

# UNIT 1: INTRODUCTION TO PHYSICAL EDUCATION

Subject: Introduction to Physical Education

Degree: Degree in Primary Education with  
mention in Physical Education.

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# INDEX

Topic 1: Introduction to  
Physical Education

- General concepts
- body and movement
- movement taxonomies
- The importance of Physical Education

# 1. GENERAL CONCEPTS

Topic 1: Introduction to  
Physical Education



## DEFINITIONS

- . alone “The education of **health, of the body-mind** . **Values** must be taught so that the student, future social person, has the minimum knowledge that allows him to **take care of his body and maintain his health...** and the **motor bases** common to all sports so that students, if they decide on their competitive athletes, arrive with basic motor knowledge for all sports”.
  
- . Other definitions of Physical Education: Calzada and Pienau

# TYPES

- **Formal**
- **Non-formal**
- **Informal**



## RELATED TERMINOLOGY

- Physical activity
- Physical exercise
- Sport
- Gym
- Physical Culture



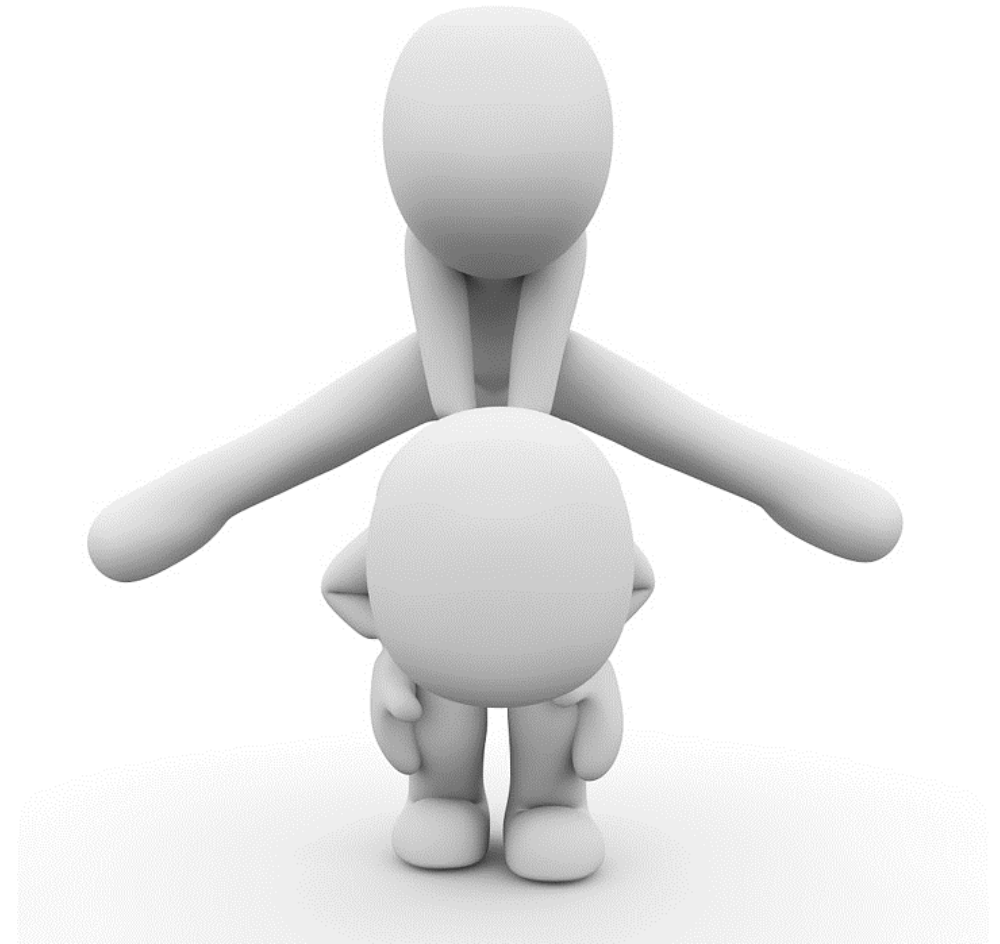
# 2. BODY AND MOVEMENT

Topic 1: Introduction to  
Physical Education



# DISTINCTIONS

- target body
- subjective body
- reflex movement
- voluntary movement





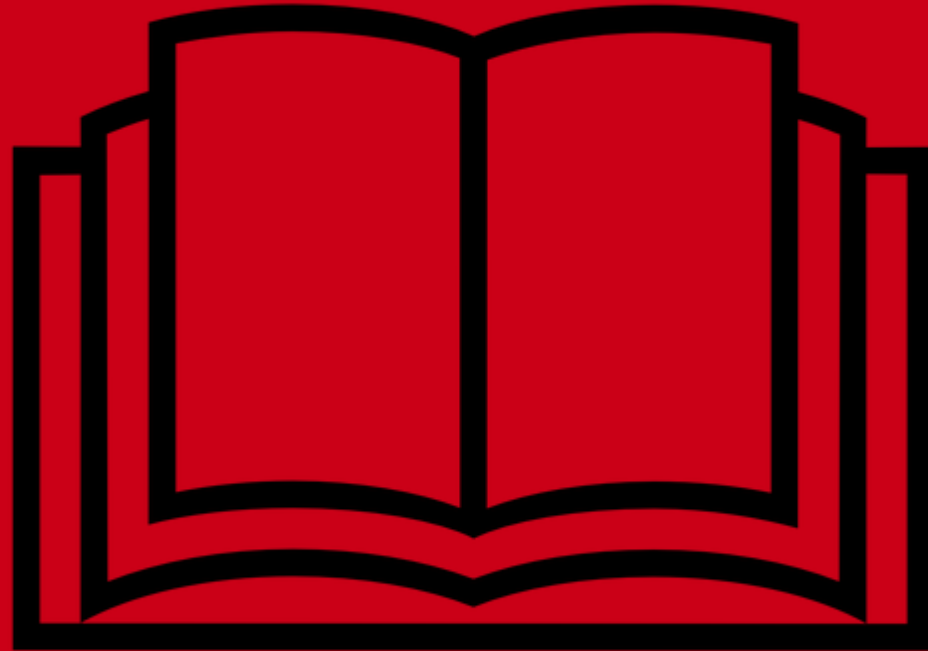
# PARADIGMS OF THE HUMAN BODY

- Biomotor
- Psychomotor
- Expressive
- Sociomotor



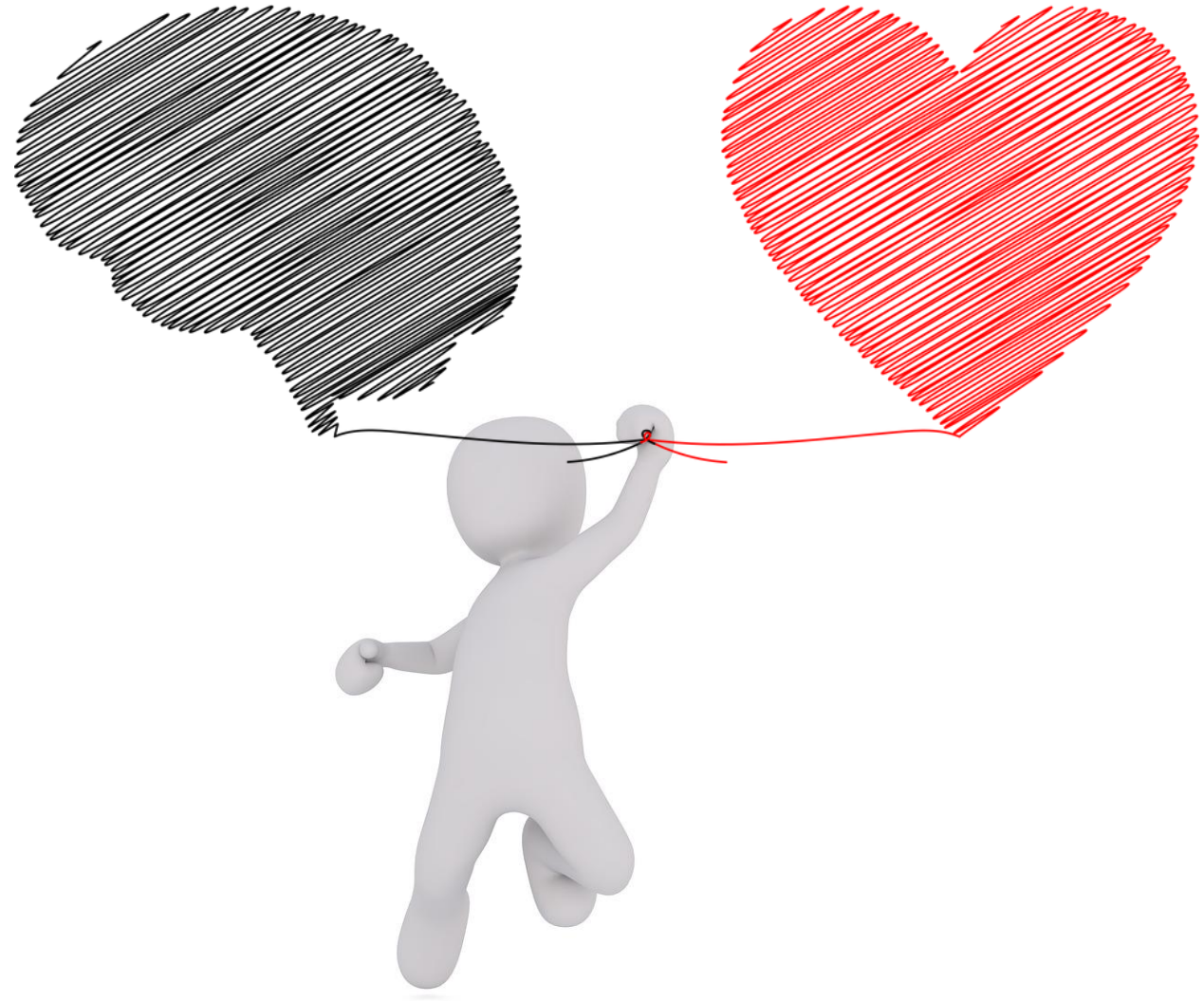
# 3. TAXONOMIES OF THE MOVEMENT

Topic 1: Introduction to  
Physical Education



# AREAS OF KNOWLEDGE

- Cognitive
- Affective
- Engine



# BLOOM'S TAXONOMY

- Cognitive domain
- Allows hierarchizing cognitive processes at different levels
- 3 levels

# KRATHWOHL'S TAXONOMY

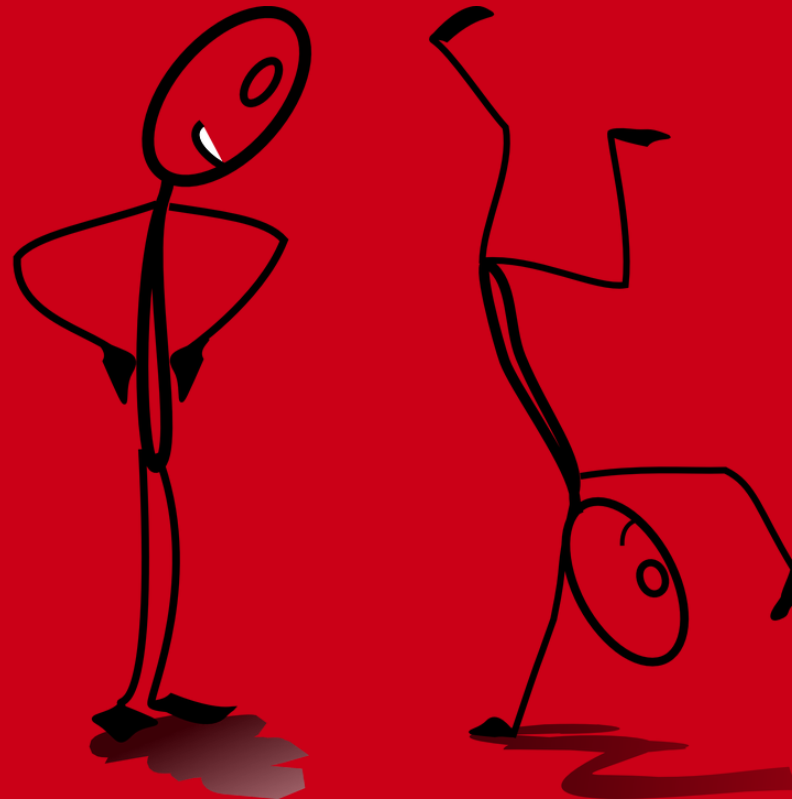
- affective field
- Describes categories and subcategories of expected behaviors in all human beings living in society
- 4 levels

# HARROW'S TAXONOMY

- Psychomotor field
- It includes the three currents: physical-sports, psychomotor and expressive
- 6 levels

# 4. THE IMPORTANCE OF PHYSICAL EDUCATION

Topic 1: Introduction to  
Physical Education



# CONTEXT

- Necessary for comprehensive development
- Compulsory subject
- Healthy habit





## BENEFITS

- physical
- psychological
- Social
- Cognitive





**THANKS A LOT!**



# THEME 2: OBJECTIVES

Subject: Introduction to Physical Education

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mention in Physical Education.



