCES
  - MIMO
  - ETC.

Blázquez, 2003



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1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

CORPORAL EXPRESSION

MAIN ACTIONS

# Popular dancing

- CULTURAL HERITAGE FROM EACH REGION
- LOCAL IDENTITY
  - POPULAR, FOLCLORE DANCING
  - BALLROOM DANCING

Blázquez, 2003



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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

#### CORPORAL EXPRESSION

# Weak points

- THERE IS NOT **DEFINED CONTENTS**
- CONTENTS DEPEND EXCLUSIVELY FROM **TEACHER EXPERIENCE**
- TRADITIONALLY **LITTLE FORMAL EDUCATION** FOR TEACHERS.

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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

MOTOR SKILLS  
SPORT  
CORPORAL EXPRESSION  
**MOTOR GAMES**  
PHYSICAL ACTIVITY FOR HEALTH  
NATURE ACTIVITIES



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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

#### MOTOR GAMES

- THE GAME: **MAIN CONTENT** IN PHYSICAL EDUCATION
- «THE GAME PROGRESS WITH HUMAN BEING, IT IS SOCIAL»
- GAMES WITH **PEDAGOGYC ORIENTATION**:
  - AS A WAY TO REACH OTHER OBJECTIVES
  - AS A CONTENT

**MOTOR GAME** ≠ SEDENTARY GAME



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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

#### MOTOR GAMES

- CLASIFICATIONS:
  - **NAVARRO (2002): ACCORDING TO ITS ORIENTATION**
    - SPORT, RECREATIVE OR CULTURAL
  - **PARLEBÁS (2001): ACCORDING TO ITS SOCIAL INSTITUCIONALIZATION**
    - «CASI-JUEGOS», TRADITIONALS AND SPORT GAMES
  - **BLÁZQUEZ (2001): CLASIFICATION FOR PRIMARY EDUCATION**
    - SMALL MOTOR GAMES, «FORMAS JUGADAS»
    - RECREATIVE AND POPULAR GAMES
    - SPORT GAMES

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MOTOR GAMES

CLASIFICACION

# Small motor games

- EASY AND PLAYFULL MOTOR SITUATIONS
- ARE USED FOR WORKING OTHER CONTENTS
- SMALL NUMBER OF RULES AND ADAPTED MATERIALS
  - WARM-UP GAMES, RELAXING, ETC.
  - SKILLS GAMES, LEARNING ENVIROMENTS, ETC.



Blázquez, 2001

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MOTOR GAMES

CLASIFICACION

# Popular and recreative games

- RELATED TO CULTURAL ASPECTS
- OPOSITION TO SPORT GAMES
- PLAYFULL OBJECTIVE, NOT COMPETITIVE
  - GAMES FROM THE WORLD, TRADITIOANL GAMES
  - ALTERNATIVE GAMES



Blázquez, 2001

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1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

MOTOR GAMES

CLASIFICACION

# Sport games

- COMPLEX GAMES AND WITH SPECIFIC RULES
- ORIENTED TO DIFFERENT LEARNINGS.
- BASED ON SPORT INITIATION:
  - REDUCE GAMES
  - MINISPORTS
  - OPOSITION GAMES, COOPERATION, ETC.



Blázquez, 2001

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MOTOR GAMES

# Weak points

- RISK ABOUT LOOSING THE **EDUCATIVE PURPOSE** OF PHYSICAL EDUCATION
- PHYSICAL EDUCATION IS MORE THAN ENJOYMENT AND ENTERTAINMENT
- **GAMES ARE AN EXCELENT WAY**, BUT WE MUST NOT FORGET PHYSICAL EDUCATION PURPOSE

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MOTOR SKILLS  
SPORT  
CORPORAL EXPRESSION  
MOTOR GAMES  
**PHYSICAL ACTIVITY FOR HEALTH**  
NATURE ACTIVITIES



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PHYSICAL ACTIVITY FOR HEALTH

- HEALTH ≠ ILLNESS ABSENCE
- HEALTH = BEHAVIOUR – WAY OF LIFE
- THIS TREND HAS BEEN VERY STRENGTHEN DURING LAST YEARS.



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PHYSICAL ACTIVITY FOR HEALTH

GENERAL LINES

# Preventive line

- PHYSIC AND PHYSIOLOGIC REDUCTION
- BAD HABITS
- RISKS DURING EXERCISES
  - POSTURAL EDUCATION
  - RISK AND INJURIES PREVENTION



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PHYSICAL ACTIVITY FOR HEALTH

GENERAL LINES

# Compensatory line

- ORGANIC, MUSCLE OR COORDINATION DISABILITIES
- FIGHTING AGAINST SCHOLAR SEDENTARISM
  - ADAPTES EXERCISES
  - REHABILITATION



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PHYSICAL ACTIVITY FOR HEALTH

GENERAL LINES

# Physical condition

- DEVELOPMENT OF PHYSICAL CAPACITIES
- PHYSICAL TRAINING FOR SPORT ACTIVITIES
- PHYSICAL TRAINING FOR DAILY ACTIVITIES
  - RESISTANCE
  - FLEXIBILITY
  - STRENGTH
  - SPEED



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1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

PHYSICAL ACTIVITY FOR HEALTH

# Weak points

- EXCESSIVE **SPECIALIZATION** DURING INTERVENTION PROGRAMS
- WORKING BY BLOCKS OF CONTENTS, **NOT DURING ALL PE**

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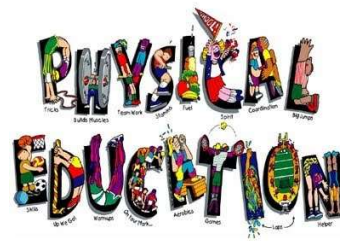
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MOTOR SKILLS  
SPORT  
Expresión corporal  
MOTOR GAMES  
PHYSICAL ACTIVITY FOR HEALTH  
**NATURE ACTIVITIES**



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**NATURE ACTIVITIES**

- RELEVANT IN THE PRESENT
- LEARNINGS IN NATURE ENVIROMENT
- EDUCATIVE SITATIONS IN DIFFERENT AREAS
- IT MOTIVATES ACTIVITIES **DURING SPARE TIME,** WHILE IT COMPLY WITH PE OBJECTIVES.



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1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

NATURE ACTIVITIES

CLASIFICACION

# Outdoor activities

- WITHOUT SPECIFIC PURPOSES
- ENVIROMENT COHABITATION
- SPECIFIC TECHNIQUE LEARNINGS
  - **CAMPING**
  - **TREKKING**
  - **ORIENTERING**



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1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

NATURE ACTIVITIES

CLASIFICACION

# Nature Sports

- IT CHANGES THE SPORT COURT
- COMPETITION, RULES AND INSTITUCIONALIZATION
  - **ORIENTERING RACES**
  - **WATER SPORTS**
  - **MOUNTAIN BIKE**



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NATURE ACTIVITIES

CLASIFICACION

# Games and nature activities

- GAMES ADAPTED TO NEW ENVIROMENT
  - **BIG GAMES, GYMKHANAS**
  - **CLIMBING, SURVIVOR, ETC.**



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1. PE CONCEPT AND CONCEPTS

1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

NATURE ACTIVITIES

# Weak points

- IT DEPENDS ON **EVERY SCHOOL RESOURCES**
- IT DEMANDS AND **SPECIFIC TRAINNING** AND FORMATION FOR TEACHERS.



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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION - RESUME

- TRENDS → PE CONCEPT IS COMPLEX AND MULTIDIMENSIONAL
- PE MUST BE RELATED TO CHILDREN NEED (NOT RELATED TO FASHIONS)
- **ECLECTIC PHYSICAL EDUCATION** ACCORDING TO CONTENTS.
- THE GOOD TEACHER WILL «ORDER» THIS CONTENTS TO CONTRIBUTE **STUDENTS GLOBAL EDUCATION.**



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## 1. PE CONCEPT AND CONCEPTS

### 1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

- 1 - MOTOR SKILLS
- 2- SPORT
- 3- CORPORAL EXPRESSION
- 4 - MOTOR GAMES
- 5- PHYSICAL ACTIVITY FOR HEALTH
- 6 - NATURE ACTIVITIES



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CHAPTER 1. PE THEORETICAL BASIS

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1. PE CONCEPT AND CONCEPTS

1.4. PRESENT TRENDS ABOUT PHYSICAL EDUCATION

Go to **wooclap.com** and use the code **PEUMU**

Which contents do you practice in Physical Education at School and ..

Let's vote!

0

answers received

wooclap

100 %

0

65

**PRIMARY EDUCATION  
DEGREE**

**PHYSICAL EDUCATION IN  
PRIMARY EDUCATION I**

Theoretical Lesson  
Week 3 –October 2024

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**1. PE CONCEPT AND CONCEPTS**

«DECÍAMOS AYER...»

**Motor skills**  
**Sport**  
Corporal Expression  
**Motor games**  
Physical activity for health  
**Nature activities**



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## 1. PE CONCEPT AND CONCEPTS

### «DECÍAMOS AYER...»

- TRENDS → **PE CONCEPT** IS COMPLEX AND MULTIDIMENSIONAL
- PE MUST BE RELATED TO CHILDREN NEED (NOT RELATED TO FASHIONS)
- **ECLECTIC PHYSICAL EDUCATION** ACCORDING TO CONTENTS.
- THE GOOD TEACHER WILL «ORDER» THIS CONTENTS TO CONTRIBUTE **STUDENTS GLOBAL EDUCATION.**



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## 1. PE CONCEPT AND CONCEPTS

### 1.5. WHAT IS MEANT BY PHYSICAL EDUCATION?

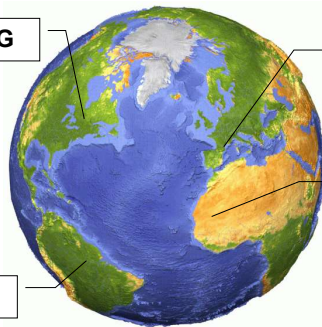
# Physical Education is...

