



**UCAM**  
UNIVERSIDAD  
CATÓLICA DE MURCIA

# 2018/2019 Course Guide

## Basic Skills and Motor Games

Bachelor's in Physical Activity and Sports Science

Mode: On Campus

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## BASIC SKILLS AND MOTOR GAMES

Module: **Applied Sciences and Motor Skills**

Subject: **Motor Skills**

Level: **Mandatory**

No. of Credits: **6**

Academic Session: **Second Course –Quarterly**

Course Professors: **Dr. Domenico Cherubini**

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Office Hours:

**Tuesdays from 10:00-11:00am and Fridays from 11:00-12:00pm.**

Professor coordinating the Module, Subject or Course: **Dr. Sebastián Gómez Lozano**

### Brief Description

The Basic Skills and Motor Games course makes up part of the module for applied sciences and motor skills. This module presents content related to the development of human movement and how these movements can be optimized from different points of view. The course covers motor skills from an aspect of recreation and an educational process in which gross motor skills develop through games.

Students will acquire the knowledge necessary to obtain a rich background in motor games with different social-motor situations, having the ability to create a game with internal logic and the knowledge to adapt it in terms of the motor skills to be targeted, adjusting it to the level of the students.

### Prerequisites

There are no prerequisites for the course.

### Objectives

1. To acquire and integrate the concepts, theories, models, types and standards for the design of tasks for basic skills and motor games.
2. To know and understand the fundamentals, structures, and functions of human motor skills and patterns.
3. To know and understand the structure and function of the different manifestations of human motor skills.
4. To know how to properly use motor games through practical experience of different types of existing motor games.
5. To design, develop, and evaluate teaching-learning processes related to physical activity and sports, with attention to individual and contextual characteristics of people.

## Competencies and Learning Outcomes

### Interdisciplinary Competencies

- (CT1) Analysis and synthesis.
- (CT2) Organization and planning.
- (CT3) Oral and written communication in the native language.
- (CT7) Problem-solving.
- (CT8) Decision-making.
- (CT9) Teamwork.
- (CT12) Recognition of diversity and multiculturalism.
- (CT15) Autonomous learning.
- (CT16) Adaptation to new situations.
- (CT18) Creativity.
- (CT20) Entrepreneurial initiative and spirit.

### Specific Competencies

- (CES9) To know and apply the most common measurements and instrumentation protocols in the field of Physical Activity and Sports Science.
- (CES10) To apply Information and Communication Technologies (ICT) to the field of Physical Activity and Sports Sciences.
- (CES11) To know, understand, and know how to teach by combining theoretical and practical skills with didactics in expressive manifestations, basic skills, motor games, and outdoor activities.
- (CES12) To have and know how to apply practical skills in expressive manifestations, basic skills, motor games, and outdoor activities.
- (CES13) To know how to teach activities in expressive manifestations, basic skills, motor games, and outdoor activities according to the principles of horizontality and verticality in the organization of training others.

### Learning Outcomes

- (RA) To understand and distinguish the possibilities that different information and communication technologies have in physical activity and sport.
- (RA) To use Information and Communication Technologies (ICT) for performance in training and professional activities.
- (RA) To understand and distinguish the possibilities of expressive manifestations, basic skills, motor games, and outdoor activities in the field of physical activity and sports.

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(RA) To design and carry out teaching-learning processes in expressive manifestations, basic skills, motor games, and outdoor activities.

(RA) To acquire practical applied knowledge to basic skills and motor games.

(RA) To understand and distinguish the relationship and evolution of the motricity of human movement.

(RA) To design and carry out teaching-learning processes in an integrated way, taking into account the relationship and evolution of the motricity of human movement.

(RA) To acquire and implement collaboration strategies and abilities promoting cooperative work.

## Methodology

Methodology	Hours	Hours of Classroom Work	Hours of Non-Classroom Work
Theoretical and Practical Lectures, Seminars and Workshops	24	60 hours (40 %)	
Follow-up Tutorials	3		
Teaching Practicums	30		
Evaluation	3		
Autonomous Work	45		90 hours (60 %)
Applied Work	45		
<b>TOTAL</b>	<b>150</b>	<b>60</b>	<b>90</b>

### *Theoretical-Practical Lectures, Seminars and Workshops*

Presentation of the theoretical-practical content by the professor in the classroom through audiovisual media. The presentations and/or supporting study material will be made available to the students on the Virtual Campus.

Different tasks will be done which will be related to other teaching units. Some theoretical content will be illustrated with computer and/or audiovisual material (documentary) to be discussed later.