# INDEX

Topic 2: Objectives

- General concepts
- Objective Types
- Formulation of objectives

# 1. GENERAL CONCEPTS

Topic 2: Objectives



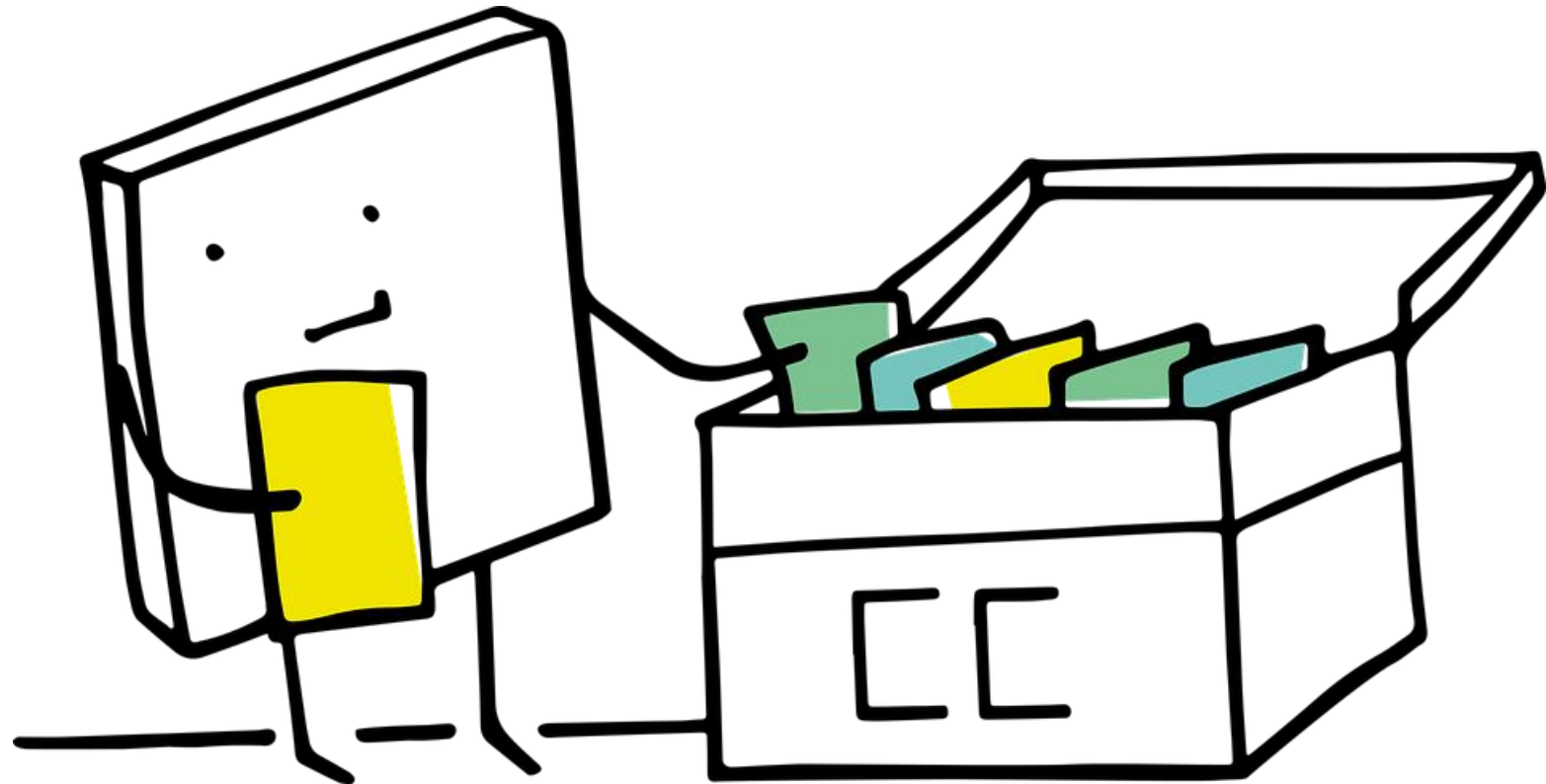
## DEFINITION

### Why teach?

- **Viciana (2002)** The objectives are, on the one hand, the learning to be achieved in the future and, on the other hand, the type of person that the system wants the student to be at the end of the educational process.

# UTILITY

- Competencies
- Contents
- Methodology
- Evaluation



# 2. TYPES OF OBJECTIVES

Topic 2: Objectives





# FOR ITS LEVEL OF ABSTRACTION

- **General**
  - Stage Generals
  - Area Generals
  - cycle generals
- **Specific (didactic)**
  - Specific teaching unit
  - session specific
  - Activity specific
- **Operative**



# FOR ITS LEVEL OF REQUIREMENT

- Minima



- Electives



- magnification



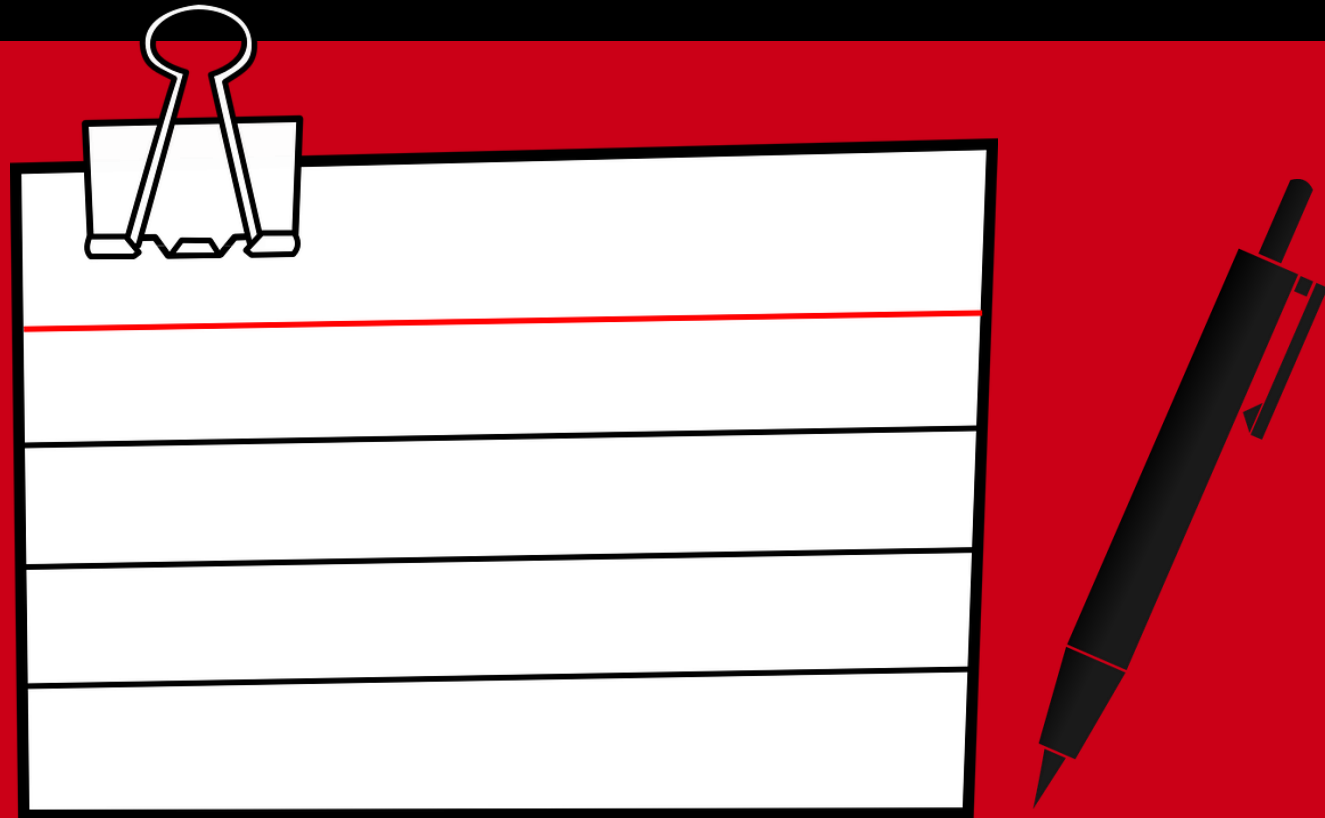
## BY ITS LEVEL OF TIMING

- Long-term
- medium term
- Short term



# 3. FORMULATION OF OBJECTIVES

Topic 2: Objectives



# CONSIDERATIONS FOR THE FORMULATION OF TEACHING OBJECTIVES

- Coherence with the level of specificity
- explicit
- in infinitive



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# UNIT 3: CONTENTS

Subject: Introduction to Physical Education

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# INDEX

Topic 3: Contents

- General concepts
- content block



# 1. GENERAL CONCEPTS

Topic 3: Contents



## DEFINITION

- Vazquez (2001) “Set of knowledge, knowledge or cultural forms that are considered essential for the development and socialization of students, and whose full and correct assimilation and appropriation needs specific help”
- Other definitions of content: César Coll, Decree 61/2022

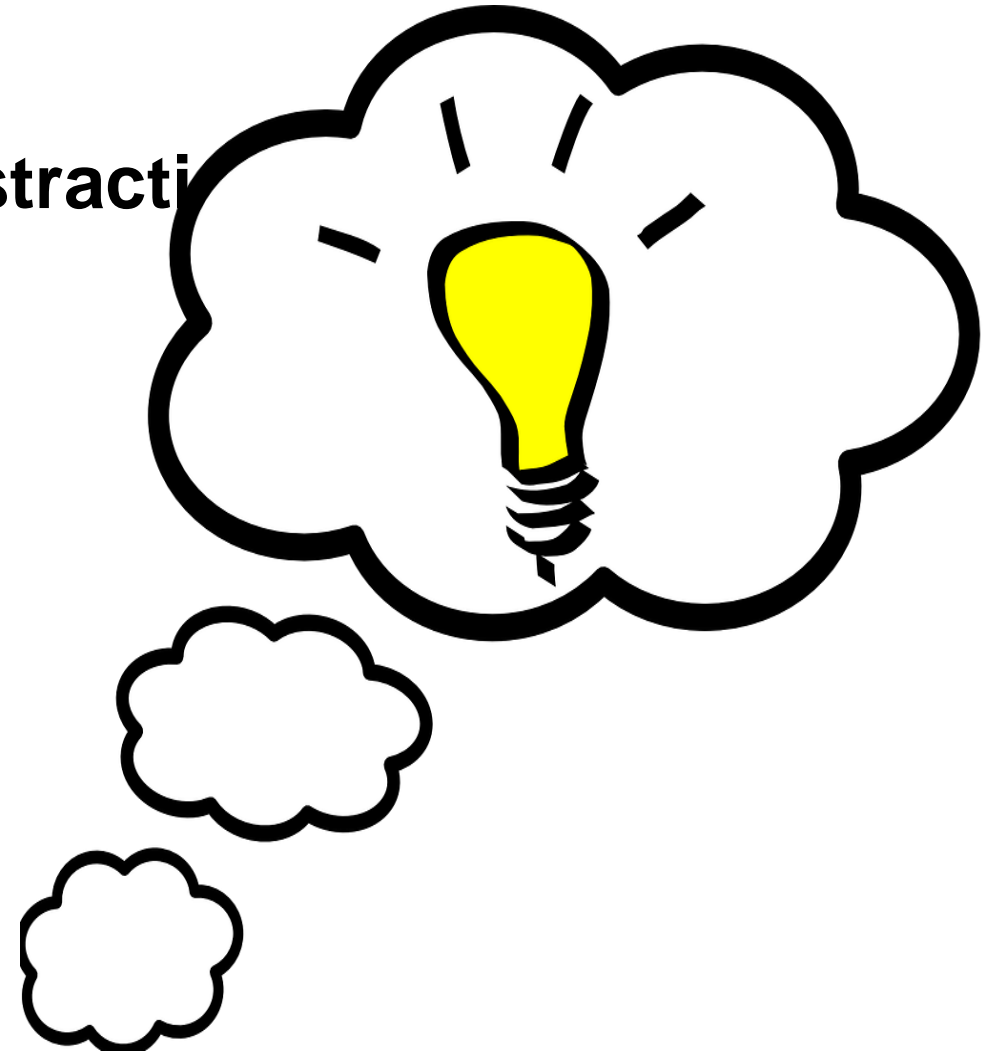
## TYPES

Depending on your level of abstraction:

- General contents
- Specific content

According to its nature:

- Knowledge
- Abilities
- attitudes



## 2. BLOCKS OF CONTENT

Topic 3: Contents





# HARROW'S TAXONOMY

- Level 1: reflex movements

Level 2: fundamental movements

(THESE LEVELS ARE ACQUIRED INNATELY)

## HARROW'S TAXONOMY

- Level 3: perceptive attitudes
- Level 4: physical skills
- Level 5: Movement Dexterity
- Level 6: non-discursive communication

