



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162034 **Name:** Individual and group sports and games

Credits: 6,00 **ECTS Year:** 0, 4 **Semester:** 2

Module: Qualifying Mention in Physical Education

Subject Matter: Games and sports **Type:** Elective

Field of knowledge: Social and legal sciences

Department: Teaching and Learning of Physical Education, Plastic Arts, and Music

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

OEF1A16 Carlos Perez Campos (Responsible Lecturer)

carlos.perez@ucv.es

OEF1Z16 Mauro Alberola Albors (Responsible Lecturer)

mauro.alberola@ucv.es

OEFEXTAL Mauro Alberola Albors (Responsible Lecturer)

mauro.alberola@ucv.es

OEFEXTG Carlos Perez Campos (Responsible Lecturer)

carlos.perez@ucv.es



Module organization

Qualifying Mention in Physical Education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Specialization in Physical Education	6,00	Development and assessment of capabilities, motor skills and body expression	6,00	3, 4/1
Biological and physiological bases of movement	6,00	Biological and physiological bases of movement and physical abilities	6,00	0, 3, 4/2
The Didactics of Physical Education	6,00	Didactics and planning of physical education I	6,00	0, 4/2
Games and sports	6,00	Individual and group sports and games	6,00	0, 4/2
Physical activity and health	6,00	Treatment of physical activity, health and special educational needs	6,00	0, 4/2

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The students design programming units, individually or in groups, taking into account the quantitative component of movement expressed through basic physical abilities
- R2 The students present a theoretical-practical case demonstrating mastery of the theoretical-practical contents of the subject, as well as group management and dynamics



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.			X	
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.			X	
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				X
SPECIFIC		Weighting			
		1	2	3	4
EEF1	Understand and value the principles that contribute to cultural, personal and social education through Physical Education.				X
EEF2	Master the school curriculum of Physical Education.				X
EEF3	Acquire and know how to apply resources to promote lifelong participation in sporting activities in and out of school.				X



EEF4	Develop and assess curriculum content through appropriate teaching resources and promote the corresponding competences in students.				X
EEF6	Know and analyse the role of sport and physical activity in contemporary society and recognise their influence in different social and cultural spheres.				X
EEF11	Knowing how to apply the fundamentals and techniques of sports initiation and physical activities in the natural environment.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2	40,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2	20,00%	Written tests: Objective tests with short and extended responses.

Observations

The evaluation includes several well differentiated instruments. Attendance and active participation, class assignments, reflections on articles related to the subject of the course, individual and group practical exposition of activities related to the subject and written test. The written test will be in the form of a multiple-choice exam.

The final grade will be the weighted average of each of the established tests. All the assignments and tests will have an established date of presentation and delivery.

The defenses of the assumptions, practical activities may be recorded in video format.

Criteria for the awarding of Honors, a grade of 9.5 or higher may be obtained. In case of two equal grades, the evaluation criteria will be taken into account in order of evaluation in their percentage.

Single evaluation: Exceptionally, students who are unable to undergo the continuous evaluation system because they do not attend at least 70% of the classes may opt for this evaluation system. In this case, they will be evaluated as follows:

60%. Solution of practical cases: Execution activities of real and/or simulated tasks and oral presentation of group and individual work (oral, written, individual, group). Presentations (individual, group, presentation of topics-works). Associated learning results R1, R2, and R3. 40%. Theoretical exam: short-answer multiple options, written exam. Associated learning results R1, R2, and R3. Use



of Artificial Intelligence:

The use of AI is allowed for:

Study support (generate alternative explanations, concept maps or self-assessment exercises) Receive feedback on the clarity or coherence of one's own text. The use of AI is not allowed for:

The completion of evaluable assignments, unless it is required in a particular activity and the professor so indicates. In case of using AI in any of the activities under the allowed conditions, it must be mentioned in which part of the activity it has been used, which AI tool has been used and for what purpose. In case of doubts about the authorship of the submitted documents and their use of AI, the professor may ask questions or issues to verify the authorship.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory Master Class
M2	Case Study
M3	Project-based Learning
M5	Seminar Work
M7	Cooperative/Collaborative Work



Universidad
**Católica de
Valencia**
San Vicente Mártir

Course guide

Year 2025/2026

1162034 - Individual and group sports and games

M9 Group and Individual Tutoring

M10 Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical Class M1, M2, M3, M5	R1, R2	20,00	0,80
Practical Class M1, M2, M3, M5	R1, R2	35,00	1,40
Tutoring M1, M2, M3, M5	R1, R2	2,00	0,08
Evaluation M1, M2, M3, M5	R1, R2	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M1, M2, M3, M5	R1, R2	60,00	2,40
Individual work M1, M2, M3, M5	R1, R2	30,00	1,20
TOTAL		90,00	3,60