TRAINING

PLAYING

EXPRESSING

ENJOYING



- OVER SIXTY DIFFERENT DEFINITIONS AROUND THE WORLD

• **BLÁZQUEZ (2001)**

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1. PE CONCEPT AND CONCEPTS

1.5. WHAT IS MEANT BY PHYSICAL EDUCATION?

# Physical Education is more than...

## PHYSICAL TRAINING

- ORIENTED TO SPORT
- PE TEACHER BECOMES A TRAINER, A COACH
- WE MUST TAKE INTO ACCOUNT EMOTIONS, INTELLIGENCE, SOCIABILITY... **PE TEACHER EDUCATES**



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1. PE CONCEPT AND CONCEPTS

1.5. WHAT IS MEANT BY PHYSICAL EDUCATION?

# Physical Education is more than...

## ENTERTAINMENT

- FUN AS A CONSEQUENCE OF STUDENTS INTERACTIONS
- PE AS A SOURCE OF MOTOR AND SOCIAL LEARNING
- HIGH RISK: PE TEACHER BECOMES «PARTY ANIMATOR», AND **WE ARE EDUCATORS**



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1.5. WHAT IS MEANT BY PHYSICAL EDUCATION?

# Physical Education is more than...

## SPORT

- SPORT IS A PART OF PHYSICAL EDUCATION
- PE IS COMPULSORY – SPORT IS VOLUNTARY
- PE IS UNIVERSAL – SPORT IS SELECTIVE
- **EDUCATIVE SPORT** ≠ **FEDERATED SPORT**



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1.5. WHAT IS MEANT BY PHYSICAL EDUCATION?

# Physical Education is...



“MOVEMENT IS NOT THE MOST  
IMPORTANT,

**BUT THE PERSON/STUDENT  
WHO MOVES,**

AND REACTIONS TO MOTOR  
SITUATIONS THAT HAPPENS”

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1.5. WHAT IS MEANT BY PHYSICAL EDUCATION?

## Physical Education is...

- **EXPERIMENT** AS A WAY OF PERSONAL AND SOCIAL DEVELOPMENT
- PE TEACHER SHOULD BRING A GREAT NUMBER OF **MOTOR EXPERIENCES** TO STUDENTS
- PE TEACHER SHOULD USE SPORT AS A MEANS, BUT NOT CONFUSE WITH IT

Parlebás, 2001

Lagardera y Lavega, 2003



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1. PE CONCEPT AND CONCEPTS

1.5. WHAT IS MEANT BY PHYSICAL EDUCATION?

## Physical Education is...

Blázquez, 2001

Parlebás, 2001

“AN SCHOLAR **INTERVENTION** ON STUDENTS,  
A **TEACHING-LEARNING** PROCESS WITH CLEAR CONTENTS,  
**COMPULSORY**,  
WHERE PURPOSE IS TO EDUCATE STUDENTS THROUGH **MOTOR ACTIONS**,  
WITH THE INTENTION TO CONTRIBUTE TO **BASIC COMPETENCES**,  
USING A **SPECIFIC DIDACTICS**  
AND CONTRIBUTING TO **STUDENTS GLOBAL FORMATION**.”

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2. BODY AND MOTOR DEVELOPMENT IN PE

2.1. KEY CONCEPTS

**BODY**

**MOVEMENT**

*PERSONAL DEVELOPMENT*

**BODY EDUCATION**



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2. BODY AND MOTOR DEVELOPMENT IN PE

2.1. KEY CONCEPTS

**mens  
sana  
in  
corpore  
sano**



Which could be **our**  
**objective** during PE  
lessons? Students  
body? Students mind?



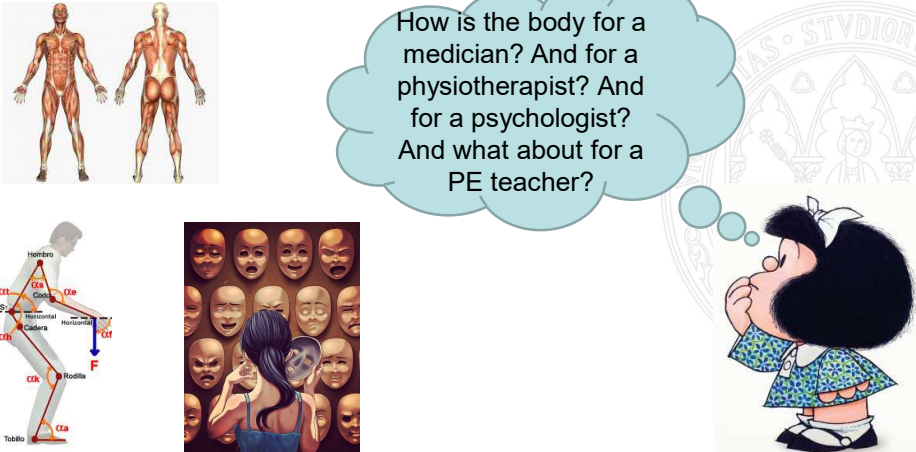
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## 2. BODY AND MOTOR DEVELOPMENT IN PE

### 2.1. KEY CONCEPTS



How is the body for a  
medician? And for a  
physiotherapist? And  
for a psychologist?  
And what about for a  
PE teacher?

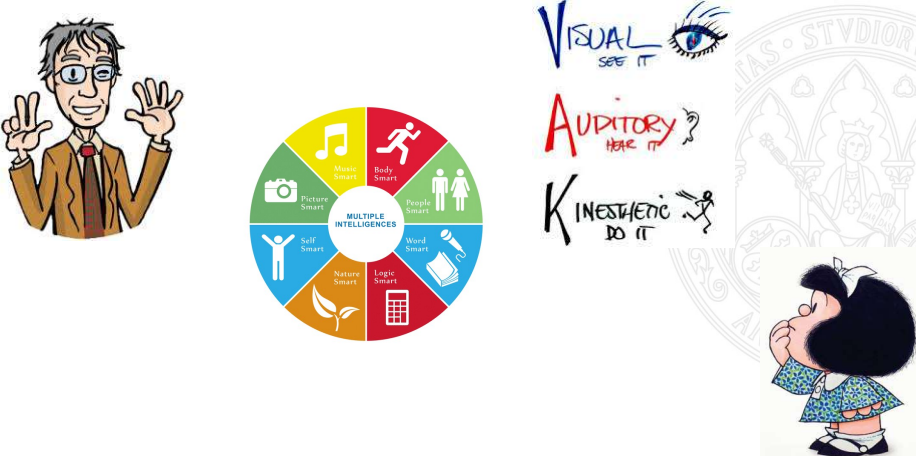
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## 2. BODY AND MOTOR DEVELOPMENT IN PE

### 2.1. KEY CONCEPTS



**VISUAL**  
SEE IT

**AUDITORY**  
HEAR IT

**KINESTHETIC**  
DO IT

**MULTIPLE INTELLIGENCES**

- Music Smart
- Body Smart
- People Smart
- World Smart
- Logic Smart
- Nature Smart
- Self Smart
- Picture Smart

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CHAPTER 1. PE THEORETICAL BASIS  
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## 2. BODY AND MOTOR DEVELOPMENT IN PE

### 2.1. KEY CONCEPTS

#### PHYSICAL EDUCATION

#### INITIAL TEACHERS FORMATION



- BIOMEDICAL TRAINING FOR TEACHERS
- PE DEPENDING ON BIOMEDICAL BODY CONCEPTION
- GREAT INFLUENCE ON TEACHING METHODS AND PE PLANNINGS

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CHAPTER 1. PE THEORETICAL BASIS  
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## 2. BODY AND MOTOR DEVELOPMENT IN PE

### 2.2. PE AND BODY CONCEPT



- Until 18th century ⇒ Body rejection from school (contents are related to mind)
- 20th century ⇒ Unitary body concept (intellectual, affective, social and motor)
- We have not a body, but **WE ARE A BODY**
- PE must **promote** all conditions and body contents

For actual PE it is more important to play with your body than that body armony (Blázquez 2011). Contents are related to express, to free, more than to train students body.

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## 2. BODY AND MOTOR DEVELOPMENT IN PE

### 2.2. PE AND BODY CONCEPT

| Body concept                          | Influence on PE  |
|---------------------------------------|--|
| Medical: anatomical concept           | <u>Analytic activities</u> , controle by muscles involved in every motor action.   |
| Medical: physiologycal concept        | <u>Natural activities</u> , «gimnasias sueca» and rhythms. Training methods.   |
| Biomechanical                         | Sports activities based on physics studies, adapted to <u>sport moviement</u> .  |
| Social Sciences                       | Conception less mechanicist. Appear of psicomotricity (motor skills) from <u>Le Boulch</u> based on corporal experimentation and Sociomotricity from <u>Parlebas</u> , based on interaction with other students during activities. |
| Today: inclusive and subjective model | Activities based on personal experiences: ideas, emotions, feelings.   |

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## 2. BODY AND MOTOR DEVELOPMENT IN PE

### 2.2. PE AND BODY CONCEPT

| Body concept                          | Influence  |
|---------------------------------------|--|
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## 2. BODY AND MOTOR DEVELOPMENT IN PE

### 2.2. PE AND BODY CONCEPT

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| Biomechanical                         | Sports activities based on physics studies, adapted to <u>sport moviement</u> .  |
| Social Sciences                       | Conception less mechanicist. Appear of psicomotricity (motor skills) from Le Boulch based on corporal experimentation and Sociomotricity from Parlebas , based on interaction with other students during activities. |
| Today: inclusive and subjective model | Activities based on personal experiences: ideas, emotions, feelings.   |

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CHAPTER 1. PE THEORETICAL BASIS  
THEME 1. PE THEORETICAL FUNDAMENTS

UNIVERSIDAD DE  
MURCIA

## 2. BODY AND MOTOR DEVELOPMENT IN PE

### 2.2. PE AND BODY CONCEPT

| Body concept                          | Influence  |
|---------------------------------------|--|
| Medical: anatomical concept           | <u>Analytic activities</u> , controle by muscles involved in every motor action.   |
| Medical: physiologycal concept        | <u>Natural activities</u> , «gimnasias sueca» and rhythms. Training methods.   |
| <b>Biomechanical</b>                  | <b>Sports activities based on physics studies, adapted to sport moviement.</b>   |
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CHAPTER 1. PE THEORETICAL BASIS  
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## 2. BODY AND MOTOR DEVELOPMENT IN PE