(CONTENT WHICH IS EDUCATIONALLY INCLUDED IN EF)



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# UNIT 4: METHODOLOGY

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# INDEX

Topic 4: Methodology

- General concepts
- teaching styles
- Didactic interactions

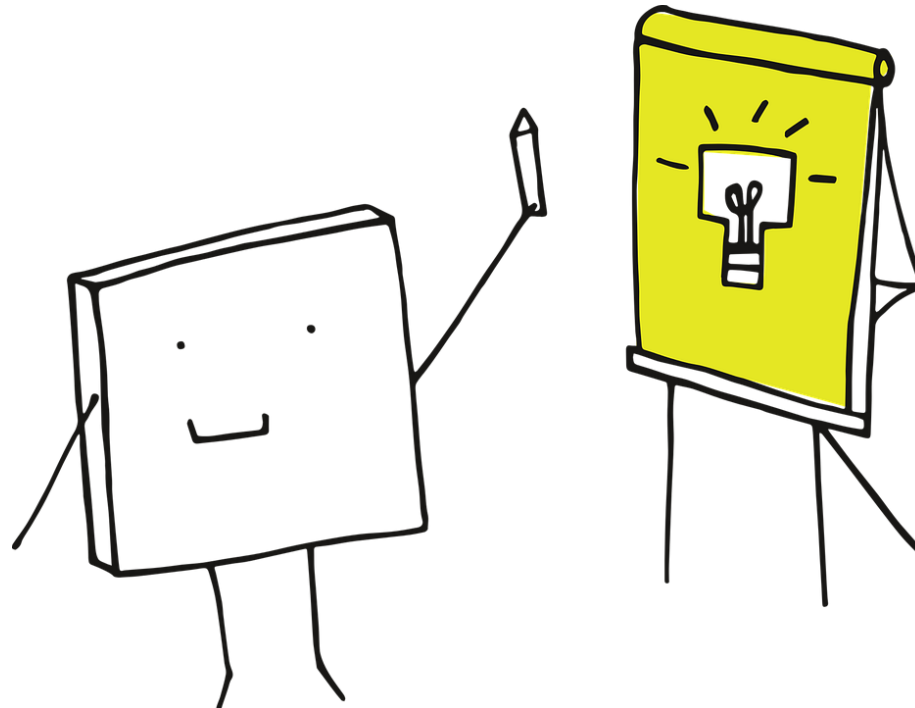
# 1. GENERAL CONCEPTS

Topic 4: Methodology

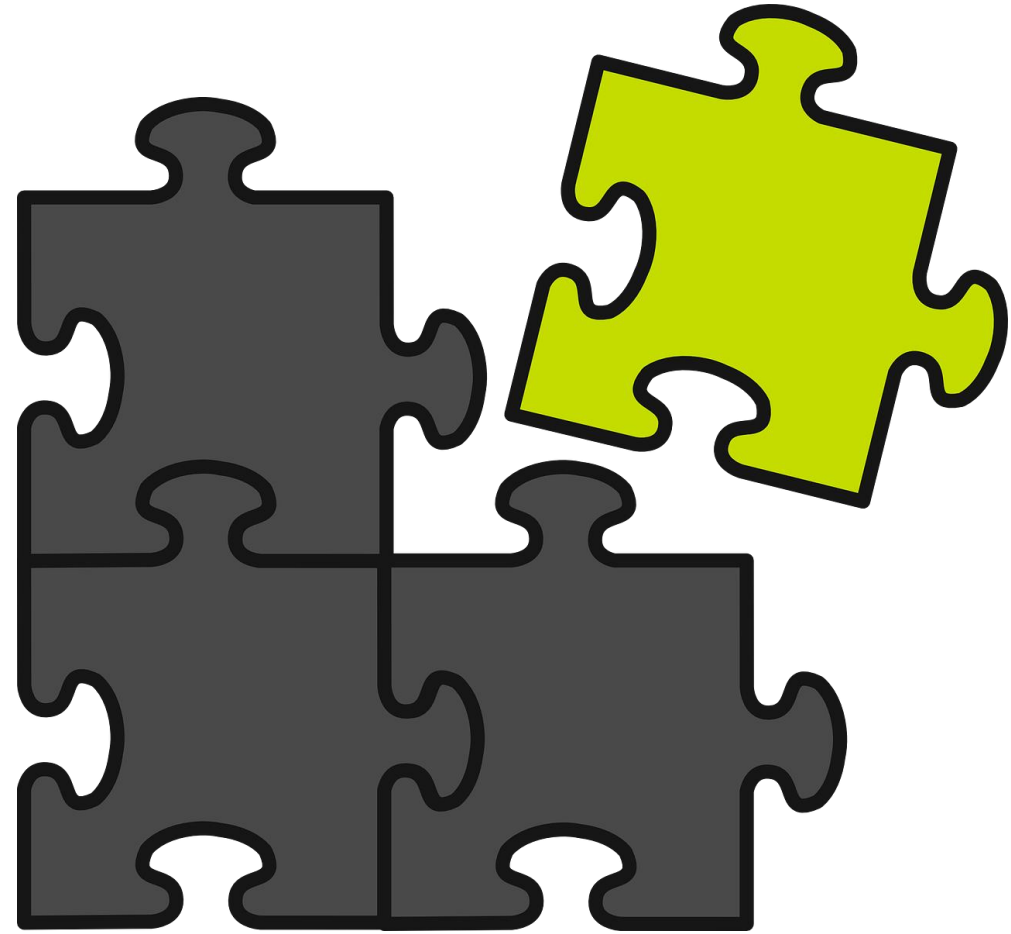


# DEFINITION

- **Delgado-Noguera (1991)** Path that leads to learning. Link between teacher, student and content.



- Didactic intervention
- pedagogical strategy
- Method
- Procedures
- teaching resource
- teaching technique
- Type of teaching
- practice strategy
- teaching style



# 2. TEACHING STYLES

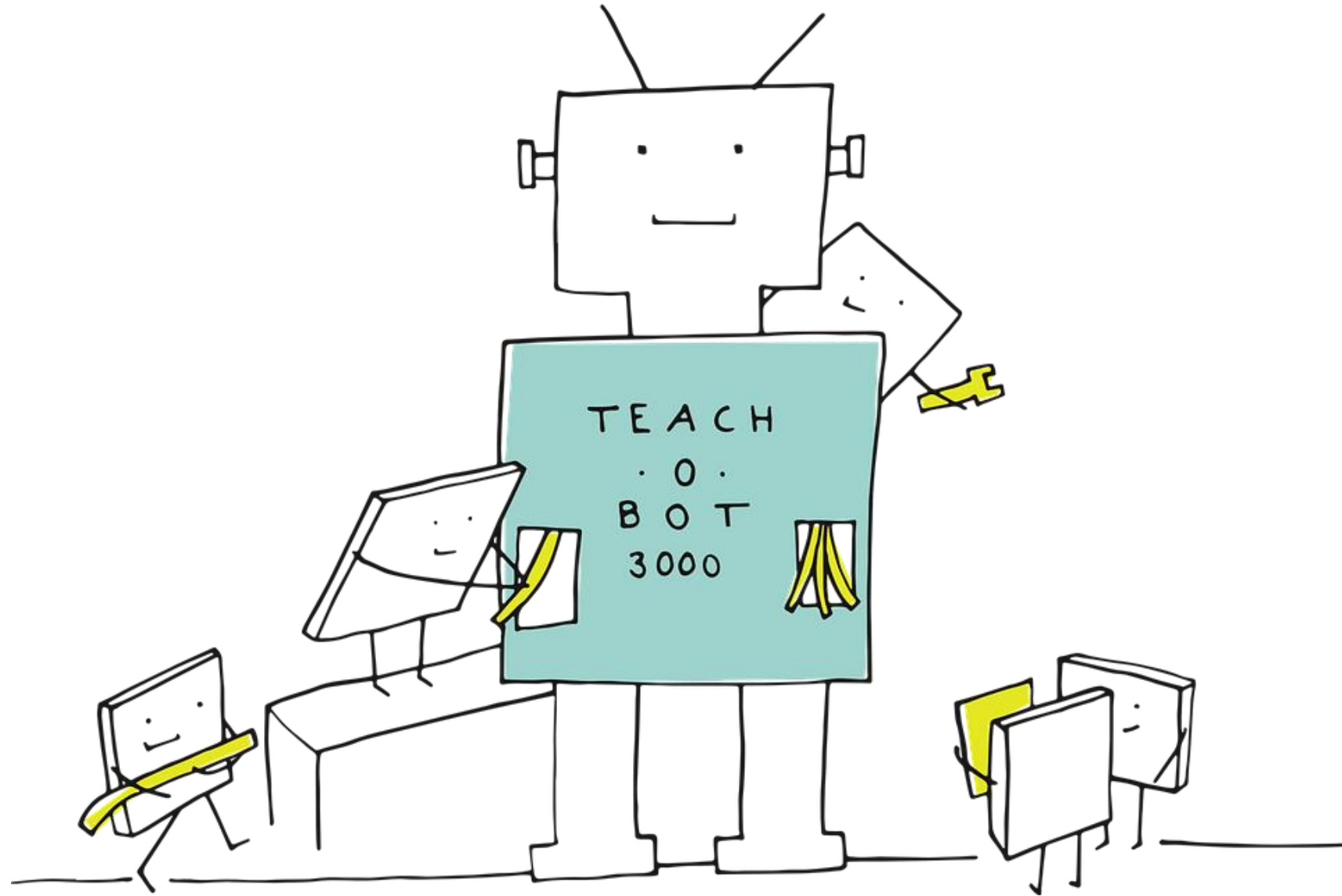
Topic 4: Methodology



# CLASSIFICATION ACCORDING TO MUSKA

## MOSSTON

- direct control
- Task assignment
- reciprocal teaching
- Small groups
- individual programs
- guided discovery
- Problem resolution
- Creativity



