

## 1. BASIC DATA

Subject	Fundamentals Activities in Nature
Titration	Bachelor's Degree in Sport Management
School/ Faculty	Medicine, Health & Sports
Course	Second
ECTS	6 ECTS
Character	Obligatory
Language/s	Spanish and English
Modality	Face
Semester	S4
Academic year	25-26
Coordinating Teacher	Alberto Ochoa de Ocariz

## 2. PRESENTATION

Nature brings out the best in us by becoming a first-rate educational instrument and medium: in natural, mountain or maritime environments, we feel relaxed, happy and free to give free rein to our imagination and try a thousand and one games.

In recent years, the need to seek new sensations, escape, break with routine and daily stress, has made these activities one of the most demanded by society in general, regardless of age and physical level. Thus, it is still a clear professional niche for graduates in Physical Activity Sciences.

Leisure and recreation activities in the natural environment, as well as the so-called active or adventure tourism, continue to grow in popularity and practice both nationally and around the world. The management of this type of tourism and leisure is presented as an enormous and growing challenge, also linked to the need to know and take care of the environments in which they take place.

## 3. LEARNING OUTCOMES

### Knowledge

CON05. It identifies aspects and characteristics of the different sports disciplines that serve as the organizational and governance basis of the different sports bodies.

CON08. Identify the appropriate sports equipment and equipment for each type of activity, identifying the technical characteristics of the different sports spaces.

### Skills

HAB2. Design tasks, progressions, and physical exercise strategies aimed at health and sports performance based on individual variables and environmental conditions.

### Competences

COMP02. To design and develop sports services that promote the values inherent to the practice of sport.

COMP37. Strategic communication: Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication in the academic and professional environment.

COMP40. Teamwork: Cooperate with others in the achievement of a shared academic or professional goal, participating actively, empathetically and exercising active listening and respect for all members.

COMP41. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

## 4. CONTENTS

This section indicates each of the topics contained in the learning units:

- Activities in nature: concepts, classifications, areas of application, resources and materials
- Active Tourism: Companies, trends and programs. Civil Liability in Mountain Activities.
- Federations, associations and mountain clubs.
- Hiking, Hiking and Orienteering.
- Different activities in the field of the natural environment: canyoning, initiation to caving, adventure raids, winter techniques, walks and camping using fortune techniques (bivouac).

The contents to be developed in the subject are distributed in the following learning units:

### Basic foundations in the Natural Environment

- Introduction to activities in the natural environment
- Areas of Application

### Leisure and Active Tourism

- Areas of Application
- Natural Spaces and Environments: organization and management

### Civil Liability in Nature Activities

Mountaineering, Hiking and Mountaineering

- Basic techniques for overnight stays and bivouacking in the natural environment
- Cabuyeria and playful constructions with ropes
- Climbing techniques and progressions (ascent-descent) through natural and artificial environments using ropes

Other contents of the Natural Environment:

- Orientation: Orientation routes.
- GPS y Apps

## 5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

1. Cooperative and collaborative learning
2. Master Lecture/Webconference
3. Project-Based Learning
4. PBL (Problem-Based Learning)

## 6. TRAINING ACTIVITIES

The types of training activities that will be carried out and the student's dedication in hours to each of them are identified below:

**Face-to-face modality:**

Training activity	Number of hours
Lectures	23
Reading Content Topics	12
Design of strategies, procedures and intervention plans	14
Group participatory activities (seminars, workshops, forums, etc.)	30
Tutorials	4
Freelance work	30
Face-to-face knowledge tests	2
Individual or group work	35
<b>TOTAL</b>	<b>150</b>

**Online mode:**

Training activity	Number of hours
Synchronous virtual classes	23
Reading Content Topics	12
Design of strategies, procedures and intervention plans	14
Group participatory activities (seminars, workshops, forums, etc.)	30
Tutorials	4
Freelance work	30
Face-to-face knowledge tests	2
Individual or group work	35
<b>TOTAL</b>	<b>150</b>