### 2.2. PE AND BODY CONCEPT

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| <b>Social Sciences</b>            | <b>Conception less mechanicist. Appear of psicomotricity (motor skills) from Le Boulch based on corporal experimentation and Sociomotricity from Parlebas , based on interaction with other students during activities.</b> |
| Hoy: modelo integrado y subjetivo | Actividades basadas en la vivencia y en la <u>experiencia personal</u> , ideas, emociones, deseos,  |

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CHAPTER 1. PE THEORETICAL BASIS  
THEME 1. PE THEORETICAL FUNDAMENTS

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MURCIA

## 2. BODY AND MOTOR DEVELOPMENT IN PE

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CHAPTER 1. PE THEORETICAL BASIS  
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## 2. BODY AND MOTOR DEVELOPMENT IN PE

### 2.2. PE AND BODY CONCEPT



MEDICAL

PHYSIOLOGICAL

BIOMECHANICAL

SOCIAL SCIENCES

INCLUSIVE MODEL



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CHAPTER 1. PE THEORETICAL BASIS  
THEME 1. PE THEORETICAL FUNDAMENTS

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## 3. PHYSICAL EDUCATION PARADIGMS



1. DOCUMENT READING
2. DEFINE **PARADIGM**, FROM PHYSICAL EDUCATION POINT OF VIEW
3. TO IDENTIFY **THREE KEY CONCEPTS** FROM YOUR SELECTED PARADIGM
4. IN THE TASK DESCRIBED IN THE PAPER, STATE **WHAT WOULD BE MOST IMPORTANT** FOR A TEACHER IN TERMS OF THE SELECTED PARADIGM
5. TO COLLECT **THE MOST IMPORTANT IDEAS** FROM THE OTHER PARADIGMS



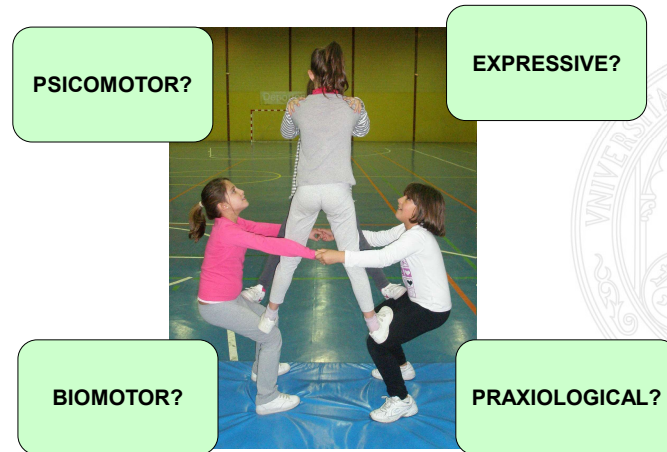
COMPLETE AND UPLOAD  
YOUR TASK **TODAY** AT AULA  
VIRTUAL

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PHYSICAL EDUCATION PARADIGMS

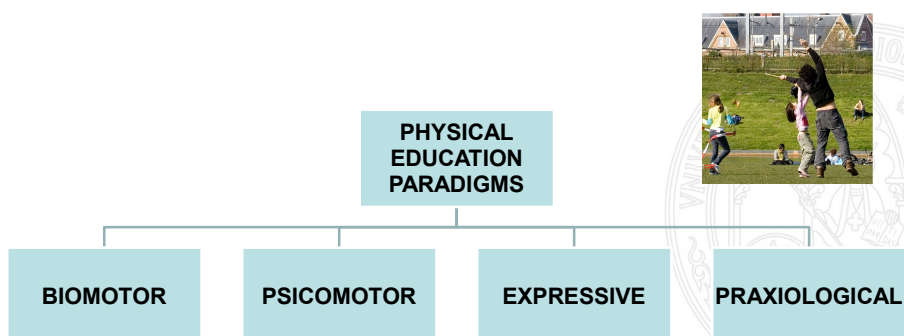


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PHYSICAL EDUCATION PARADIGMS



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CHAPTER 1. PE THEORETICAL BASIS  
THEME 1. PE THEORETICAL FUNDAMENTALS

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## PHYSICAL EDUCATION PARADIGMS

### BIOMOTOR PARADIGM

#### MOVEMENT



#### PHYSIOLOGY

#### ANATOMY

#### BIOMECHANICS

- Develops biological fitness.
- Seeks the highest performance of the body.
- Teaching based on the champion model.
- Competitive sport.
- Is present in gymnastic and sporting learning..

#### Weak Point:

Lack of motivation on many students to achieve these goals

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## PHYSICAL EDUCATION PARADIGMS

### PSICOMOTOR PARADIGM

#### BODY SCHEME



#### BIOMECHANICS

#### PHYSIOLOGY

#### ANATOMY

#### EXPERIENCES

#### PERSONALITY

- The subjective body appears.
- Le Boulch, leading author. Development of coordination, balance, lateralisation, perception.
- Model based on experimentation with the subject's own possibilities. Focused on the learner.
- Focuses on the process of T/L and not on the result.

**Weak point:** complexity in assessing qualitative methods

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## PHYSICAL EDUCATION PARADIGMS

### EXPRESSIVE PARADIGM

#### THE COMMUNICATIVE DIMENSION OF MOVEMENT



- They define this movement as the first movement after the reflex.
- The first non-reflex movements are expressive.
- It causes insecurity as they are not conventional or previously technical movements.
- Non-directive teaching based on lived experience.
- It is based on the creativity and aesthetics of movement.

**Weak point:**  
does not have a clear and defined purpose. The teacher is the protagonist.

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## PHYSICAL EDUCATION PARADIGMS

### PRAXIOLOGICAL PARADIGM

Parlebas

#### BASED ON INTERNAL LOGIC



- Each practice has a relational structure
- It conceives problems as complex totalities (time, materials, relations between players and space).
- Reality is constructed in a complex and interactive way that only makes sense as a totality.
- Sports and games represent a praxeological system.

We all perform the same motor actions when the basketball is put into action (shooting, passing, dribbling, etc.), but each of us performs motor behaviors adjusted to our abilities, training, experiences and motivation.

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**PRIMARY EDUCATION  
DEGREE**

**PHYSICAL EDUCATION IN  
PRIMARY EDUCATION I**

Theoretical Lesson  
Week 4 –October 2024

UNIVERSIDAD DE  
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**CHAPTER 1. PE THEORETICAL BASIS**  
**THEME 1. PE THEORETICAL FUNDAMENTS**

**0. INTRODUCTION**

**CURRENT SOCIAL CONTEXT**


**Hunger in Africa:  
The Situation is Serious**

Grading of countries in Africa according  
to the World Hunger Index 2021



Source: Welthungerhilfe

statista



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CHAPTER 1. PE THEORETICAL BASIS  
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UNIVERSIDAD DE MURCIA

0. INTRODUCTION

CURRENT SOCIAL CONTEXT

**Hunger in Africa: The Situation is Serious**  
Grading of countries in Africa according to the World Hunger Index 2021



2018 2030



AND THIS... HOW CAN WE SOLVE IT?



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CHAPTER 1. PE THEORETICAL BASIS  
THEME 1. PE THEORETICAL FUNDAMENTS

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0. INTRODUCTION

THE SUSTAINABLE DEVELOPMENT GOALS




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CHAPTER 1. PE THEORETICAL BASIS  
THEME 1. PE THEORETICAL FUNDAMENTALS


0. INTRODUCTION

THE SUSTAINABLE DEVELOPMENT GOALS



WHAT ABOUT PHYSICAL EDUCATION?

WHAT ROLE CAN EDUCATION PLAY TO CONTRIBUTE TO THE SDGS?



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SUSTAINABLE DEVELOPMENT GOALS



La LOMLOE (2020), en su preámbulo señala que se “reconoce la importancia de atender al desarrollo sostenible de acuerdo con lo establecido en la **Agenda 2030**. Así, la educación para el desarrollo sostenible y la ciudadanía mundial ha de incardinarse en los planes y programas educativos de la totalidad de la enseñanza obligatoria, incorporando los conocimientos, capacidades, valores y actitudes que necesitan todas las personas para vivir una vida fructífera, adoptar decisiones fundamentadas y asumir un papel activo –tanto en el ámbito local como mundial– a la hora de afrontar y resolver los problemas comunes a todos los ciudadanos del mundo”.

GOBIERNO DE ESPAÑA  
MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

**LOMLOE**

Revista Española de Educación Física y Deportes (REEFD)  
Número 437(1) 2023

**La Educación Física para el Desarrollo Sostenible: un enfoque práctico para integrar la sostenibilidad desde la Educación Física**

**Physical Education for Sustainable Development: a practical approach to integrate sustainability from Physical Education**

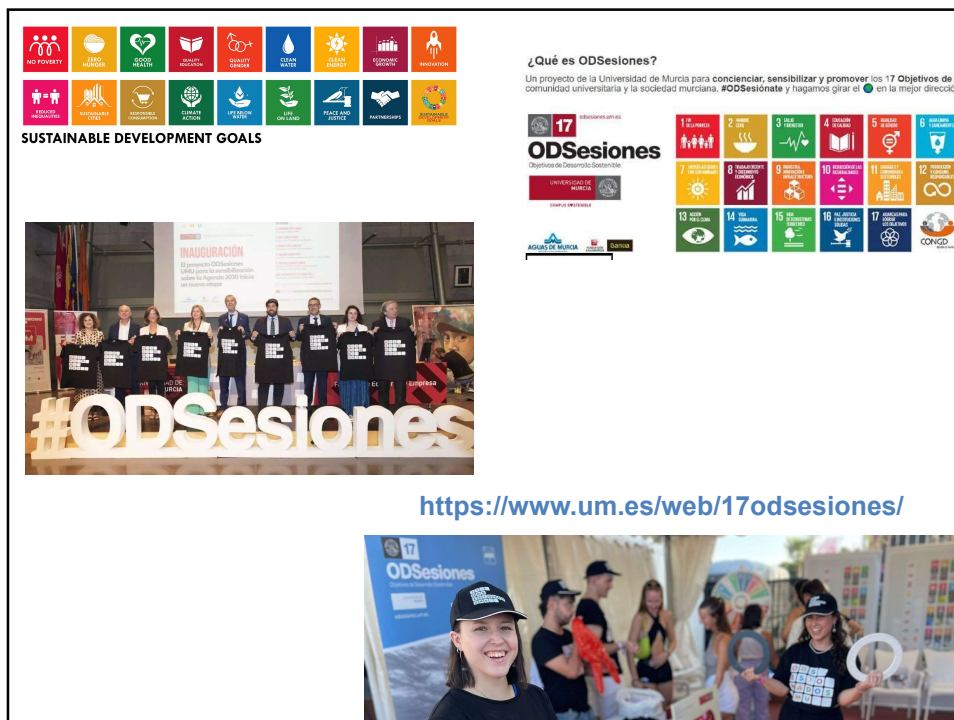
Salvador Baena-Morales<sup>1</sup>, Julio Barrachina Peris<sup>2</sup>, Salvador García-Martínez<sup>3</sup>, Sixto González-Villoria<sup>4</sup> y Alberto Ferriz-Valero<sup>5</sup>