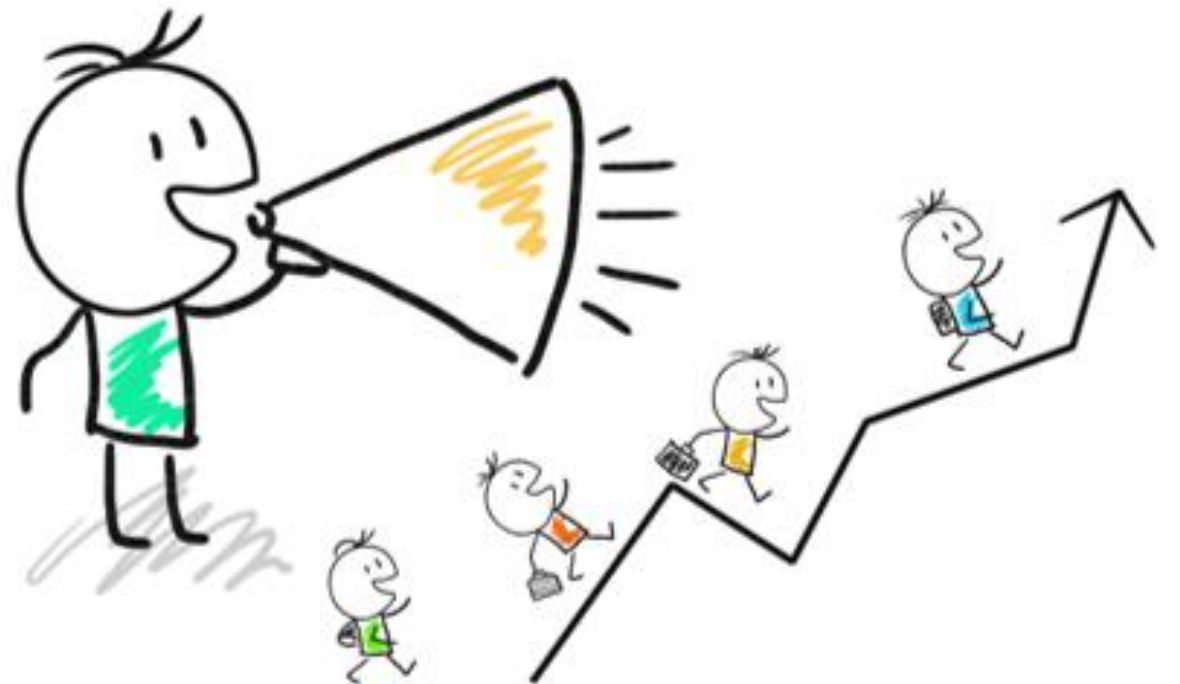
# 3. DIDACTIC INTERACTIONS

Topic 4: Methodology



# COMMUNICATIVE TYPE

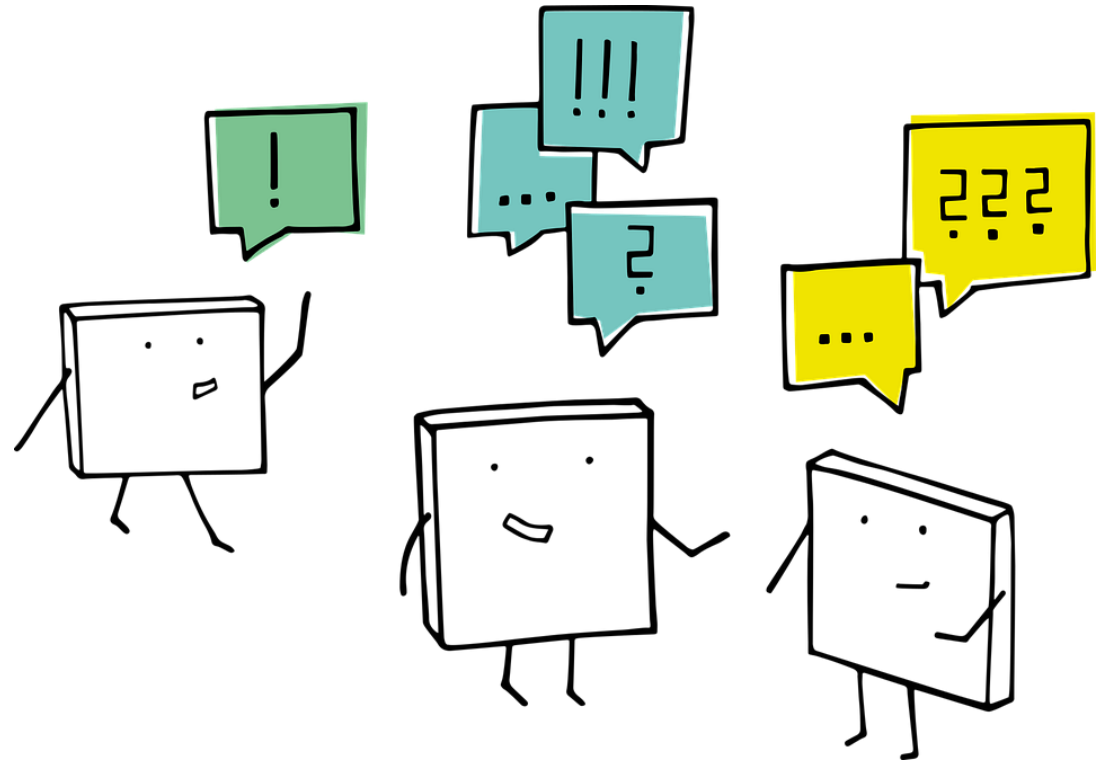
- Sender-message-receiver.
- Channels





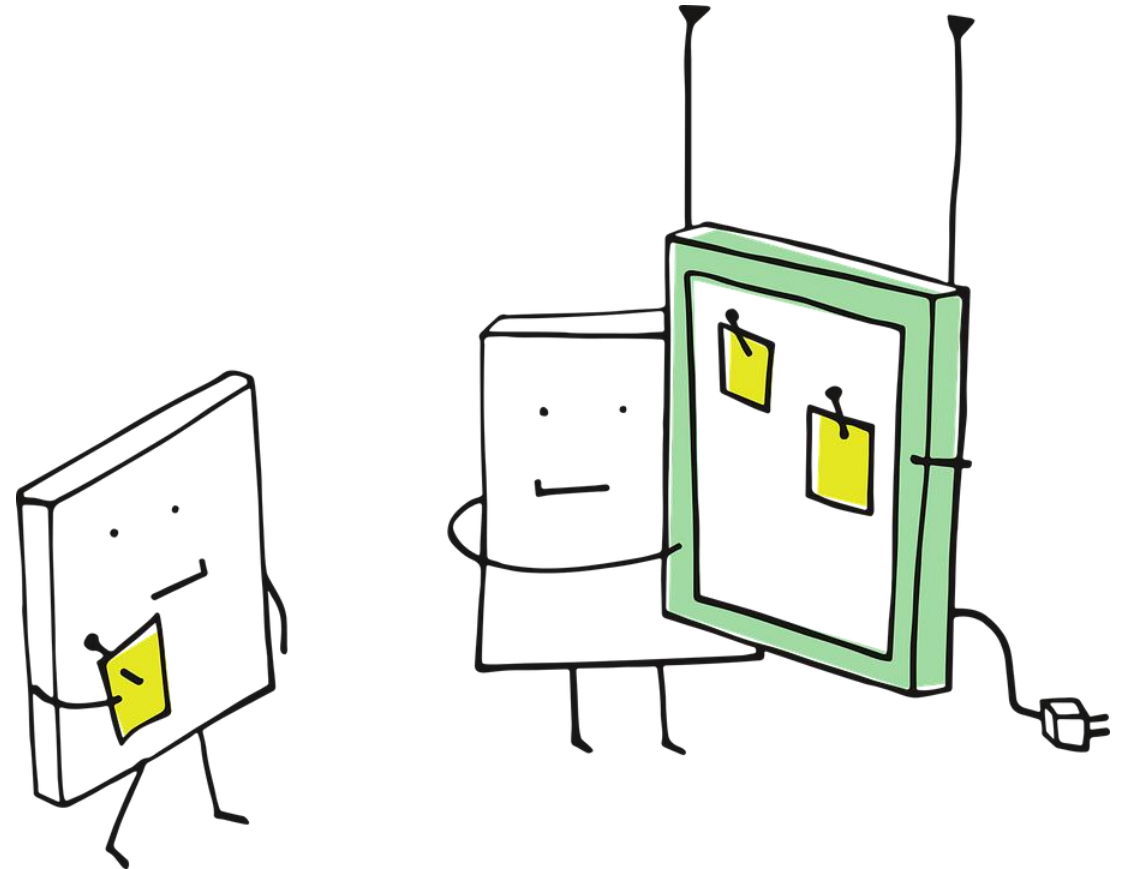
# SOCIO-AFFECTIVE TYPE

- class climate
- Use of reinforcement



# ORGANIZATION AND CONTROL TYPE

- Formal and informal organization
- Use of norms and rules





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# TOPIC 5: EVALUATION

Subject: Introduction to Physical Education

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# INDEX

Topic 5: Evaluation

- General concepts
- Evaluation Types

# 1. GENERAL CONCEPTS

Topic 5: Evaluation

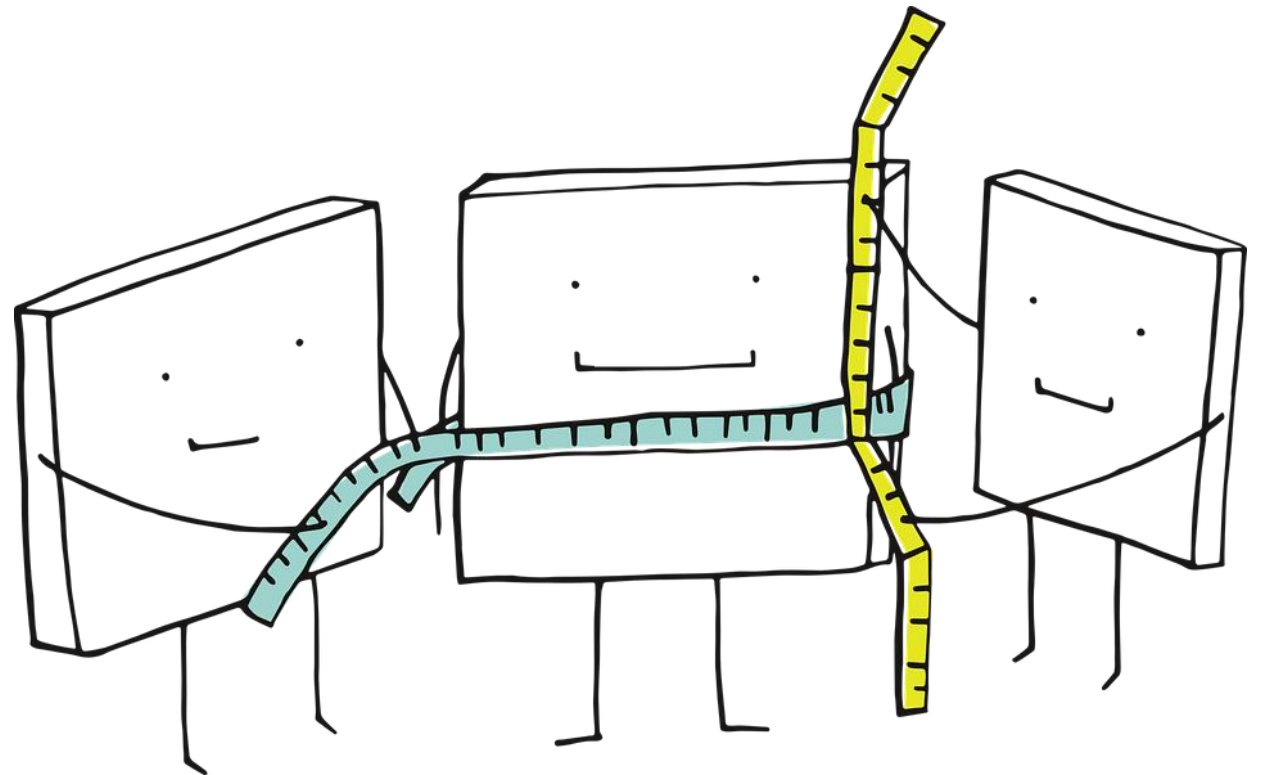


## DEFINITION

- **Blazquez (1990)** Systematic process that aims to determine to what extent the objectives have been achieved
- Other evaluation definitions: RAE, Decree 157/22