## 7. EVALUATION

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

**Face-to-face modality:**

Evaluation system	Weight
Knowledge Tests	30% (20–50%)
Learning folders / portfolio	30% (30–40%)
Performance Observation	30% (20–30%)
Preparation of reports or writings	10% (0–10%)

**Online mode:**

Evaluation system	Weight
Virtual knowledge tests	60% (60%)
Preparation of reports or writings	10% (10–20%)
Learning folders / portfolio	30% (10–30%)
Performance Observation	0% (0–10%)

On the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities you must carry out, as well as the delivery dates and evaluation procedures for each of them.

### 7.1. Ordinary call

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final test, so that it can average with the rest of the activities.

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the different tasks and practical content.

### 7.2. Extraordinary call

To pass the subject in the extraordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final test, so that it can average with the rest of the activities.

The activities not passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

## 8. SCHEDULE

This section indicates the schedule with delivery dates of assessable activities of the subject:

Assessable activities	Date
Activity 1. Visit Active Tourism Center	To be determined
Activity 2. Visit climbing center	To be determined
Activity 3. Objective test route management	To be determined
Activity 4. Mountain Club Project	April
Activity 5. Classroom activities	February and March
Activity 6. Written final test	May

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

The reference work for the follow-up of the subject is:

- VVAAA. "Manual of Mountain Techniques and Interpretation of Nature". Ed. Paidotribo, 2006
- López Moreno, G. "Practical Manual of Hiking". Sta. Cruz Tenerife. Prames, 1998.
- Mountaineering. Practical manual. Francisco Aguado. Publisher: The Traveling Owl Penthalon Editions. 1985
- Safety and risk. Author: Pit Schubert. 2001 Editorial: Desnivel
- Mountaineer's Practical Manual. Author: Cameron Mcneish
- The knots. Outdoor techniques and applications. Author: Juan Carlos Lizama Publisher: Desnivel
- Budworth, G.; Dalton, J. (2016). Knots. 200 practical knots. Bookseller IBP S.L. Madrid.
- Raids. Lluís Capdevila and Mónica Aguilera. 2001 Editorial: Desnivel
- Basic survival manual. Author: Juan Carlos Lizama Date: 1998 Publisher: Desnivel 9
- Practical GPS manual. Author: Carlos Puch Date: 2001 Publisher: Desnivel
- Orientation. From the map and compass to GPS and orienteering races. Eusebio García Gómez. 2000. Slope
- The mountain. Methods of orientation. Geograf Salvador Llobet.
- Orientation in nature. Basic Initiation Manual. Pablo José Costa Cánovas/Lázaro Giménez Martínez. 1998. Ed. ASSEF
- Burqueño, R., López, D., García, A. (2012). The transfer of physical activities from the natural environment to the urban environment: an innovative proposal.
- Budworth, G.; Dalton, J. (2016). Knots. 200 practical knots. Bookseller IBP S.L. Madrid.
- Olivera, A., & Olivera, J. (1998). Analysis of the potential demand for physical adventure activities in nature in the city of Barcelona. Notes. Physical Education and Sports, 52, 92-103.
- Olivera, A. & Olivera J. (1999). Physical adventure activities in nature. Study of supply and demand in the business sector in Catalonia. Notes. Physical Education and Sports 57, 86-94
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- Olivera, A. & Olivera J. (1999). Physical adventure activities in nature. Study of supply and demand in the business sector in Catalonia. Notes. Physical Education and Sports 57, 86-94

Recommended bibliography is indicated below:

- [www.desnivel.com](http://www.desnivel.com)
- [www.outdoorpeactivities.com](http://www.outdoorpeactivities.com)

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students:

1. Accompaniment and follow-up through the realization of personalized counseling and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thus pursuing equality of opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree

Students who need educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.