<sup>1</sup>Departamento de Didáctica general y Didácticas Específicas, Facultad de Educación, Grupo de investigación EDUCAPHYS, Universidad de Alicante (España)

<sup>2</sup>Departamento de Didáctica de la Educación Física, Artística y Música, Facultad de Educación de Albacete, Grupo de investigación EDAF, Universidad de Castilla-La Mancha

<sup>3</sup>Autor para correspondencia: [salvador.baena@ua.es](mailto:salvador.baena@ua.es)

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**SUSTAINABLE DEVELOPMENT GOALS**

**¿Qué es ODSesiones?**  
Un proyecto de la Universidad de Murcia para concienciar, sensibilizar y promover los 17 Objetivos de Desarrollo Sostenible en la comunidad universitaria y la sociedad murciana. #ODSesiónate y hagamos girar el mundo en la mejor dirección.

**17 ODSesiones**  
Objetivos de Desarrollo Sostenible

<https://www.um.es/web/17odsiones/>

**#ODSesiones**

Un grupo de personas posando con un cartel que dice #ODSesiones.

Un grupo de personas posando con un cartel que dice #ODSesiones.

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**CHAPTER 1. PE THEORETICAL BASIS**  
**THEME 1. PE THEORETICAL FUNDAMENTS**

**UNIVERSIDAD DE MURCIA**

**1. PROPOSALS FOR THE DEVELOPMENT OF THE SDGs IN PRIMARY EDUCATION**

**ZERO WASTE PLAYGROUND – COLEGIO SAN BUENAVENTURA CAPUCHINOS MURCIA**



Un grupo de niños jugando en un patio con muchos recipientes de plástico y vidrio.

Un grupo de niños jugando en un patio con muchos recipientes de plástico y vidrio.

Un grupo de niños jugando en un patio con muchos recipientes de plástico y vidrio.

Un grupo de niños jugando en un patio con muchos recipientes de plástico y vidrio.

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**CHAPTER 1. PE THEORETICAL BASIS**  
**THEME 1. PE THEORETICAL FUNDAMENTS**

UNIVERSIDAD DE MURCIA

**1. PROPOSALS FOR THE DEVELOPMENT OF THE SDGS IN PRIMARY EDUCATION**



**Cuidados del Turia**

Colegio: ICFP Alameda Marqués (Orihuela)  
 Aulas: 6º de Primaria  
 Alumnos: 28  
 Profesores: 14

**CUIDADOS DEL TURIA**

**RETO: COLABORAR CON PERSONAS CON ENFERMEDAD MENTAL EN SU TAREA DE CUIDADO Y CONSERVACIÓN DEL RÍO TURIA**

Después de conocer los ODS, decidimos que queríamos hacer una acción que tuviera que ver con el medio ambiente. En clase estudiamos los tipos de contaminación y qué cosas podemos hacer nosotros y en el colegio para reducir el impacto negativo de nuestras acciones.

Contactamos con la Coordinadora de Bomberos del Turia para realizar una actividad medioambiental en el Parque Natural del Turia, en la que colaboramos con personas que presentan algún trastorno en salud mental de la asociación Altopera, en su labor de mantenimiento del río.

En clase conocimos las características de las personas que presentan estas personas, así como los beneficios que tiene para ellas la convivencia, compartir tareas y hacer cosas juntas a otras personas.

<https://aulasods.com/>

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**CHAPTER 1. PE THEORETICAL BASIS**  
**THEME 1. PE THEORETICAL FUNDAMENTS**

UNIVERSIDAD DE MURCIA



**Participan:**  
 Aulas de 6º de Primaria

28 alumnos  
 14 profesores

**Aulas ODS**

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CHAPTER 1. PE THEORETICAL BASIS  
THEME 1. PE THEORETICAL FUNDAMENTS

UNIVERSIDAD DE MURCIA

1. PROPOSALS FOR THE DEVELOPMENT OF THE SDGS IN PRIMARY EDUCATION

CAN WE LINK THIS EXPERIENCE TO THE AREA OF PHYSICAL EDUCATION?

CUIDADOS DEL TURIA

<https://aulasods.com/>

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CHAPTER 1. PE THEORETICAL BASIS  
THEME 1. PE THEORETICAL FUNDAMENTS

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1. PROPOSALS FOR THE DEVELOPMENT OF THE SDGS IN PRIMARY EDUCATION

POR UN BARRIO MÁS LIMPIO

<https://aulasods.com/>

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CHAPTER 1. PE THEORETICAL BASIS  
THEME 1. PE THEORETICAL FUNDAMENTS

1. PROPOSALS FOR PRIMARY EDUCATION

CAN WE LINK THIS EXPERIENCE TO THE AREA OF PHYSICAL EDUCATION?

POR UN BARRIO MÁS LIMPIO

RETO: CAMPAÑA DE SENSIBILIZACIÓN PARA LA MEJORA DE LA LIMPIEZA EN EL BARRIO

Alumnos: 15 Profesores: 17

3 días de trabajo 4 horas de trabajo 11 sesiones de trabajo

¿por qué? Los padres, voluntarios, alumnos.

Proyecto

Entrevistas entre

Objetivo

<https://aulasods.com/>

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## 1. PROPOSALS FOR THE DEVELOPMENT OF THE SDGS IN PRIMARY EDUCATION



### TASK 3



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## 1. PROPOSALS FOR THE DEVELOPMENT OF THE SDGS IN PRIMARY EDUCATION

1. ACCESS THE DOCUMENT "170 DAILY ACTIONS TO TRANSFORM OUR WORLD" BY CLICKING ON THE FOLLOWING LINK: [170 SDG ACTIONS](#)
2. READ CAREFULLY THE DAILY ACTIVITIES PROPOSED **FOR THE TWO "SDGS"** THAT CORRESPOND TO YOUR AREA OF INTEREST
3. DESIGN **ONE ACTIVITY** TO BE CARRIED OUT IN PRIMARY SCHOOL THAT DEVELOPS AT LEAST ONE "DAILY ACTION" OF EACH OF THE SDGS YOU HAVE BEEN ASSIGNED. THE ACTIVITY MUST MEET THE FOLLOWING CONDITIONS:
  - INVOLVE AT LEAST THE SUBJECT OF PHYSICAL EDUCATION **AND ONE OTHER SUBJECT.**
  - INVOLVE AN **AGENT OUTSIDE THE SCHOOL** (ASSOCIATIONS, PROFESSIONALS, ETC.).
4. EXPOSURE TO THE REST OF THE CLASSMATES



COMPLETE AND  
UPLOAD YOUR TASK  
**TODAY** AT AULA  
VIRTUAL

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**CHAPTER 1. PE THEORETICAL BASIS**  
**THEME 1. PE THEORETICAL FUNDAMENTS**

UNIVERSIDAD DE MURCIA

| GROUP | SDG                                       | SDG                                   |
|-------|---|---------------------------------------|
| 1     | 1 FIN DE LA POBREZA                       | 2 HAMBRE CERO                         |
| 2     | 4 EDUCACIÓN DE CALIDAD                    | 5 IGUALDAD DE GÉNERO                  |
| 3     | 6 AGUA LIMPIA Y SANEAMIENTO               | 7 ENERGÍA ASEQUIBLE Y NO CONTAMINANTE |
| 4     | 8 TRABAJO DECENTE Y CRECIMIENTO ECONÓMICO | 10 REDUCCIÓN DE LAS DESIGUALDADES     |
| 5     | 11 CIUDADES Y COMUNIDADES SOSTENIBLES     | 13 ACCIÓN POR EL CLIMA                |
| 6     | 14 VIDA SUBMARINA                         | 15 VIDA DE ECOSISTEMAS TERRESTRES     |

**TASK 3**

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How to participate?

Exit

1 Go to [wooclap.com](https://wooclap.com)

2 Enter the event code in the top banner

Event code **NEKUMP**

1 Send @NEKUMP to 986 08 06 74

2 You can participate

wooclap

Questions / 5 Messages 100 %

0

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### 3. WEBGRAPHY

<https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/>

<https://aulasods.com/>

<http://prodiversaods.eu/>



**PRIMARY EDUCATION  
DEGREE**

**PHYSICAL EDUCATION IN  
PRIMARY EDUCATION I**

Theoretical Lesson  
Week 5 – October 2024

UNIVERSIDAD DE  
MURCIA

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**PHYSICAL EDUCATION IN PRIMARY EDUCATION I**

**CHAPTER 2. PHYSICAL EDUCATION  
CURRICULUM**

José Vicente García Jiménez PhD  
University of Murcia - Spain

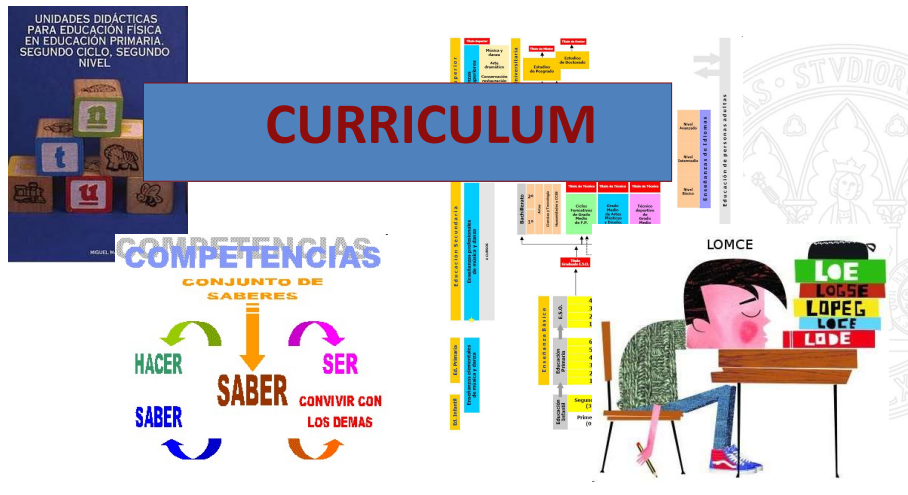
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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

UNIVERSIDAD DE  
MURCIA

### THEME 1. PE CURRICULUM ELEMENTS

#### 1. PHYSICAL EDUCATION AREA



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

UNIVERSIDAD DE  
MURCIA

### THEME 1. PE CURRICULUM ELEMENTS

#### 1. PHYSICAL EDUCATION AREA



**Maestra de pueblo**  
@maestrdepueblo

ChatGPT, explícame la LOMLOE.