# BASED ON WHAT AND HOW DO I EVALUATE?

- Evaluation criteria
- Evaluation instruments
- Evaluation mechanisms





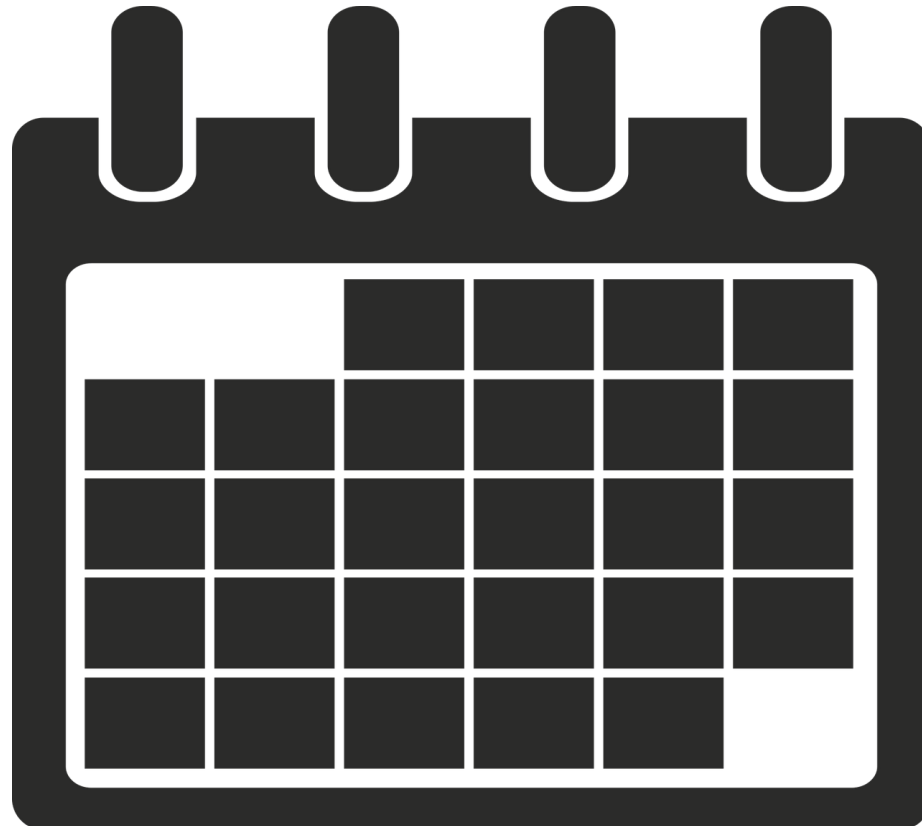
## 2. TYPES OF EVALUATION

Topic 5: Evaluation



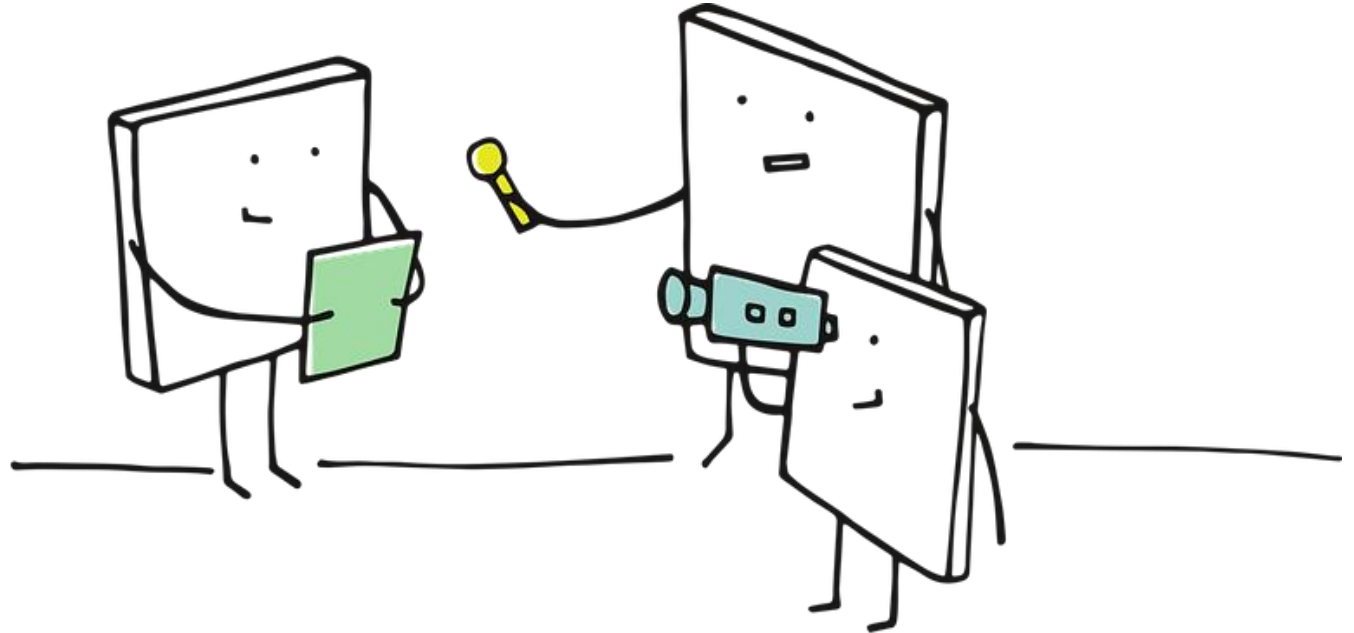
# ACCORDING TO THE MOMENT

- Initial
- Final
- Keep going
- Punctual



# ACCORDING TO THE PURPOSE

- formative
- summative



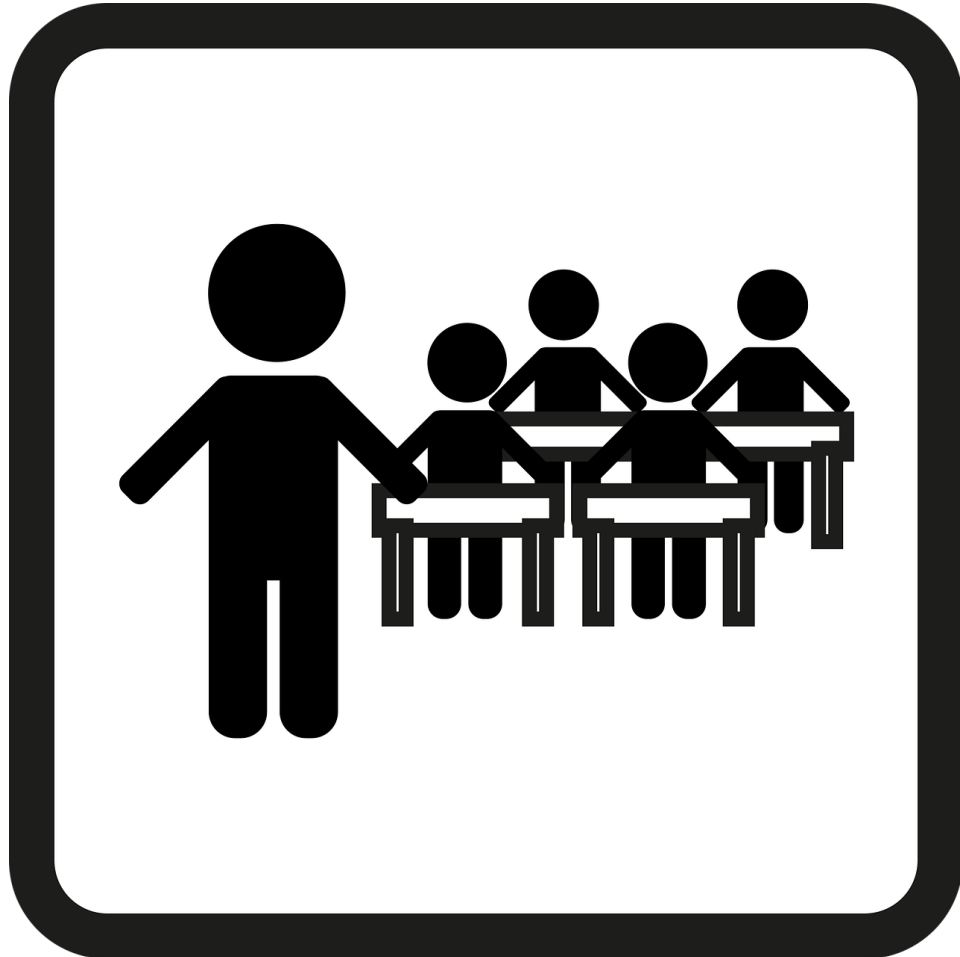
# ACCORDING TO THE AGENT

- external
- internal

Professor

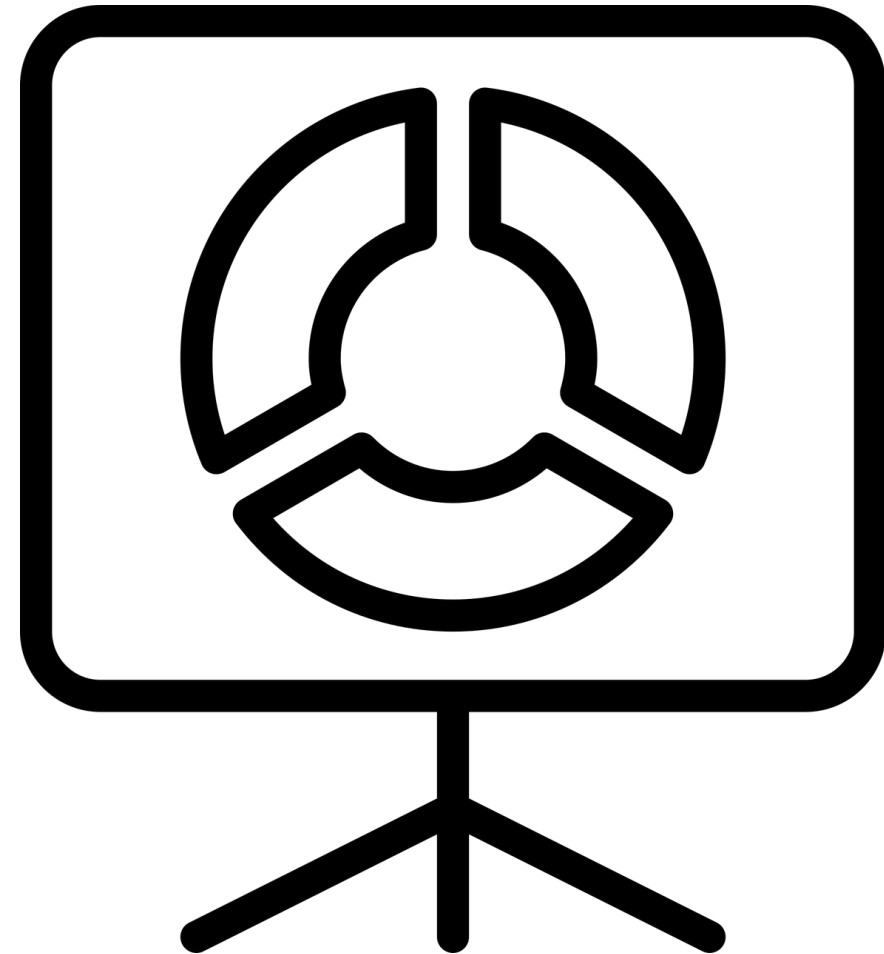
Pupil

Companions



# ACCORDING TO THE CONTENT

- Global
- Analytics





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# UNIT 7: STUDENTS IN PRIMARY EDUCATION

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# INDEX

Topic 7: Students in  
Primary Education

- General concepts
- Student characteristics



# 1. GENERAL CONCEPTS

Topic 7: Students in  
Primary Education



## DEFINITIONS

**Motor control:** Basic internal processes (Oña, 1999).

**Motor learning:** Processes derived from practice , which induce relatively permanent changes in motor behavior (Oña, 1999).

**Motor development:** Chronological changes in motor skills, factors involved in their optimization and their relationship with other areas of behavior (Ruíz Pérez, 2008).

# NOTIONS TO TAKE INTO ACCOUNT

- Increase
- Maturation
- Ambient



# 2. CHARACTERISTICS OF THE STUDENTS

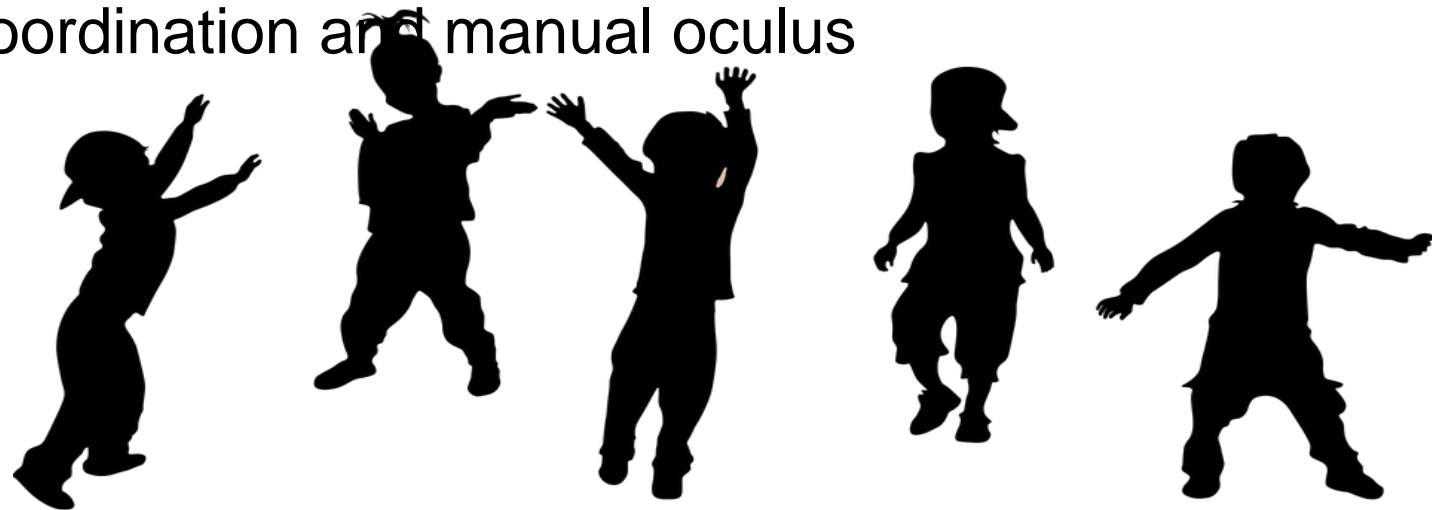
Topic 7: Students in  
Primary Education



# PSYCHOMOTOR CHARACTERISTICS

## **At the beginning of the PD period (6-9 years):**

- Development of body schema, laterality and postural control
- Own image acquisition
- Mastery of space-time perception concepts
- Muscular coordination and manual oculus



# PSYCHOMOTOR CHARACTERISTICS

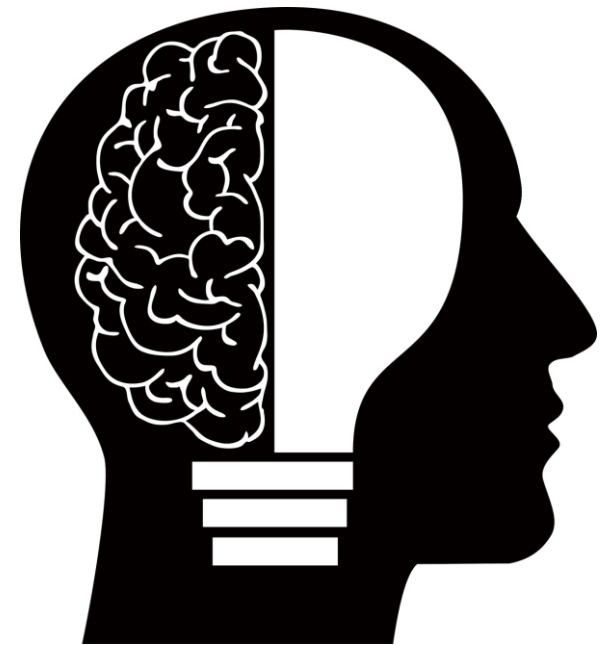
## From the age of 9:

- nervous maturation
- cardiovascular development
- morphological changes
- Formation of a new image



# COGNITIVE CHARACTERISTICS

- Need for initial evaluation to know the starting level in development
- Incite research and reflection
- teach to think



# SOCIO-AFFECTIVE CHARACTERISTICS

- Become aware of your capabilities and limitations.
- Accept the rules.
- Adopt cooperative behaviors.
- Develop attitudes and behaviors of participation, tolerance and reciprocal respect.





