

## 1. BASIC DATA

<b>Subject</b>	Didactic Design and Intervention in the Natural Environment
<b>Titration</b>	Bachelor's Degree in Physical Activity and Sports Sciences
<b>School/ Faculty</b>	Medicine, Health & Sports
<b>Course</b>	Third
<b>ECTS</b>	6 ECTS
<b>Character</b>	Obligatory
<b>Language/s</b>	Spanish
<b>Modality</b>	Face
<b>Semester</b>	S5 and S6
<b>Academic year</b>	25-26
<b>Coordinating Teacher</b>	Alberto Ochoa de Ocáriz Benegas

## 2. PRESENTATION

Physical-sports activity programs focused on the recreational field, through the planning, management, execution and evaluation of a camp and activities typical of natural environments. Basic knowledge of first aid and safety in physical-sports activities: practical applications.

Direct contact with nature is becoming increasingly important for society, since it is attributed with innumerable values and a decisive influence on the integral development of people, with special relevance in the personality itself.

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.

### 3. COMPETENCIES AND LEARNING OUTCOMES

#### **Core competencies:**

- CB1: Self-confidence: Ability to assess our own results, performance and capabilities with the internal conviction that we are capable of doing things and the challenges that are posed to us
- CB2: Ability to adapt to new situations: being able to assess and understand different positions, adapting one's own approach as the situation requires it
- CB3: Organizational and planning skills: Ability to set goals and choose the means to achieve those goals using time and resources effectively
- CB4 - Students are able to transmit information, ideas, problems and solutions to both a specialised and non-specialised audience
- CB5 - Students must have developed those learning skills necessary to undertake further studies with a high degree of autonomy

#### **Transversal competences:**

- CT17 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to achieve common goals
- CT03 - Ability to adapt to new situations: being able to assess and understand different positions, adapting one's own approach as the situation requires it.
- CT06 - Oral communication/written communication: ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, oral being that which is carried out through words and gestures and written communication, through writing and/or graphic supports.
- CT10 - Initiative and entrepreneurial spirit: Ability to resolutely undertake difficult or random actions. Ability to anticipate problems, propose improvements and persevere in achieving them. Preference for assuming and carrying out activities.
- TC11 - Time planning and management: Ability to set goals and choose the means to achieve those goals using time and resources effectively.

**Specific competencies:**

- CE04 - Ability to analyse and apply physiological, biomechanical, psychological and social principles to the different fields of physical activity, sport and recreation.
- CE05 - Ability to identify inappropriate practices that pose a risk to health, in order to avoid and correct them in different types of population.
- CE07 - Ability to promote and evaluate long-lasting and autonomous habits of health-oriented physical activity and sport.
- CE08 - Ability to design, plan, organise, execute and evaluate programmes of sports and recreational activities of a continuous and/or occasional nature, taking into account all those factors that condition their development in the different professional, social and economic contexts.
- CE09 - Ability to select and know how to use the appropriate sports material and equipment for each type of activity, identifying the technical characteristics of the different sports spaces.

**Learning outcomes:**

- RA1: Understanding of fundamental concepts related to the practice of physical-sports activities in Nature
- RA2: Professionalism of the students when using the terrain, the material and observing the atmospheric conditions, to follow the safety protocols in the performance of activities in natural environments.
- RA3: Carrying out tests and practices for the study of the techniques of the various sports modalities to be developed in Nature
- RA4: Carrying out in-depth and synthesis work based on a search in the fundamental bibliographic sources related to sports activities in Nature.
- RA5: Use of recreational-educational proposals, sports and workshops as a tool for educational and training purposes. Students will have the foundations to design and lead sessions and activities typical of camps and leisure and recreation environments.
- RA6: Acquisition of self-confidence and empowerment by the student in the planning and direction of recreational activities in camps and other educational environments in nature.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes that are pursued:

Competences	Learning Outcomes
CB1, CB2, CB3, CB4, CB5	<b>RA1.</b> Understanding of fundamental concepts related to the practice of physical-sports activities in Nature
CB1, CB2, CB3, CB4, CB5, CT17, CT03, CT06	<b>RA2.</b> Professionalism of the students when using the terrain, the material and observing the atmospheric conditions, to follow the safety protocols in the performance of activities in natural environments.
CT06, CT10, CT11, CE04, CE05, CE07, CE08, CE09	<b>RA3.</b> Carrying out tests and practices for the study of the techniques of the various sports modalities to be developed in Nature
CB1, CB2, CB3, CE04, CE05, CE07, CE08, CE09	<b>RA4.</b> Carrying out in-depth and synthesis work based on search in the fundamental bibliographic sources related to sports activities in Nature
CB1, CB2, CB3, CT06, CT10, CT11, CE04, CE05, CE07, CE08, CE09	<b>RA5:</b> Use of recreational-educational proposals, sports and workshops as a tool for educational and training purposes. Students will have the foundations to design and lead sessions and activities typical of camps and leisure and recreation environments.
CB1, CB2, CB3, CB4, CB5, CT11, CE04, CE05, CE07, CE08	<b>RA6:</b> Acquisition of self-confidence and empowerment by the student in the planning and direction of recreational activities in camps and other educational environments in nature.

## 4. CONTENTS

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

- Physical-sports activity programmes, in the different professional fields.
- Basic knowledge of first aid and safety in physical-sports activities: practical applications.
- Organization of camps and other sporting events.
- The role of the monitor and the coordinator of youth activities.
- Workshops and activities with reused and recycled material.

- Great games, evenings and night games.
- Group Dynamics.
- Ecology.

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

- Evening Soirees and Games
- Climbing and cabuyería
- Group dynamics
- Co-op Games
- Miscellaneous workshops
- Organization and management of groups and events
- Great Themed Game and Gymkhana
- Alternative Sports
- Raid Multiaventura

## **5. TEACHING-LEARNING METHODOLOGIES**

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

- Cooperative Learning
- Problem-Based Learning (PBL)

## **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	Face-to-face
Master Classes (modality face-to-face)	20	100
Design of strategies, procedures and intervention plans (modality face-to-face)	80	100
Tutoring (face-to-face modality)	50	100
<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
Reflective Journal	10% (5-10%)
Thematic Practical Activities and Exercises	20% (10-30%)
Work on the design of strategies and intervention plans	70% (60-80%)

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

- Attend group meetings as well as thematic activities, as non-attendance directly excludes participation in the Implementation
- Carry out the Practicum with the chosen group and pass the rubric prepared for this purpose.
- Deliver and present the previous project and the Internship Report.

## 7.2. Extraordinary call

To pass the subject in extraordinary call you must:

- Attend the practical nature recovery in July.
- Prepare an individual camp work, as well as the tasks of schedule and economic plan.

## 8. SCHEDULE

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

Assessable activities	Date
Strategy design work and Intervention plans	Weeks 3-10
Memory of the student of the External Internships	Week 11-14
Reflective Journal	Week 14

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

Recommended bibliography is indicated below. Varied material from various subjects of the Degree itself (activities in nature, handball, games, leisure and recreation, volleyball, etc...) that students have to look for, prepare and keep.

- Merino Jiménez, Álvaro; Gómez Rodríguez, Javier. Recreational canoeing. 2005, 156, Wanceulen, Seville
- Miranda Viñuelas, Julián; Camerino i Foguet, Oleguer. Recreation and sports animation: smile and essence of our time. 1996, 41, 314, Amarú, Salamanca
- Puertas, Xavier, Animation in the Tourism Field, 2004, 254, Síntesis, Madrid

- Puertas, Xavier; Font, Silvia. Games and sports activities for tourist entertainment. 2002, 206, Síntesis, Madrid
- Snow, Harrison. Indoor outdoor team-building games for trainers : powerful activities from the world of adventure-based team-building and ropes courses. 1997, 242, McGraw-Hill, New York
- Orientation in nature. Basic Initiation Manual. Pablo José Costa Cánovas/Lázaro Giménez Martínez. 1998. Ed. ASSEF
- The knots. Outdoor techniques and applications. Author: Juan Carlos Lizama Publisher: Desnivel

## 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.