[Translate post](#)



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### THEME 1. PE CURRICULUM ELEMENTS

#### 1. PHYSICAL EDUCATION AREA

##### CURRICULUM ELEMENTS

- WHY TO TEACH? → Key competences / Specific competences
- WHAT TO TEACH? → Basic Knowledges
- WHEN TO TEACH? → Time management
- HOW TO TEACH? → Didactic intervention
- WHAT, HOW AND WHEN TO ASSESS? → Evaluation criteria



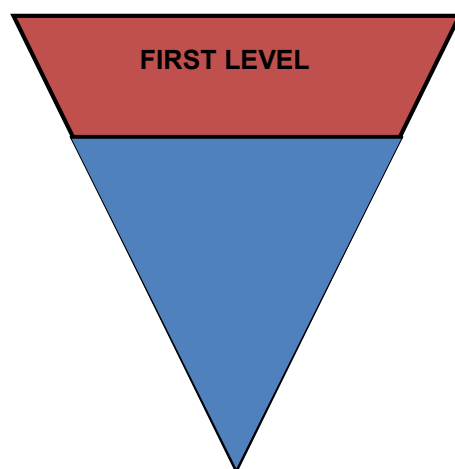
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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### THEME 1. PE CURRICULUM ELEMENTS

#### 1. PHYSICAL EDUCATION AREA



• LOMLOE 2022

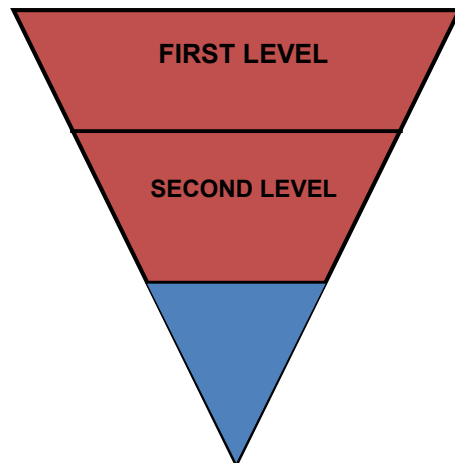
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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### THEME 1. PE CURRICULUM ELEMENTS

#### 1. PHYSICAL EDUCATION AREA



• LOMLOE 2022

• SCHOOL CURRICULAR  
PROJECT

*Proyecto Curricular de Centro (PCC)*

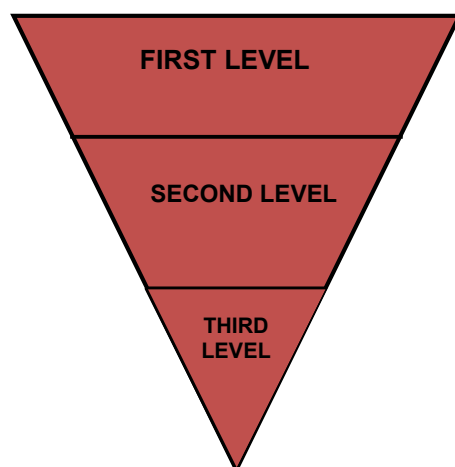
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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### THEME 1. PE CURRICULUM ELEMENTS

#### 1. PHYSICAL EDUCATION AREA



• LOMLOE 2022

• SCHOOL CURRICULAR  
PROJECT

• COURSE SYLLABUS

*Programación de Aula (PA)*



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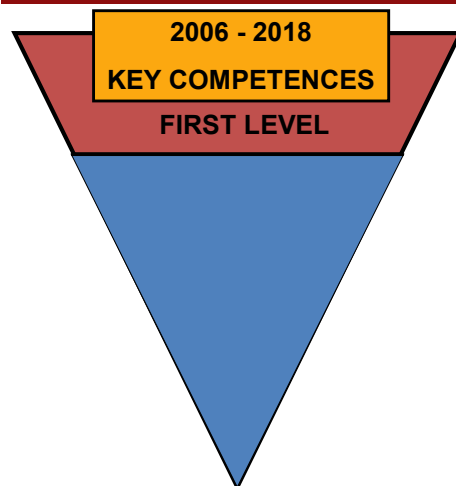


## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### THEME 1. PE CURRICULUM ELEMENTS

#### 2. KEY COMPETENCES



LOMLOE 2022

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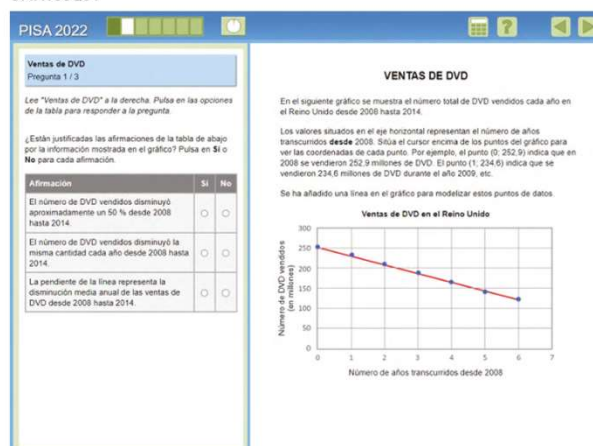
## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### THEME 1. PE CURRICULUM ELEMENTS

#### 2. KEY COMPETENCES

CMA106Q01



PISA TEST – 2022  
MATHS

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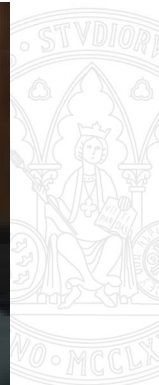
**CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS**

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**THEME 1. PE CURRICULUM ELEMENTS**

**2. KEY COMPETENCES**

**WHAT ARE THE KEY COMPETENCES?**



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**CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS**

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**THEME 1. PE CURRICULUM ELEMENTS**

**2. KEY COMPETENCES**

**WHAT ARE THE KEY COMPETENCES?**



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CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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THEME 1. PE CURRICULUM ELEMENTS

2. KEY COMPETENCES

1. WHAT ARE THE COMPETENCES?



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CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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THEME 1. PE CURRICULUM ELEMENTS

2. KEY COMPETENCES

2. WHAT ARE THE **KEY COMPETENCES** ?



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**CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS**

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**THEME 1. PE CURRICULUM ELEMENTS**

**2. KEY COMPETENCES**

**3. CAN OUR STUDENTS ACHIEVE KEY COMPETENCES THROUGH EDUCATIVE SYSTEM?**



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**CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS**

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**THEME 1. PE CURRICULUM ELEMENTS**

**2. KEY COMPETENCES**

**4. WHICH ARE THE KEY COMPETENCES ?**



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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MURCIA

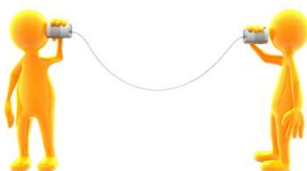
### THEME 1. PE CURRICULUM ELEMENTS

## 2. KEY COMPETENCES

### 4. WHICH ARE THE KEY COMPETENCES?

#### 1. LITERACY COMPETENCE

“Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way”



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### THEME 1. PE CURRICULUM ELEMENTS

## 2. KEY COMPETENCES

### 4. WHICH ARE THE KEY COMPETENCES?

#### 2. MULTILINGUAL COMPETENCE

“This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one’s wants or needs.”



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CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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THEME 1. PE CURRICULUM ELEMENTS

2. KEY COMPETENCES

4. WHICH ARE THE KEY COMPETENCES?

3. MATHEMATICAL COMPETENCE AND COMPETENCE  
IN SCIENCE, TECHNOLOGY, ENGINEERING (STEAM)

“Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations”



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CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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THEME 1. PE CURRICULUM ELEMENTS

2. KEY COMPETENCES

4. WHICH ARE THE KEY COMPETENCES?

4. DIGITAL COMPETENCE

“Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society”



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CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

UNIVERSIDAD DE  
MURCIA

THEME 1. PE CURRICULUM ELEMENTS

2. KEY COMPETENCES

4. WHICH ARE THE KEY COMPETENCES?

5. PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE

**“Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one’s own learning and career”**



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CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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THEME 1. PE CURRICULUM ELEMENTS

2. KEY COMPETENCES

4. WHICH ARE THE KEY COMPETENCES?

6. CITIZENSHIP COMPETENCE

**“Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability**



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### THEME 1. PE CURRICULUM ELEMENTS

#### 2. KEY COMPETENCES

#### 4. WHICH ARE THE KEY COMPETENCES?

#### 7. ENTREPRENEURSHIP COMPETENCE

“Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value”



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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MURCIA

### THEME 1. PE CURRICULUM ELEMENTS

#### 2. KEY COMPETENCES

#### 4. WHICH ARE THE KEY COMPETENCES?

#### 8. CULTURAL AWARENESS AND EXPRESSION

“Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms”



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### THEME 1. PE CURRICULUM ELEMENTS

## 2. KEY COMPETENCES

### 4. WHICH ARE THE KEY COMPETENCES?

#### HOW CAN WE SOLVE THIS PROBLEM?

- Asking for help? **LINGUISTIC**
- Using your GPS system? **DIGITAL**
- Orienteering? **SCIENCE COMPETENCE**
- Remembering the map you saw at your hotel? **LEARNING TO LEARN**



Navarro Elbal, 2011

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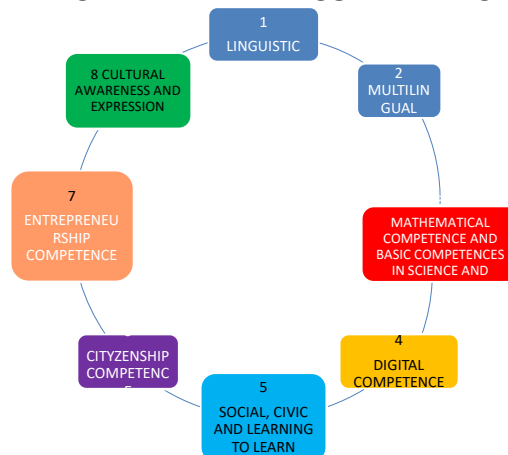
## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### THEME 1. PE CURRICULUM ELEMENTS

## 2. KEY COMPETENCES

### 4. WHICH ARE THE KEY COMPETENCES?



WHAT ABOUT  
PHYSICAL  
EDUCATION!!