# FEATURE IMPLICATIONS

- At the psychomotor level
- At the socio-affective level
- At the cognitive level





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# UNIT 8: MOTOR COMPETENCIES

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# INDEX

Item 8: Motor skills.

- perceptual motor skills
- Basic physical abilities
- sports initiation
- Body expression

# 1. PERCEPTIVE-MOTOR SKILLS

Item 8: Motor skills.



## DEFINITION

- **Castañer and Camerino,**

**2006**

They are those that include the morphological, sensory and functional aspects of the body and the space-time elements in which the body itself is circumscribed.

# COMPONENTS

- body perception
- Space-time perception
- Balance
- Laterality
- basic motor skills



## 2. PHYSICAL ABILITIES

Item 8: Motor skills.





## DEFINITION

- **Towers**

**(2005)** “Innate physiological predispositions of the individual, feasible to measure and improve, that allow movement and muscle tone. They are therefore those that in training and learning will have a decisive influence, improving the inherited conditions to their full potential”

# COMPONENTS

- Strength
- Endurance
- Speed
- Flexibility



# 3. SPORTS INITIATION

Item 8: Motor skills.



## DEFINITION

- **Vilora et al. (2010)**

Process in which a child starts in one or several sports, recommending multi-sport training, so that in the future the young person can choose based on their own criteria (fun, skill level, socialization...) the sport in which he specializes, but already with a more solid comprehensive base in relation to his motor skills.

# COMPONENTS

- individual sports
- team sports
- Sports with opposition
- uncontested sports



# 4. BODY EXPRESSION

Item 8: Motor skills.



## DEFINITION

- **Calecki and Thevenet (1992)**

Form of expression through the body, using significant gestures born of feeling and spontaneity

# COMPONENTS

- Imitation
- expressiveness
- Creativity
- Interpretation





## NOTIONS TO TAKE INTO ACCOUNT

In each block of contents of those mentioned, the following must be taken into account:

- motor development
- motor learning
- How to work in Primary Education



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# UNIT 9: THE GAME

Subject: Introduction to Physical Education

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# INDEX

Theme 9: The game

- General concepts
- Features and utility
- Classifications

# 1. GENERAL CONCEPTS

Theme 9: The game

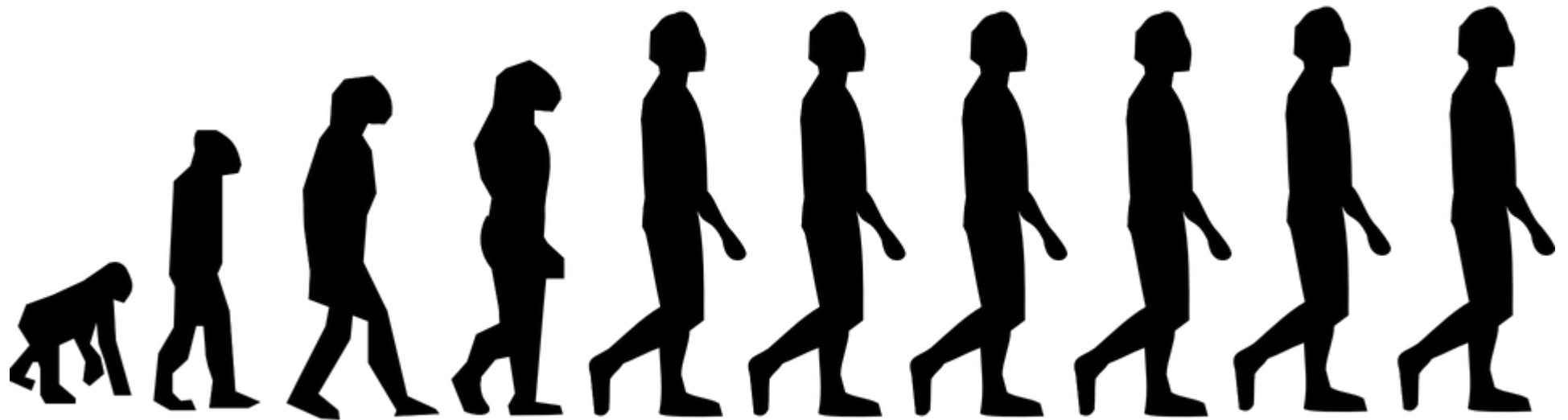


## DEFINITION

- “Voluntary activity or occupation, which is carried out within established limits of space and time, in accordance with freely accepted rules, but unconditionally followed, which has its objective in itself and which is accompanied by feelings of tension and joy”.
- **Huizinga**
  - Other definitions of Physical Education: RAE, Dictionary of Educational Sciences

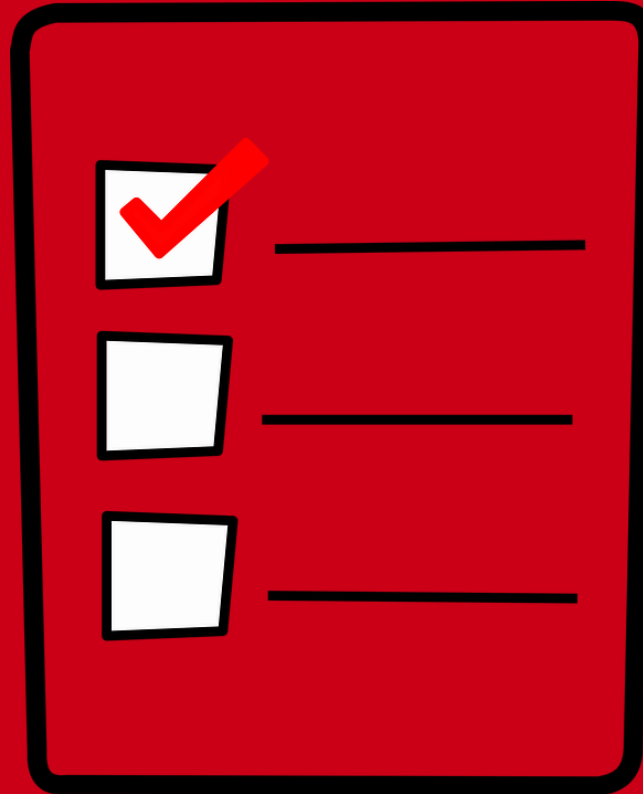
# HISTORY

- Prehistory
- Ancient civilizations
- New school



## 2. FEATURES AND UTILITY

Theme 9: The game





# FEATURES

- Pure activity that does not need an external purpose.
- Natural and spontaneous, it does not need learning.
- Pleasant and leaves you with a feeling of pleasure through the activity of the game.
- It can contain simple rules.

# UTILITY

- educational resource
- Leisure and recreation
- Beneficial for psychomotor, cognitive, social and emotional development



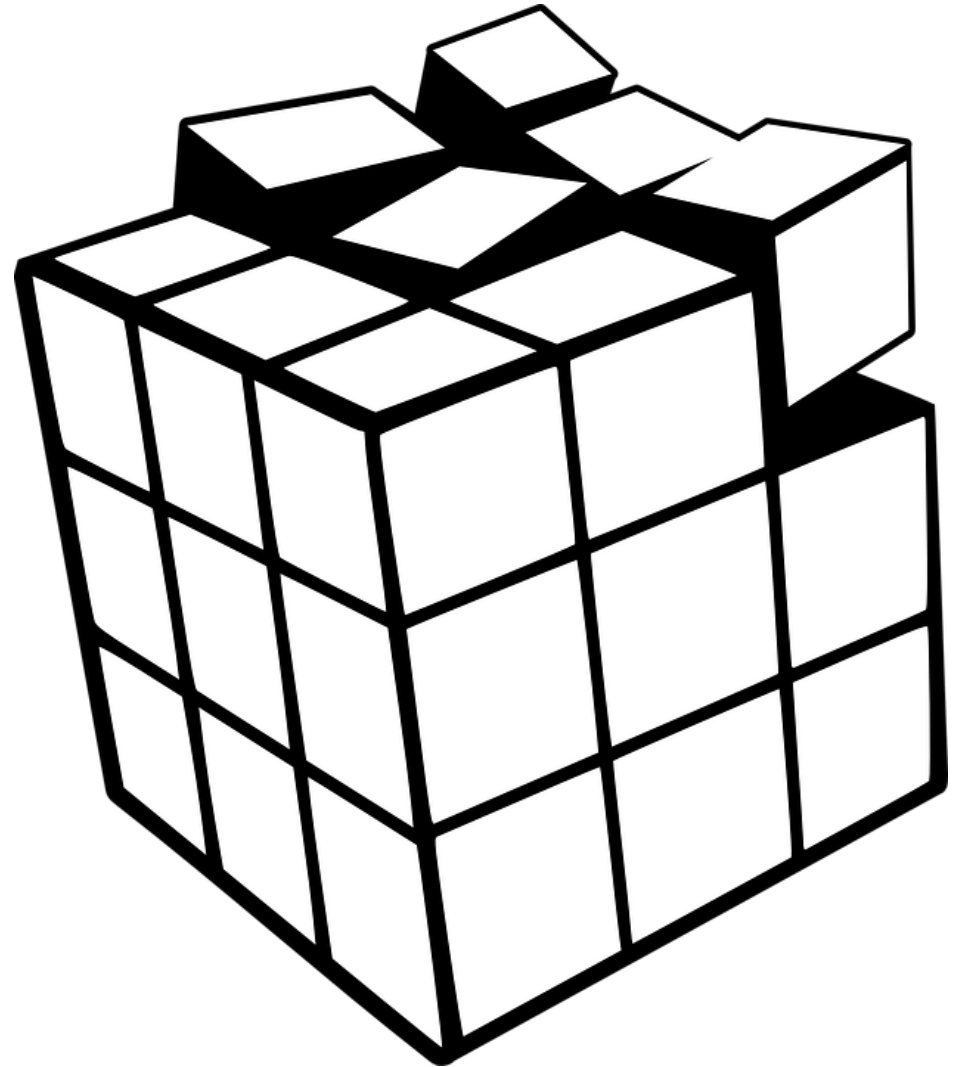
# 3. CLASSIFICATIONS

Theme 9: The game



# ACCORDING TO PIAGET

- sensorimotor game
- symbolic game
- regulated game



# ACCORDING TO CHATEAU

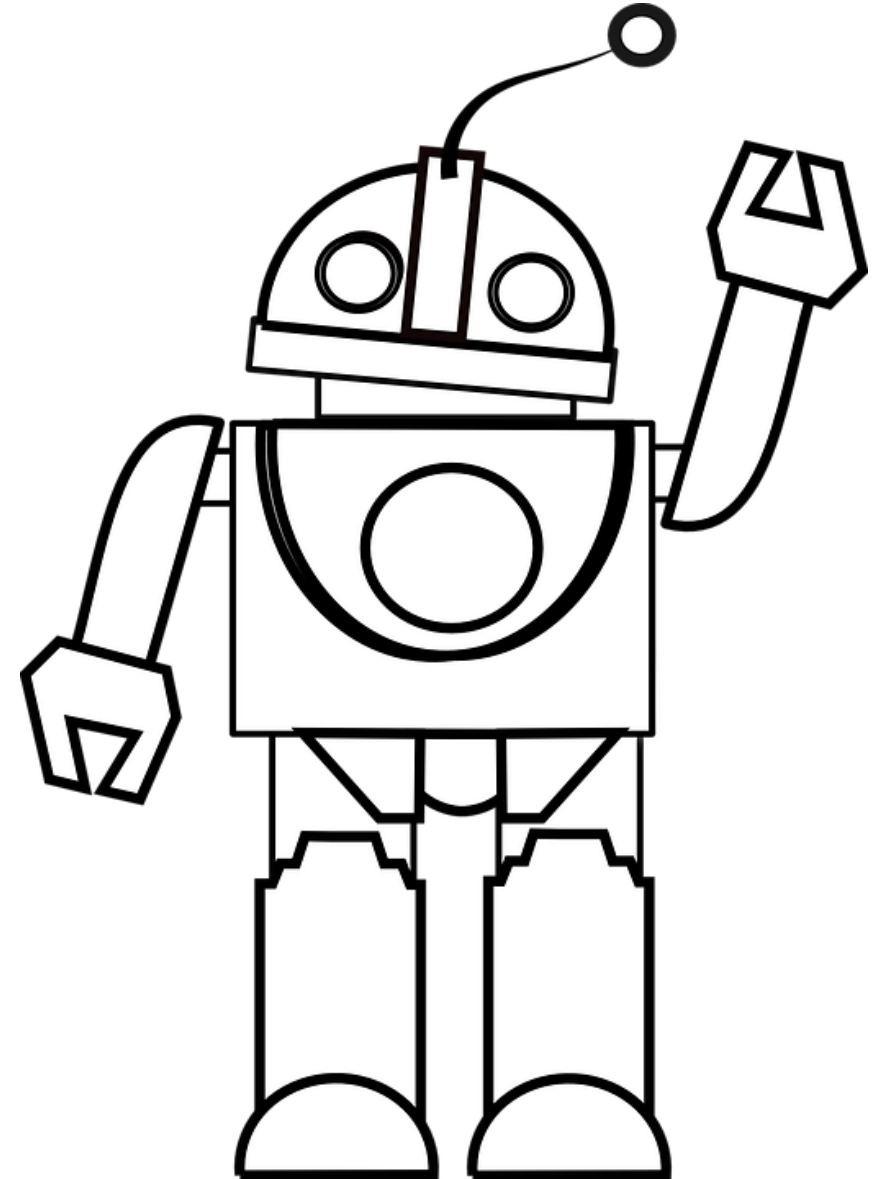
- regulated games
- unregulated games



# ACCORDING TO WEHMAN

## GAME WITH TOY:

- Exploratory Game
- Independent game
- symbolic game
- Parallel Game
- Associative game
- Cooperative or social game