### *Follow-up Tutorials*

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Three tutorials will be held throughout the semester to answer questions or problems that come up in the learning process, to direct projects, to review and discuss material and topics presented in class and to orient students in their projects.

### *Teaching Practicums*

The knowledge acquired in the lectures will be applied at a practical level in these practicums. There will be thirty practicums in the sports hall.

### *Autonomous Work*

This includes the time that the student devotes to the theoretical and practical personal study to assimilate the material and topics presented in the classes.

### *Applied Work*

This includes the time that the student devotes to the development of the work of the subject.

## Syllabus

### Theoretical Instructional Program

#### Block I.- BASIC SKILLS

Topic 1. Basic Motor Skills in School Stages.

- 1.1 Concepts and Definitions.
- 1.2 School stages.

Topic 2. Stages of Basic Motor Skills: Childhood and Elementary School

- 2.1 Concepts and Definitions
- 2.2 Characteristics and Differences of the Stages
- 2.3 Childhood Stage
- 2.4 Elementary School Stage
- 2.5 Practical Cases

Topic 3. Body and space-time perceptive abilities.

- 3.1 Concepts and Definitions
- 3.2 Body scheme perception
- 3.3 Corporal balance
- 3.4 Space-time
- 3.5 Evolutionary development
- 3.6 Practical Cases

Topic 4. Motor Coordination.

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- 4.1 Concepts and Definitions
- 4.2 General coordination
- 4.3 Specific coordination
- 4.4 Evolutionary development
- 4.5 Practical Cases

### Topic 5. Basic Motor Skills.

- 5.1. Concepts, Definitions and Classifications
- 5.2 Teaching basic abilities
- 5.3 Classification of basic abilities
- 5.4 Work techniques through games
- 5.5 Practical Cases

## Block II.- MOTOR GAMES

### Teaching Unit I. Introduction to the concept of motor games

#### Topic 1. Game Files

- 1.1. Chip models
- 1.2. Symbology and graphism

#### Topic 2. Games as an Educational Element.

- 2.1. Introduction. Justification and Importance
- 2.2. Concept, Definitions, Instructions, and Functions of the Game
- 2.3. Current Trends. Classification of Games. Types of Motor Games

### Teaching Unit II. Analysis and Design of Motor Games

#### Topic 3. Analysis of Motor Games: Revealing the Internal Logic of the Motor Game.

- 3.1. System concept applied to the motor game
- 3.2. Concept of structure and dynamics applied to the motor game
- 3.3. Motor actions and recreational motor behaviors
- 3.4. Ludo-motor internal logic and external logic
- 3.5. Structural components of the motor game: levels of differentiation and functional consequences
- 3.6. The ludo-motor strategy
- 3.7. Designing motor games based on the basic elements of the game structure

#### Topic 4. Designing Motor Games.

- 4.1. Requirements prior to design
- 4.2. Complexity in the design of motor games and famous variants
- 4.3. Problems and Solutions for the design of ludo-motor situations

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### Teaching Unit III. Teaching applications of the motor game

#### Topic 5. The Motor Game and Its Teaching Method.

- 5.1. Motor Games in the educational curriculum
- 5.2. Motor Games in the development of physical education content
  - 5.2.1. Characteristics of Motor games as an educational motor activity
  - 5.2.2. Pedagogical intervention through motor games
- 5.3. The game applied to physical education and sports
  - 5.3.1. Games and Sports: Analogies and differences
  - 5.3.2. Normative evolution
  - 5.3.3. Approximation to sports through games
- 5.4. The Game Session
  - 5.4.1. Structure of the Game Session
  - 5.4.2. Managing a Session
- 5.5. Means and Rules for Managing Motor Games
  - 5.5.1. Criteria for the selection of games
  - 5.5.2. Teaching considerations for the representation of games
  - 5.5.3. Considerations on the use of games in physical education

#### Topic 6. Motor Games in Physical Education Programs.

- 6.1. Differences in Terminology between game and recreational activity in physical education
- 6.2. The role of games and motor games in physical education
- 6.3. Games in the different evolutionary stages
  - 6.3.1. Games in childhood
  - 6.3.2. Games in adolescence and puberty
  - 6.3.3. Games in adulthood
- 6.4. Methodological adaptations of the game applied to Physical Education
  - 6.4.1. Methodological considerations for the student
  - 6.4.2. Methodological considerations for the professor
  - 6.4.3. Methodological considerations for the evaluation of the game

## Practical Instructional Program

### Block I.- BASIC SKILLS

- Practicum 1. Balancing tonic-postural activities.
- Practicum 2. Laterality.
- Practicum 3. Displacements.
- Practicum 4. Jumps and twists.
- Practicum 5. Manipulation.
- Practicum 6. Somersault, running, and hitting.