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**THEME 1. PE CURRICULUM ELEMENTS**

**2. KEY COMPETENCES**

**PE CONTRIBUTION TO KEY COMPETENCES  
DEVELOPMENT**



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**THEME 1. PE CURRICULUM ELEMENTS**

**2. KEY COMPETENCES**

**HOW CAN STUDENTS DEVELOP KEY COMPETENCES ?**

**THROUGH DIFFERENT SUBJECTS**

**THROUGH NON CURRICULAR ACTIVITIES**

**THROUGH EDUCATIVE COMMUNITY**

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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

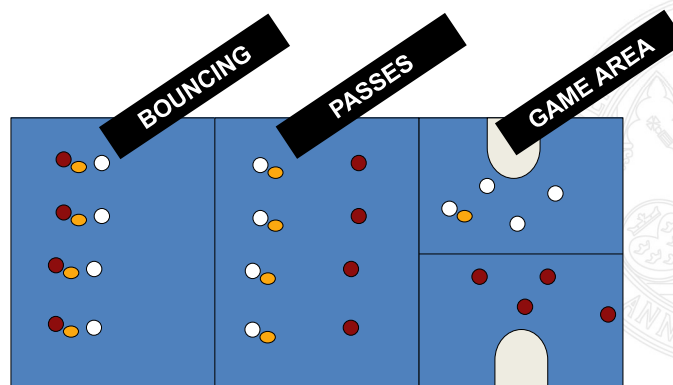
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### THEME 1. PE CURRICULUM ELEMENTS

#### UNIT 5. BASKETBALL

6TH YEAR:

- CIRCUIT – THREE AREAS – 3 GROUPS OF THREE STUDENTS – 12 MINUTES FOR EVERY EXERCISE.



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### THEME 1. PE CURRICULUM ELEMENTS

#### UNIT 5. BASKETBALL – 6TH YEAR – KEY COMPETENCES

| COMPETENCE                             | HOW DO WE WORK IT? | HOW DO WE ASSESS IT? |
|--|--------------------|----------------------|
| 5. Social, civic and learning to learn |                    |                      |
| 1. Linguistic                          |                    |                      |
| 2. Mathematical                        |                    |                      |

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**CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS**

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**THEME 1. PE CURRICULUM ELEMENTS**

**UNIT 5. BASKETBALL – 6TH YEAR – KEY COMPETENCES**

| COMPETENCE                                    | HOW DO WE WORK IT?  | HOW DO WE ASSESS IT?  |
|---|---|---|
| <b>5. Social, civic and Learning to Learn</b> | <ul style="list-style-type: none"> <li>- Asking students about their motor actions</li> <li>- Asking for students to prepare exercise for training basketball skills</li> </ul> | - Individually or in groups, paying attention to motor actions during the game. |
| 1. Linguistic                                 |   |   |
| 2. Mathematical                               |   |   |

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**THEME 1. PE CURRICULUM ELEMENTS**

**UNIT 5. BASKETBALL – 6TH YEAR – KEY COMPETENCES**

| COMPETENCE                                    | HOW DO WE WORK IT?  | HOW DO WE ASSESS IT?  |
|---|---|---|
| <b>5. Social, Civic and Learning to Learn</b> | <ul style="list-style-type: none"> <li>- Asking students about their motor actions</li> <li>- Asking for students to prepare exercise for training basketball skills</li> </ul> | - Individually or in groups, paying attention to motor actions during the game. |
| 1. Linguistic                                 |   |   |
| 2. Mathematical                               |   |   |

¿?

¿?

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THEME 1. PE CURRICULUM ELEMENTS

# TASK 4

## ACTIVITIES FOR WORKING KEY COMPETENCES



COMPLETE AND UPLOAD  
YOUR TASK **TODAY** AT AULA  
VIRTUAL

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CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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THEME 1. PE CURRICULUM ELEMENTS

| GROUP | YEAR | 1st KEY | 2nd KEY |
|-------|------|---------|---------|
| 1     | 1    | 1       | 8       |
| 2     | 2    | 2       | 7       |
| 3     | 3    | 3       | 6       |
| 4     | 4    | 4       | 5       |
| 5     | 5    | 5       | 4       |
| 6     | 6    | 4       | 5       |
| 7     | 1    | 1       | 2       |
| 8     | 2    | 3       | 4       |
| 9     | 4    | 5       | 6       |
| 10    | 5    | 7       | 8       |

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**THEME 1. PE CURRICULUM ELEMENTS**

| GROUP | YEAR    | KEY 1      | KEY 8    |
|-------|---------|------------|----------|
| 1     | 1º YEAR | LINGUISTIC | CULTURAL |



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**THEME 1. PE CURRICULUM ELEMENTS**

| GROUP | YEAR | KEY 2        | KEY 7            |
|-------|------|--------------|------------------|
| 2     | 2º   | MULTILINGUAL | ENTREPRENEURSHIP |



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**THEME 1. PE CURRICULUM ELEMENTS**

| GROUP | YEAR | KEY 3 | KEY 5            |
|-------|------|-------|------------------|
| 3     | 3º   | STEAM | SOCIAL AND CIVIC |



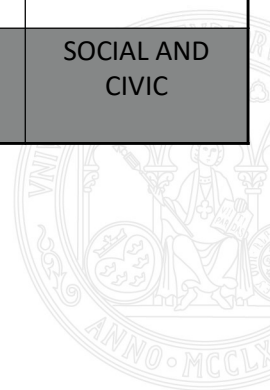
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**THEME 1. PE CURRICULUM ELEMENTS**

| GROUP | YEAR | KEY 4             | KEY 5            |
|-------|------|-------------------|------------------|
| 4     | 4º   | LEARNING TO LEARN | SOCIAL AND CIVIC |



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**CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS**

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**THEME 1. PE CURRICULUM ELEMENTS**

| GROUP | YEAR | KEY 5            | KEY 4             |
|-------|------|------------------|-------------------|
| 5     | 5º   | SOCIAL AND CIVIC | LEARNING TO LEARN |



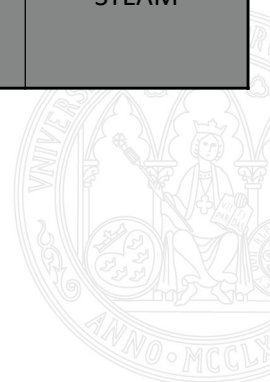
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MURCIA

**THEME 1. PE CURRICULUM ELEMENTS**

| GROUP | YEAR | KEY 1      | KEY 3 |
|-------|------|------------|-------|
| 6     | 6º   | LINGUISTIC | STEAM |



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**THEME 1. PE CURRICULUM ELEMENTS**

| GROUP | YEAR | KEY 1      | KEY 2        |
|-------|------|------------|--------------|
| 7     | 1º   | LINGUISTIC | MULTILINGUAL |



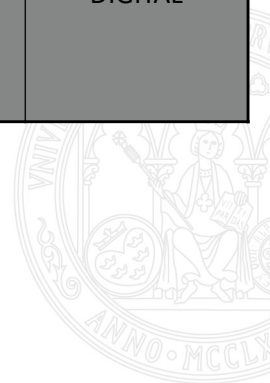
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**THEME 1. PE CURRICULUM ELEMENTS**

| GROUP | YEAR | KEY 3 | KEY 4   |
|-------|------|-------|---------|
| 8     | 2º   | STEAM | DIGITAL |



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**THEME 1. PE CURRICULUM ELEMENTS**

| GROUP | YEAR | KEY 5  | KEY 6   |
|-------|------|--------|---------|
| 9     | 4º   | SOCIAL | CITIZEN |



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**THEME 1. PE CURRICULUM ELEMENTS**

| GROUP | YEAR | KEY 7            | KEY 8    |
|-------|------|------------------|----------|
| 10    | 5º   | ENTREPRENEURSHIP | CULTURAL |



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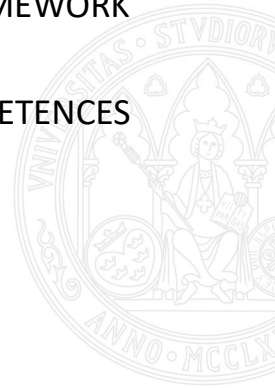
**CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS**

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**THEME 1. PE CURRICULUM ELEMENTS**

## **CONCLUSSIONS:**

- KEY COMPETENCES – EUROPEAN FRAMEWORK
- TRANSVERSE NATURE
- PE – GREAT WAY TO WORK KEY COMPETENCES



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**THEME 1. PE CURRICULUM ELEMENTS**



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**THEME 1. PE CURRICULUM ELEMENTS**

**RECOMMENDED BIBLIOGRAPHY:**

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- <http://keyconet.eun.org/key-competences>
- <https://efcompetencial.com/>
- <http://www.tareascbb.es/>

**PRIMARY EDUCATION  
DEGREE**

**PHYSICAL EDUCATION IN  
PRIMARY EDUCATION I**

Theoretical Lesson  
Weeks 6-7-8 – November 2024

UNIVERSIDAD DE  
MURCIA

1

**PHYSICAL EDUCATION IN PRIMARY EDUCATION I**

**CHAPTER 2. PHYSICAL EDUCATION  
CURRICULUM: ELEMENTS AND BASIC  
KNOWLEDGES**

José Vicente García Jiménez PhD  
University of Murcia - Spain

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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM

UNIVERSIDAD DE  
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## THEME 1. PE CURRICULUM ELEMENTS

## STAGE OBJECTIVES – RD 157/2022 SPAIN

**R.D. 157/2022**

**La Educación Primaria contribuirá a desarrollar en los niños y las niñas las siguientes capacidades:**

- a) Conocer y apreciar los valores y las normas de convivencia, aprender a obrar de acuerdo con ellas, prepararse para el ejercicio activo de la ciudadanía y respetar los derechos humanos, así como el pluralismo propio de una sociedad democrática.
- b) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y de responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, y espíritu emprendedor.
- c) Adquirir habilidades para la prevención y para la resolución pacífica de conflictos, que les permitan desenvolverse con autonomía en el ámbito familiar y doméstico, así como en los grupos sociales con los que se relacionan.
- d) Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres y la no discriminación de personas con discapacidad.
- e) Conocer y utilizar de manera apropiada la lengua castellana y, si la hubiere, la lengua cooficial de la Comunidad Autónoma y desarrollar hábitos de lectura.
- f) Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.