# ACCORDING TO BLÁZQUEZ

- functional energy
- According to the degree of intervention
- Depending on the type of movement
- Depending on the effect to be achieved
- Depending on the difficulty
- social dimension



# OUR PROPOSAL

- chase games
- competition games
- cooperative games
- Sensory/sensory motor games
- imitation games
- Interpretation/representation games
- symbolic games
- association games
- Role playing games
- rhythm games
- musical games
- Memory games
- slogan games
- Traditional / classic / popular games







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# UNIT 10: ATTENTION TO DIVERSITY

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# INDEX

Topic 10: Attention to  
diversity

- General concepts
- Types of attention to diversity
- General guidelines

# 1. GENERAL CONCEPTS

Topic 10: Attention to  
diversity



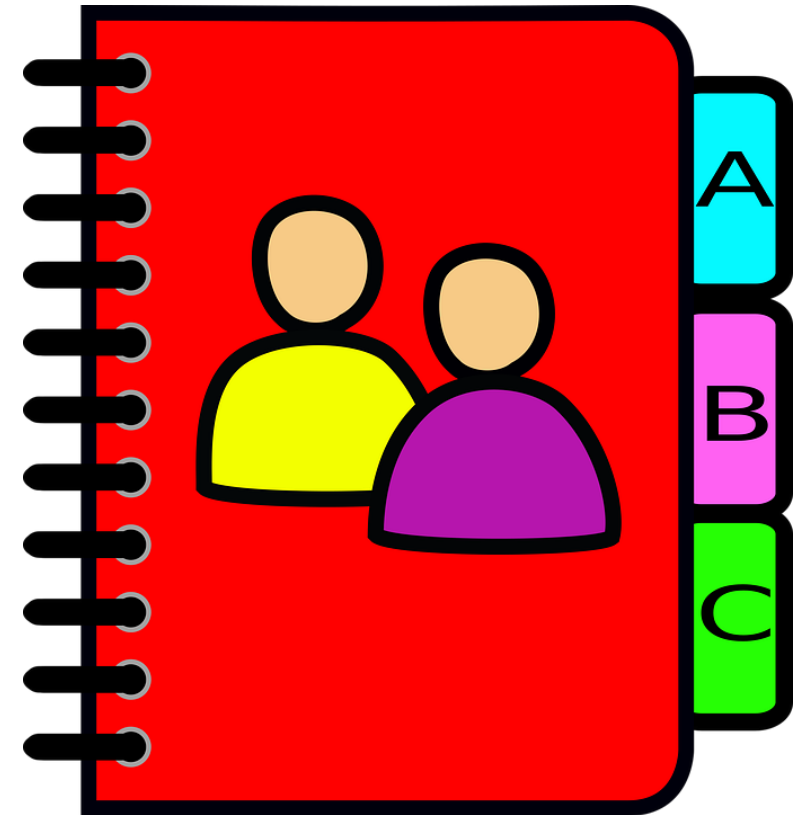
# DEFINITION

- Ruiz Quiroga (2010)



# DIFFERENTIATIONS

- inclusion vs. integration
- Educational Support Needs /
- special educational needs
- disability / handicap



## 2. TYPES OF ATTENTION TO DIVERSITY

Topic 10: Attention to diversity



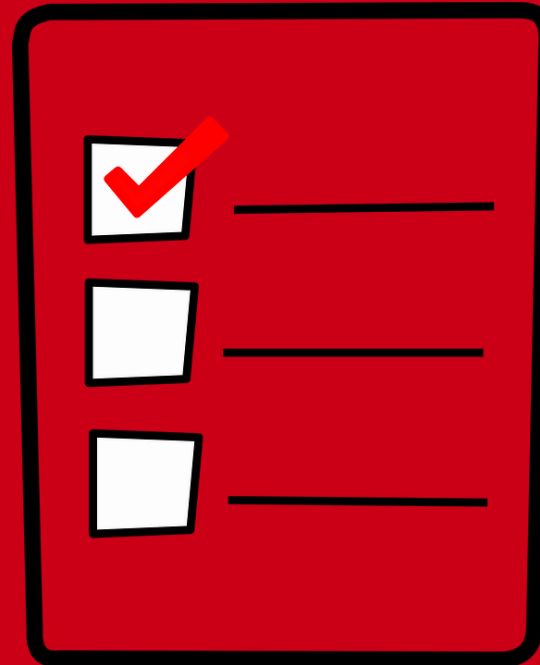
# **STUDENTS WITH SPECIFIC EDUCATIONAL SUPPORT NEEDS**

- Students with high intellectual capacities.
- Late incorporation students to the educational system.
- Truancy.
- Students with specific learning difficulties.
- Students with special educational needs (ACNEE)
- Students who have (temporarily or not) different personal situations from their peers.



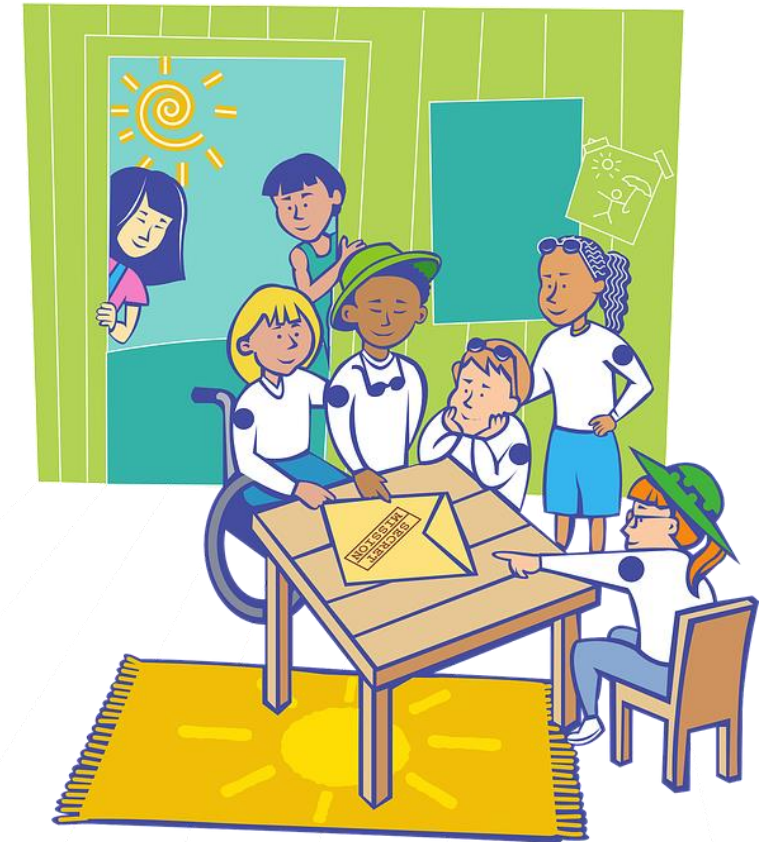
# 3. GUIDELINES FOR ADDRESSING DIVERSITY

Topic 10: Attention to diversity



# GENERAL RECOMMENDATIONS

- Methodology based on the non-discriminatory game
- Modify activities
- Do not use exclusion activities or games
- Encourage positive reinforcement
- Favor cooperative methodologies



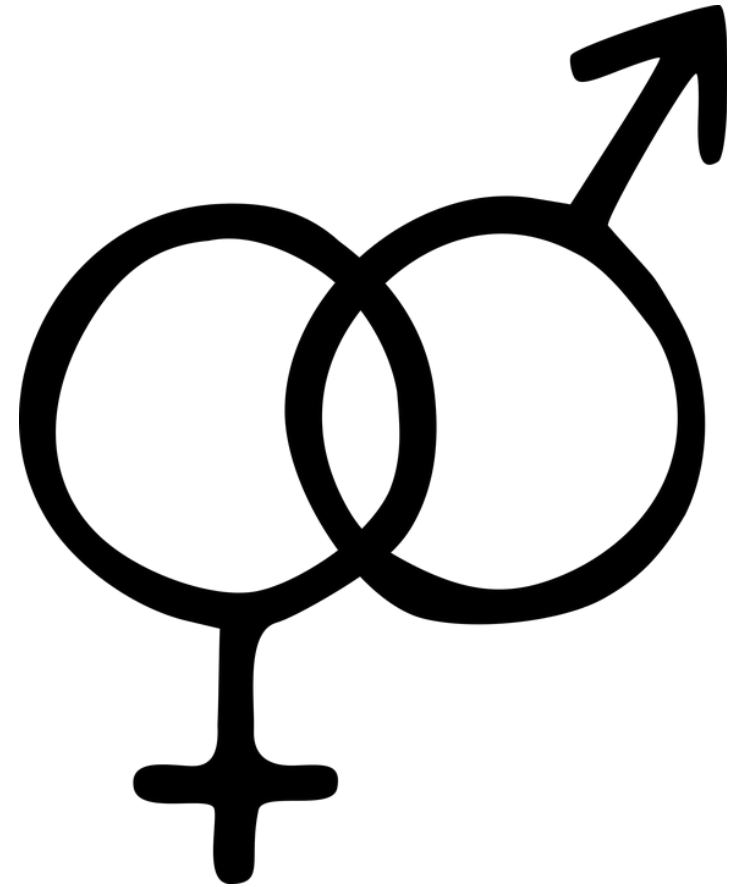
# AGE DIFFERENCE

- activities with variants
- methodological progression



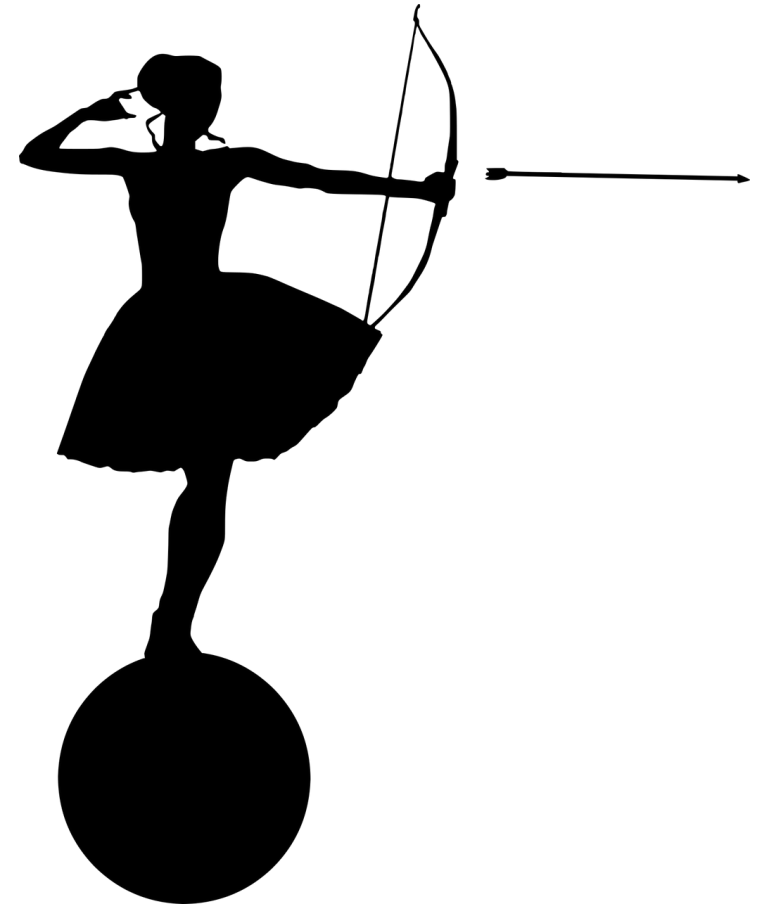
## GENDER DIFFERENCE

- there is no distinction
- balanced groups



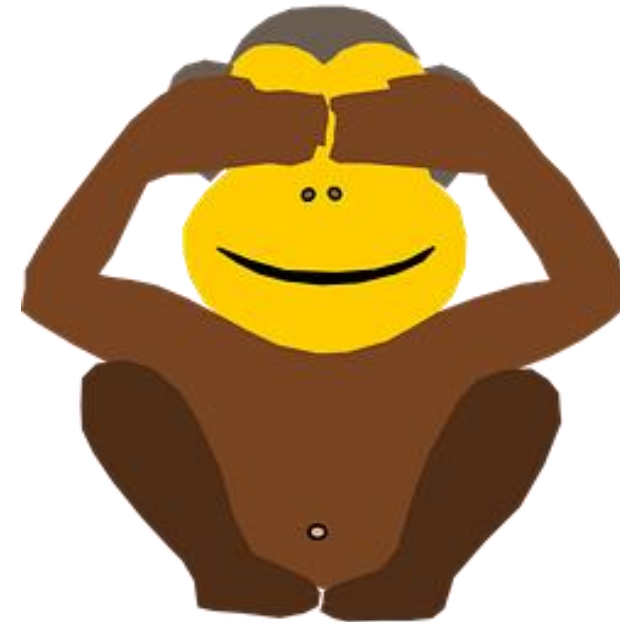
# SKILL LEVEL DIFFERENCE

- Meet our students
- Make balanced groups



# VISUAL DISABILITY

- Enhance the rest of the senses
- textured materials
- Teacher Guided
- never backlight



