

1. OVERVIEW

Subject area	Design and Didactic Intervention in the Natural Environment
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Exercise and Sport Sciences and Physiotherapy
Year	Third
ECTS	6 ECTS
Type	Compulsory
Language/s	Spanish / English
Delivery Mode	On campus/English
Semester	S5 and S6
Academic year	2024-2025
Coordinating professor	Alberto Ochoa de Ocariz

2. INTRODUCTION

Physical activity/sport programmes focused on recreation, through the planning, management, execution and assessment of a camp and activities performed in natural environments. Basic knowledge of first aid and safety for physical activities/sports: practical applications.

Direct contact with nature is increasingly important for society as it has been linked to numerous benefits and has a decisive influence on people's holistic development, especially in terms of personality.

Nature brings out the very best in us, making it a first-rate educational tool: in natural environments, mountains or oceans, we feel relaxed, happy and at liberty to give free rein to our imagination and try out countless new games.

In recent years, the need to find new sensations, to escape and break away from the routine and the stress of daily life, has caused a surge in the popularity of these activities across society as a whole, regardless of age or level of physical fitness. As such, it remains a clear professional niche for Exercise Science graduates.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB1: Self-confidence: Ability to evaluate one's own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives
- CB2: Ability to adapt to new situations: Being able to evaluate and understand different points of view, adapting one's own approaches to suit the situation

- CB3: Organisational and planning skills: Ability to set objectives and choose the right means to achieve them, making efficient use of time and resources.
- CB4 - Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5 - Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT17 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.
- CT03 - Ability to adapt to new circumstances: being able to evaluate and understand different points of view, taking different approaches to suit the situation.
- CT06 - Oral or written communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.
- CT10 - Initiative and entrepreneurial spirit: Ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere to ensure they are implemented. Willingness to take on and carry out tasks.
- CT11 – Planning and time management: Ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.

Specific skills (CE, by the acronym in Spanish):

- CE04 – Ability to analyse and apply physiological, biomechanical, psychological and social principles in different areas of physical activity, sport and recreation.
- CE05 – Ability to identify inappropriate practices that pose a risk to health in order to prevent and correct them in different groups of people.
- CE07 – Ability to promote and assess long-lasting and autonomous habits of health-orientated physical activity and sport.
- CE08 – Ability to design, plan, organise, implement and evaluate regular and/or one-off sport and recreation programmes, considering all factors that might affect these programmes in different professional, social and economic contexts.
- CE09 – Ability to select and know how to use the right material and sports equipment for each type of activity, identifying the technical characteristics of different sports spaces.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: To understand key concepts related to physical activities and sports in natural environments.
- RA2: To act professionally when using outdoor sites and equipment and monitoring weather conditions in order to follow safety protocols during activities in natural environments.
- RA3: To complete essays and practical activities in order to study the techniques involved in the different sports practised in natural environments
- RA4: To produce in-depth analysis and summaries based on searches of key literature about sports and physical activities in natural environments.

- RA5: To use recreational/educational proposals, sports and workshops as a tool for educational and learning purposes. Students will have the basic knowledge to design and lead sessions and activities carried out at camps and in leisure and recreational environments.
- RA6: To build the self-confidence and empowerment needed to plan and lead recreational activities at camps and in other educational environments in nature.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB3, CB4, CB5	RA1. To understand key concepts related to physical activities and sports in natural environments.
CB1, CB2, CB3, CB4, CB5, CT17, CT03, CT06	RA2. To act professionally when using outdoor sites and equipment and monitoring weather conditions in order to follow safety protocols during activities in natural environments.
CT06, CT10, CT11, CE04, CE05, CE07, CE08, CE09	RA3. To complete essays and practical activities in order to study the techniques involved in the different sports practised in natural environments
CB1, CB2, CB3, CE04, CE05, CE07, CE08, CE09	RA4. To produce in-depth analysis and summaries based on searches of key literature about sports and physical activities in natural environments
CB1, CB2, CB3, CT06, CT10, CT11, CE04, CE05, CE07, CE08, CE09	RA5: To use recreational/educational proposals, sports and workshops as a tool for educational and learning purposes. Students will have the basic knowledge to design and lead sessions and activities carried out at camps and in leisure and recreational environments.
CB1, CB2, CB3, CB4, CB5, CT11, CE04, CE05, CE07, CE08	RA6: To build the self-confidence and empowerment needed to plan and lead recreational activities at camps and in other educational environments in nature.

4. CONTENTS

This section lists each of the topics in the learning units:

- Programme of physical activities/sports in different professional fields.
- Basic knowledge of first aid and safety for physical activities/sports: practical applications.
- Organisation of camps and other sport events.
- The role of youth activity instructors and coordinators.
- Workshops and activities with reused and recycled materials.
- Large-scale games, evening events and night games.
- Group dynamics.
- Ecology.

The subject area content is organised into the following learning units:

- Evening events and night games
- Climbing and knot tying
- Group dynamics
- Cooperative games
- Variety of workshops
- Organisation and management of groups and events
- Large-scale thematic games and gymkhana
- Alternative sports
- Orienteering and hiking

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Collaborative learning
- Problem-based learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours	On campus
Lectures (on campus)	20	100
Design of strategies, procedures and intervention plans (on campus)	80	100
Tutorials (on campus)	50	100
TOTAL	150	

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On campus:

Assessment system	Weighting
Reflective journal	10% (5–10%)
Student review of the work placement	20% (10–30%)
Strategy design projects and intervention plans	70% (60–80%)

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must:

- Attend the group meetings. Failure to attend will result in direct exclusion from the implementation stage
- Complete the work placement with the chosen group and pass the rubric created for this purpose.
- Submit the preliminary project and the work experience review.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period, students must:

- Spend a week at a camp or, failing this, the University's own Urban Campus
- Produce a work experience review

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Strategy design projects and intervention plans	<i>Weeks 3-10</i>
Student review of the work placement	Weeks 11–14
Reflective journal	Week 14

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below. Material variado procedente de diversas asignaturas

de la propia Titulación (actividades en la naturaleza, balonmano, juegos, ocio y recreación, voleibol, etc...) que los alumnos han de buscar, preparar y conservar.

- Merino Jiménez, Álvaro; Gómez Rodríguez, Javier. Piragüismo recreativo. 2005, 156, Wanceulen, Sevilla
- Miranda Viñuelas, Julián; Camerino i Foguet, Oleguer. La recreación y la animación deportiva :sonrisa y esencia de nuestro tiempo. 1996, 41, 314, Amarú, Salamanca
- Puertas, Xavier, Animación en el ámbito turístico, 2004, 254, Síntesis, Madrid
- Puertas, Xavier; Font, Silvia. Juegos y actividades deportivas para la animación turística. 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
- Orientación en la naturaleza. Manual básico de iniciación. Pablo José Costa Cánovas/Lázaro Giménez Martínez. 1998. Ed. ASSEF
- Los nudos. Técnicas y aplicaciones de aire libre. Autor: Juan Carlos Lizama Editorial: Desnivel

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.