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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM

UNIVERSIDAD DE  
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## THEME 1. PE CURRICULUM ELEMENTS

## STAGE OBJECTIVES – RD 157/2022 SPAIN

**R.D. 286/2007 Objetivos de Etapa para Educación Primaria**

**La Educación Primaria contribuirá a desarrollar en los niños y las niñas las siguientes capacidades:**

- g) Desarrollar las competencias matemáticas básicas e iniciarse en la resolución de problemas que requieran la realización de operaciones elementales de cálculo, conocimientos geométricos y estimaciones, así como ser capaces de aplicarlos a las situaciones de su vida cotidiana.
- h) Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.
- i) Iniciarse en la utilización, para el aprendizaje, de las Tecnologías de la Información y la Comunicación desarrollando un espíritu crítico ante los mensajes que reciben y elaboran.
- j) Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.
- k) Valorar la higiene y la salud, aceptar el propio cuerpo y el de los otros, respetar las diferencias y utilizar la educación física y el deporte como medios para favorecer el desarrollo personal y social.**
- l) Conocer y valorar los animales más próximos al ser humano y adoptar modos de comportamiento que favorezcan su cuidado.
- m) Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como una actitud contraria a la violencia, a los prejuicios de cualquier tipo y a los estereotipos sexistas.
- n) Fomentar la educación vial y actitudes de respeto que incidan en la prevención de los accidentes de tráfico.

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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: LOMLOE 2022.

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## 2. PHYSICAL EDUCATION - CURRICULUM.

## BASIC KNOWLEDGES

**BASIC KNOWLEDGES** ARE KNOWLEDGE, SKILLS AND ATTITUDES THAT CONSTITUTE THE CONTENTS OF AN AREA AND WHOSE LEARNING IS NECESSARY FOR THE ACQUISITION OF THE SPECIFIC COMPETENCES.

- They are organized in CATEGORIES:



- What TO KNOW, **concepts**
- What to KNOW HOW, **procedures**
- How TO BE, **attitudes**

THE BASIC KNOWLEDGE DOES NOT CORRESPOND TO A SINGLE CONTENT, BUT MUST BE PRESENT IN ALL DIDACTIC UNITS OR LEARNING SITUATIONS.

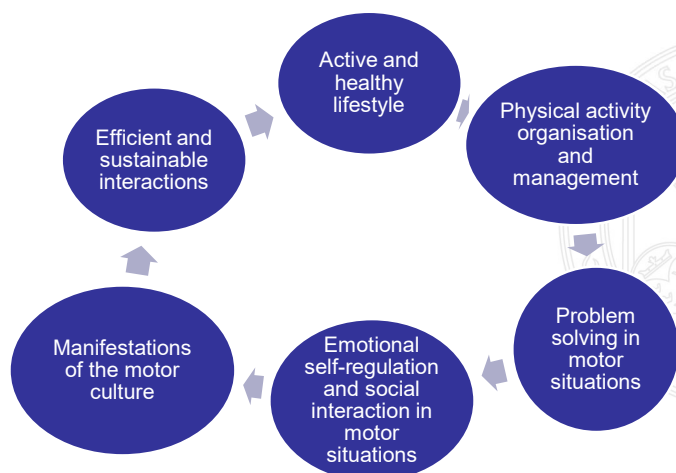
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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: LOMLOE 2022.

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## 2. PHYSICAL EDUCATION - CURRICULUM.

## BASIC KNOWLEDGES



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: LOMLOE 2022.

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## 2. PHYSICAL EDUCATION - CURRICULUM.

## SPECIFIC COMPETENCES



1. Adoptar un estilo de vida activo y saludable, practicando regularmente actividades físicas, lúdicas y deportiva...



2. Adaptar los elementos propios del esquema corporal, las capacidades físicas, perceptivo-motrices y coordinativas, así como las habilidades...



3. Desarrollar procesos de autorregulación e interacción en el marco de la práctica motriz...



4. Reconocer y practicar diferentes manifestaciones lúdicas, físico-deportivas y artístico- expresivas propias de la cultura...



5. Valorar diferentes medios naturales y urbanos como contextos de práctica motriz, interactuando con ellos...

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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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## THEME 1. PE CURRICULUM ELEMENTS

## EVALUATION CRITERIA – RD 157/2022 - SPAIN

## EVALUATION CRITERIA

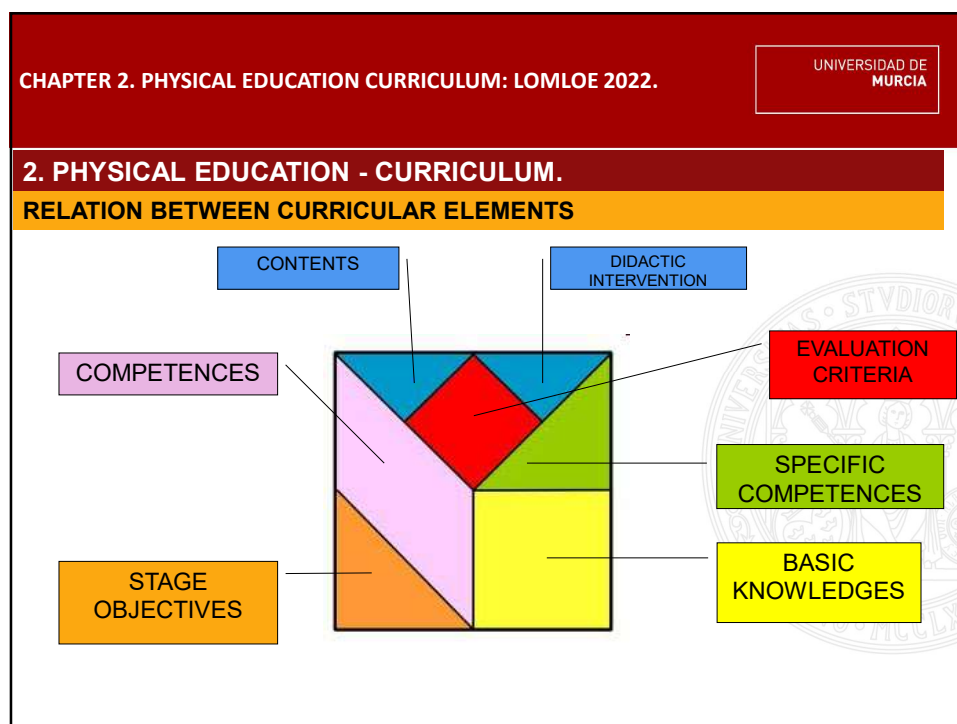
## INDICATORS THAT MAKE IT POSSIBLE TO ASSESS THE DEGREE OF ATTAINMENT OF THE BASIC KNOWLEDGE OF THE AREA

- They are graded according to cycles.
- They fulfil guiding, formative, summative and homogeneous assessment functions.
- They do not cover everything that a student can learn, but only those learning that are particularly important in order to be able to face the next cycle or educational stage with possibilities of success.

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| CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: LOMLOE 2022.   |  |
|--|--|
| UNIVERSIDAD DE MURCIA  |  |
| EVALUATION CRITERIA – RD 157/2022 - SPAIN  |  |
| <b>EVALUATION CRITERIA</b>   |  |
| <b>PRIMER CICLO</b>  |  |
| 3.2 Respetar las normas consensuadas, así como las reglas de juego, y actuar desde los parámetros de la deportividad y el juego limpio, aceptando las características y niveles de los participantes |  |
| <b>SEGUNDO CICLO</b>   |  |
| 3.2 Respetar las normas consensuadas en clase, así como las reglas de juego, y actuar desde los parámetros de la deportividad y el juego limpio, valorando la aportación de los participantes.       |  |
| <b>TERCER CICLO</b>  |  |
| 3.2 Respetar las normas consensuadas, así como las reglas de juego, y actuar desde los parámetros de la deportividad y el juego limpio, reconociendo las actuaciones de compañeros y rivales         |  |

9



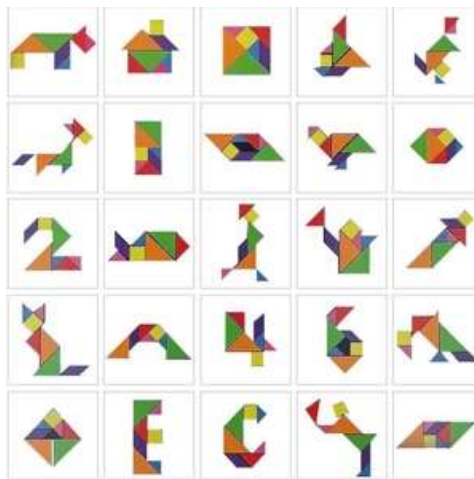
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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: LOMLOE 2022.

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## 2. PHYSICAL EDUCATION - CURRICULUM.