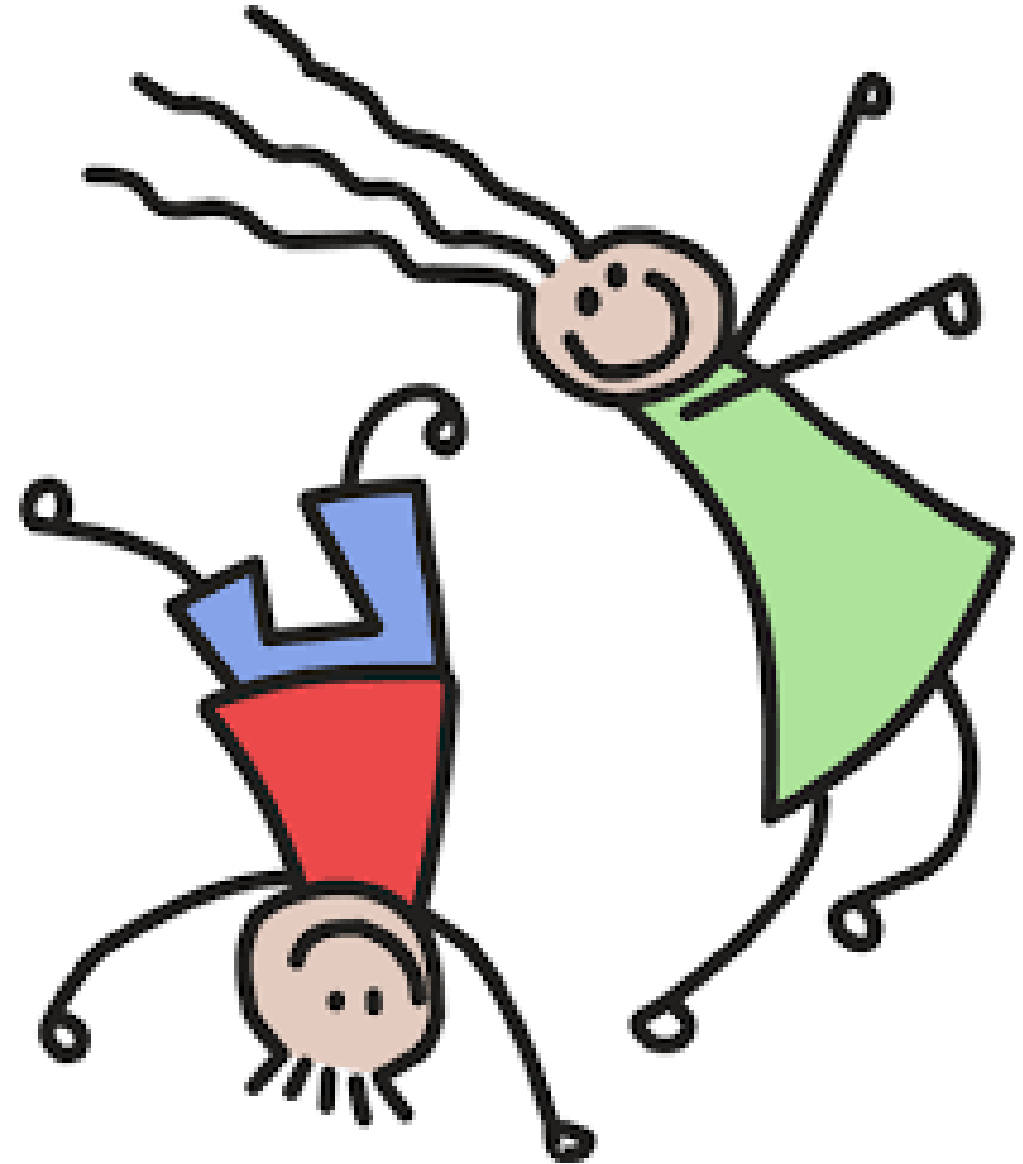
# HEARING IMPAIRMENT

- Strengthen the rest of the senses: visual and tactile channel
- simple vocabulary
- pronunciation and gesticulation
- Body language



# MOTOR DISABILITY

- Adapt materials
- Barrier-free spaces
- enough variants







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# UNIT 11: EDUCATE IN VALUES

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# INDEX

Topic 11: Educate in  
values

- General concepts
- Personal and Social Responsibility Model

# 1. CLARIFICATION OF CONCEPTS

Topic 11: Educate in  
values

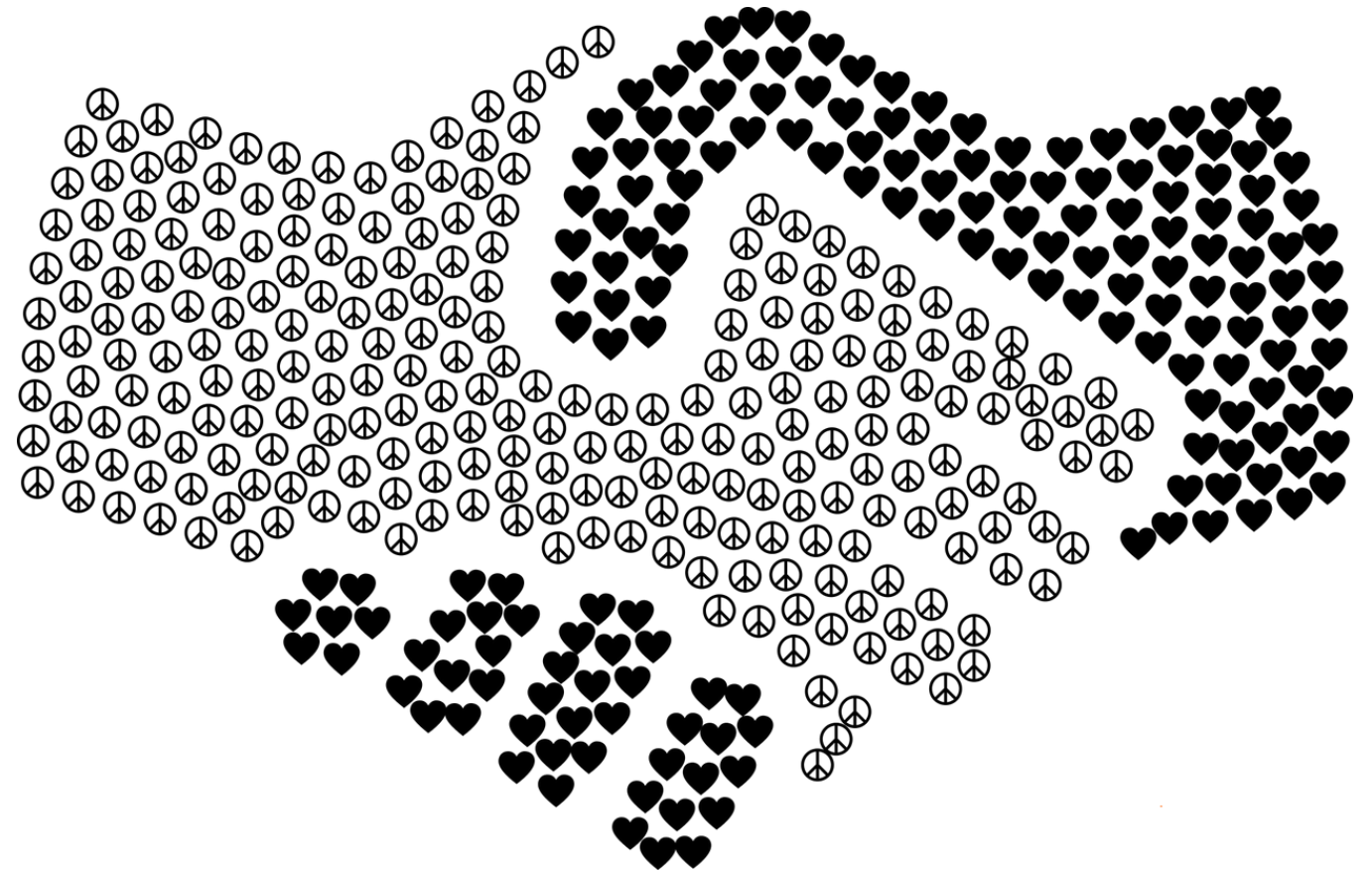


## DEFINITION

- Bolivar (1992)

# DIFFERENTIATIONS

- Belief
- Habit
- Worth
- Attitude
- Conduct



# PERSONAL AND SOCIAL RESPONSIBILITY

Topic 11: Educate in  
values

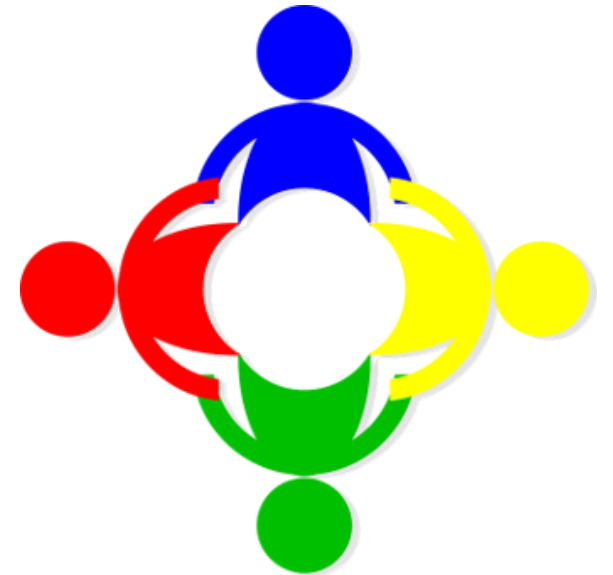


# HISTORY

Hellison (80's) creates a model to educate in responsibility through sport, both in the classroom and outside of it.



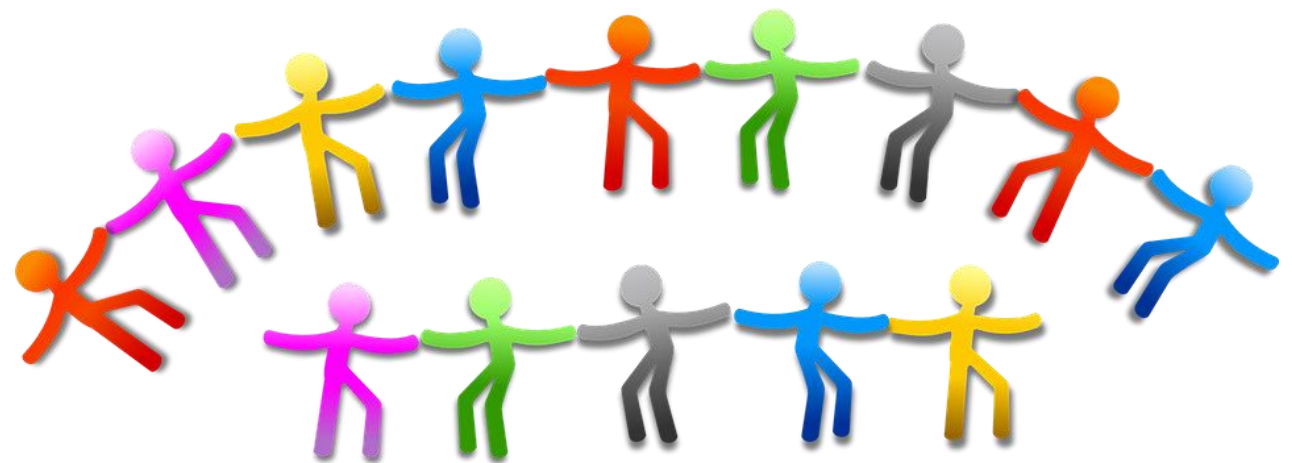
**PERSONAL AND SOCIAL RESPONSIBILITY PROGRAM  
(PRPS)**





## KEY PILLARS

- Integration
- Assignment of responsibility to students
- Teacher and student relationship
- Transfer



## LEVELS

- Level 1: respect for the feelings and rights of oneself and others.
- Level 2. participation and effort
- Level 3: personal autonomy
- Level 4: helping others and leadership
- Level 5: transfer



**THANKS A LOT!**