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual tutoring (e-learning mode)	R1, R2	60,00	2,40
TOTAL		60,00	2,40



ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work	R1, R2	90,00	3,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Topic 1. Conceptualization	1.1. Concept of game and sport. 1.2. The games and sports in the school curriculum.
Topic 2. The game in Primary Education	2.1. Origins of the game. 2.2. Theories and classifications. 2.3. The game at school age. 2.4. Modified games. 2.5. Pre-sports games. 2.6. Popular and autochthonous games. 2.7. Didactic and methodological guidelines.
Topic 3. Individual Sports in Primary Education	3.1. Historical background. 3.2. Classification of individual sports. 3.3. Structural analysis of individual sports 3.4. Stages of initiation and training 3.5. Didactic and methodological guidelines 3.6. Development and planning of individual sports learning
Topic 4. Collective sports in Primary Education	4.1. Historical background. 4.2. Classification of collective sports. 4.3. Structural analysis of team sports. 4.4. Stages of initiation and training. 4.5. Didactic and methodological guidelines. 4.6. Development and planning of collective sports learning.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Topic 1. Conceptualization	2,00	4,00
Topic 2. The game in Primary Education	8,00	16,00
Topic 3. Individual Sports in Primary Education	10,00	20,00
Topic 4. Collective sports in Primary Education	10,00	20,00



References

- .A.V.V. (1999): Formación de los maestros especialistas en E.F. Valencia Generalitat Valenciana Conselleria de Cultura Educación y Ciencia.
- A.A.V.V.V. (2001): Programación de la Educación Física en Primaria (vol. 1,2,3,4,5,6). Barcelona. Inde.
- A.A.V.V. (2010) V International Congress XXVI National Congress of Physical Education. Barcelona Inde.
- A.A.V.V. (2012) How to form a good athlete? A model based on competences. Barcelona Inde.
- A.A.V.V. (2010) Games in physical education from 6 to 12 years old. Barcelona. Inde.
- A.A.V.V. (2011) Games in physical education from 12 to 14 years old. Barcelona. Inde.
- A.A.V.V. (2008) Los juegos en la motricidad infantil de los 3 a los 6 años. Barcelona. Inde.
- Allué, J. M^a. (1998): El gran libro de los juegos. Parramón Ediciones, Barcelona.
- Aparicio, M. (1997): Aire libre: un medio educativo. Ed. Ccs, Madrid.
- Bantulà, J. (1998): Juegos motrices cooperativos. Ed. Paidotribo, Barcelona.
- Batllore, J. M^a and Batllore, J. (1998): Guía de juegos. Espasa Calpe, Madrid.
- Bayer, C. (1986). La enseñanza de los juegos deportivos colectivos. Barcelona: HispanoEuropea.
- Blázquez, D. (1986). Initiation to team sports. Barcelona: Martínez Roca.
- Blázquez, D. (1995). La iniciación deportiva y el deporte escolar. Barcelona: Inde.
- Castañer, M. and Camerino, O. (1992). Didactic units for primary school. Inde. Barcelona.
- Castejón Oliva, F.J. (2000). Sport initiation. Learning and teaching. Madrid: Pila Teleña.
- Castejón Oliva, F. J. (2003). Iniciación deportiva: La enseñanza y el aprendizaje comprensivo en el deporte. Sevilla: Wanceulen.
- Contreras, O.; De la Torre, E; Velázquez, R. (2001). Sport initiation. Madrid: Síntesis.
- Devís, J.; Peiró, C. (1997). New curricular perspectives in physical education: health and modified games. Barcelona: Inde.
- Fusté, X. (2004). Juegos de iniciación a los deportes colectivos. Barcelona: Paidotribo.
- García Fernández, P. (2005). Fundamentos Teóricos del Juego. Sevilla: Wanceulen.
- Gassió, X. (coord.) (1996): Todos los juegos del mundo. Ed. Planeta. Barcelona.
- Giménez, J; Sáenz-López, P. and Diaz, M. (Eds) (1997). The school sport. Huelva: University of Huelva.
- Gómez, C., Maza, G., and Puig, N. (2009) Sport and social integration. Barcelona Inde.
- Graça, A. (1997). The teaching of sports games. Barcelona: Paidotribo.
- Gutierrez M. (2012) The ecological games with wheels and other objects. Barcelona. Inde.
- Hernández Moreno, J. (1994). Fundamentals of sport. Analysis of the structures of the sport game. Barcelona: INDE.
- Hernández Moreno, J. (2005). Fundamentos del deporte. Analysis of the structures of the sport game. Inde. Barcelona.
- Hernández Moreno, J. (2000). La iniciación a los deportes desde su estructura y dinámica. Barcelona: Inde.