## RELATION BETWEEN CURRICULAR ELEMENTS



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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## OUR PE LESSON – OUR PE POSTER

1. In the first class, groups of 2-3-4 people be formed. A **present trend and a course** will be assigned at random.
2. Search for **relevant information** of the assigned trend. We will use the text of the subject, the documents and articles posted on the AV, Internet documents, library books, etc., in addition to Decree 157/2022.
3. Elaboration of a lesson with **THREE TEACHING-LEARNING ACTIVITIES** in Physical Education referred to the assigned trend.
4. Linking the session to the development of at least **two SDGs**
5. **Design a poster** describing points 3 and 4.
6. **Record a video** to present the poster to the rest of the class.



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### OUR PE LESSON – OUR PE POSTER

6. Format: **colored card or printed from electronic format.**
7. The rest of students will evaluate the poster **through co-evaluation** on the exhibition week. It will be an on-line co-evaluation.
8. SCHEDULE:
  - November 8th:** explanation of the activity, groups distribution, beginning of the task
  - November 15th:** working on the poster with the teacher answering questions.
  - November 22th:** Project “*Un día en el cole de mi maestro*”
  - November 24<sup>th</sup> – 23:59h:** Due date for sending the video **TASK AULA VIRTUAL**
  - TASK AULA VIRTUAL**
  - From 25 to 29th November:** On-line coevaluation



November  
**24**

13

**GROUP 8** CORPORAL EXPRESSION

**SPECIFIC COMPETENCES**

Specific competence 3: Develop self-regulation and interaction processes using social skills and attitudes of cooperation, respect of differences.

Specific Competence 4: Recognize and engage in different ludic, physical-sports, and artistic-expressive manifestations.

**BASIC KNOWLEDGES**

B. Organization and Management of Physical Activity

C. Problem Solving in Motor Situations.

D. Emotional Self-Regulation and Social Interaction in Motor Situations

E. Manifestations of Motor Culture.

F. Efficient and Sustainable Interaction with the Environment.

**STAGE OBJECTIVES**

k) Value hygiene and health, accept one's own body and that of others, respect differences, and use physical education, sports, and nutrition as means to promote personal and social development.

**EVALUATION CRITERIA**

A1 Engaging in motor activities, through self-regulation of one's performance and a growth mindset, controlling impulsivity, managing emotions, and expressing them assertively.

A1.1 Actively participate in motor games and other artistic-expressive manifestations rooted in one's own culture, whether traditional or contemporary.

A1.3 Reproduce and create compositions with or without musical support, communicating different sensations, emotions, and ideas in an aesthetic and creative manner, valuing the rhythmic and expressive resources of motor skills.

**ACTIVITY 1: E-MOTION EXPRESSION**

1. Students are required to form groups of 5 to 7 people.


2. They should choose a song where a specific emotion predominates.

3. Through their choreography, their peers must guess the emotion conveyed by the song.

**ACTIVITY 2: MIME MASTERY**


**EXPRESSIVE MOVEMENTS**

This activity is carried out in pairs. Each pair will have to mimic a situation proposed by the teacher using gestures, while the rest of their classmates must pay attention to roughly guess the communicative situation.



**ACTIVITY 3: THE FAIRY**

In this activity, background music will be played while the children dance. The teacher, in this case, is the magician or the fairy, who will whisper to each child throughout the activity the animal or object they have to imitate while dancing.



4

4th grade

3

3rd grade

5

5th grade

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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### OUR PE LESSON – OUR PE POSTER



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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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### Basic Competences:

- ☒ Competencia en comunicación lingüística.
- ☐ Competencia matemática, ciencia y tecnología.
- ☐ Competencia digital.
- ☐ Aprender a aprender.
- ☐ Competencia social y cívica.
- ☐ Sentido de iniciativa y espíritu emprendedor.
- ☐ Conciencia y expresiones culturales.

### Basic Competences Development:

Working on the language competence, we will divide the class into 4 groups of 5 students, in each group there will be a representative, who will be responsible of listening to the explanation of the game given by the teacher. Once the representative knows what the activity consists of, he or she will have to explain it to the rest of the group. Besides, according to activity 2 students will also use this competence to listen carefully and to be able to quickly distinguish the left from the right.



CORRECT

### Basic Competences:

- ☒ Competencia en comunicación lingüística.
- ☐ Competencia matemática, ciencia y tecnología.
- ☐ Competencia digital.
- ☐ Aprender a aprender.
- ☐ Competencia social y cívica.
- ☐ Sentido de iniciativa y espíritu emprendedor.
- ☐ Conciencia y expresiones culturales.

### Basic Competences Development:

They are listening and speaking

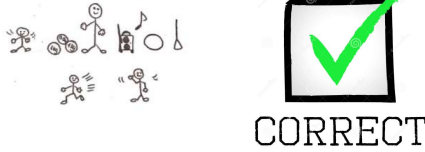

**WRONG!**

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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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|  |  |   |
|--|--|---|
| <p><u>Exercise 2: The statue</u><br/>Children run, jump or dance, among others, all along the court while the music is being played. When music stops, they must stay still in the way they want, and the teacher must put weight over them. Those who have to hold weight have to stay in the same position for the rest of the round, without being allowed to move. Once everyone holds weight, they can get rid of it and start moving again progressively. Thus, the first in holding weight, now must free their mates so that everyone spends the period of time as a statue.</p> | <p><u>Time:</u><br/>This activity will take the other part of the lesson, that is, the other 25 minutes.</p> | <p>Figure:</p>  |
| <p><u>Exercise 2: The statue</u><br/>Children run, jump or dance, among others, all along the court while the music is being played. When music stops, they must stay still in the way they want, and the teacher must put weight over them. Those who have to hold weight have to stay in the same position for the rest of the round, without being allowed to move. Once everyone holds weight, they can get rid of it and start moving again progressively. Thus, the first in holding weight, now must free their mates so that everyone spends the period of time as a statue.</p> | <p><u>Time:</u><br/>This activity will take the other part of the lesson, that is, the other 25 minutes.</p> | <p>Figure:</p>  |

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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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| GROUP | TREND                      | YEAR |
|-------|----------------------------|------|
| 1     | BODY, IMAGE AND PERCEPTION | 1º   |
| 2     | MOTOR SKILLS               | 2º   |
| 3     | CORPORAL EXPRESSION        | 3º   |
| 4     | GAMES AND SPORTS           | 4º   |
| 5     | GAMES AND SPORTS           | 5º   |
| 6     | PA IN NATURE               | 6º   |
| 7     | MOTOR SKILLS               | 1º   |
| 8     | CORPORAL EXPRESSION        | 6º   |
| 9     | BODY, IMAGE AND PERCEPTION | 2º   |
| 10    | PA IN NATURE               | 3º   |

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## CHAPTER 2. PHYSICAL EDUCATION CURRICULUM: ELEMENTS AND BLOCKS OF CONTENTS

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GROUP NUMBER: MEMBERS: PE PRIMARY I (5461)

| EVALUATED GROUP   |   |   |   |   |  | EVALUATED GROUP   |   |   |   |   |  | EVALUATED GROUP   |   |   |   |   |  | EVALUATED GROUP   |   |   |   |   |  |
|---|---|---|---|---|--|---|---|---|---|---|--|---|---|---|---|---|--|---|---|---|---|---|--|
| TITLE   |   |   |   |   |  | TITLE   |   |   |   |   |  | TITLE   |   |   |   |   |  | TITLE   |   |   |   |   |  |
|   | 4 | 3 | 2 | 1 |  |   | 4 | 3 | 2 | 1 |  |   | 4 | 3 | 2 | 1 |  |   | 4 | 3 | 2 | 1 |  |
| PRESENTATION  |   |   |   |   |  | PRESENTATION  |   |   |   |   |  | PRESENTATION  |   |   |   |   |  | PRESENTATION  |   |   |   |   |  |
| CREATIVITY  |   |   |   |   |  | CREATIVITY  |   |   |   |   |  | CREATIVITY  |   |   |   |   |  | CREATIVITY  |   |   |   |   |  |
| CONTENTS  |   |   |   |   |  | CONTENTS  |   |   |   |   |  | CONTENTS  |   |   |   |   |  | CONTENTS  |   |   |   |   |  |
| DEFENSE   |   |   |   |   |  | DEFENSE   |   |   |   |   |  | DEFENSE   |   |   |   |   |  | DEFENSE   |   |   |   |   |  |
| Presented activities are easy to understand                                   |   |   |   |   |  | Presented activities are easy to understand                                   |   |   |   |   |  | Presented activities are easy to understand                                   |   |   |   |   |  | Presented activities are easy to understand                                   |   |   |   |   |  |
| Presented activities are right to develop competences                         |   |   |   |   |  | Presented activities are right to develop competences                         |   |   |   |   |  | Presented activities are right to develop competences                         |   |   |   |   |  | Presented activities are right to develop competences                         |   |   |   |   |  |
| Presented activities are right to develop estándar criteria                   |   |   |   |   |  | Presented activities are right to develop estándar criteria                   |   |   |   |   |  | Presented activities are right to develop estándar criteria                   |   |   |   |   |  | Presented activities are right to develop estándar criteria                   |   |   |   |   |  |
| Did you change something from your partners work? Please explain your answer. |   |   |   |   |  | Did you change something from your partners work? Please explain your answer. |   |   |   |   |  | Did you change something from your partners work? Please explain your answer. |   |   |   |   |  | Did you change something from your partners work? Please explain your answer. |   |   |   |   |  |
| FINAL MARK (0-4)  |   |   |   |   |  | FINAL MARK (0-4)  |   |   |   |   |  | FINAL MARK (0-4)  |   |   |   |   |  | FINAL MARK (0-4)  |   |   |   |   |  |

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## OUR LESSON – OUR POSTER

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Format: aprox 90x60 (colour card or electronic)


**Title and authors** 3

**Relevant aspects from selected trend**

**Option 1**

**Three activities.**

**Bibliography**



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TITLE

Authors:

Relevants aspects from Assigned Trend

Key / Specific Competences

Objetives Stage

Stage objectives

Bssic Knowledges


Evaluation Criteria

Contents:

Criteria:

Lesson activities

Option 2



Bibliography