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- Workshop 1. Creating toys for motor development
- Workshop 2. Laterality test
- Workshop 3. Behavioral observation in preschool

### Block II.- MOTOR GAMES

- Practicum 1. The different orientations and classifications of the motor game.
- Practicum 2. Distinguishing different recreational situations from practice.
- Practicum 3. Motor, psychomotor, and co-motor situations: individual games. We play individually, but we compete.
- Practicum 4. Recreational social-motor cooperation situations: Cooperative Games.
- Practicum 5. Recreational social-motor opposition situations: Body and instrumental opposition. 1 against 1 duels and all against all duels.
- Practicum 6. Recreational social-motor situations of collaboration-opposition.

- Workshop 1. Classification of motor games
- Workshop 2. System of rules
- Workshop 3. Structural components of motor games
- Workshop 4. Designing motor games

## Relationship to Other Courses in the Study Plan

This course uses some of the knowledge already acquired from the Pedagogical Fundamentals of Sports subject. Likewise, it serves as a basis for the development of the subjects in the Fundamentals of Sports module and the Teaching of Physical Activity and Sports module.

## Grading System

For the February/June/September Sessions:

- **Theoretical Part:** 50% of the total grade. Requirements: Students who exceed 60% class attendance: In this case the theoretical part of the subject will be evaluated in two eliminatory partial exams, which must each be passed independently. The value of each exam will be: the first partial 25% and the second partial 25%. Students who do not exceed the attendance percentage must take a final exam with all the content of the subject.

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- **Theoretical-Practical Work:** 20% of the total grade. Requirements: Attendance of at least 60% of the classes and a score of 5 points in each of the exercises that are proposed. (See work preparation guide).

- **Practical Part:** 30% of the total grade. Requirements: Attendance of at least 80% of the total number of practicums and a score of 5 points in each of the tasks that are proposed (See work preparation guide and the course start guide). Students who do not exceed the attendance percentage must take a practical sufficiency exam. The exam will consist of questions about the practical applications taught throughout the year.

The student shall pass the subject when the weighted average is equal to or greater than 5 points and all the parts that make up the grading system have been passed, with an overall weight equal to or greater than 20%.

If the student has less than 5 in any of the parts with a weight equal to or greater than 20%, the subject will be suspended, and the student must retake the part(s) in the next session within the same academic year. The suspended part(s) in official sessions (February/June) will be saved for successive sessions that are held in the same academic year.

In the event that the subject is not passed in the September session, the passed parts will not count for successive academic years.

The **grading system** (RD 1.125/2003. of September 5) shall be the following:

0-4.9 Suspended (SS)

5.0-6.9 Passed (AP)

7.0-8.9 Excellent (NT)

9.0-10 Outstanding (SB)

Honorable mention may be granted to students who have earned a grade equal to or greater than 9.0. This number may not exceed 5% of the total number of students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only a single honorable mention may be granted.

## Bibliography and Reference Sources

### Basic Bibliography

## Basic Skills and Motor Games

### Basic Skills

- Conde, J. L. y Viciano, V. (1997). Fundamentos para el desarrollo de la motricidad en edades tempranas. [*Fundamentals for the Development of Motor Skills in Early Ages.*] Málaga: Aljibe. ISBN: 9788487767753.
- Angulo, J.J., et al (2001). Educación Física en Primaria a través del juego. Primer, Segundo y Tercer ciclo. Grupo La Tarusa. [*Physical Education in Elementary School through Games. First, Second, and Third Cycle. La Tarusa Group.*] Barcelona: Inde. ISBN: 84-95114-56-9.
- Chinchilla, JA., Zagalaz, M.L. (2002). Didáctica de la Educación Física en la Educación Primaria, [*Teaching Methods for Physical Education in Primary Education.*] Madrid: Síntesis. ISBN: 84-8316-523-6.
- Devís, J., Peiró, C. Nuevas perspectivas curriculares en Educación Física: la salud y los juegos modificados. 2ª edición [*New Perspectives on Curriculum in Physical Education: Health and Modified Games. 2nd Edition*] (1997). Barcelona: INDE. 266 pp. ISBN: 84-87330-11-8.
- Garrote, N., del Campo, J., Navajas, R. (2003). Diseño y desarrollo de tareas motoras en educación primaria. [*Design and Development of Motor Tasks in Primary Education.*] Madrid: Consejería de educación. ISBN: 84-451-2354-8.

### Motor Games

- Díaz, J. (1999). *La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas.* [*Teaching and Learning Basic Motor Abilities and Skills.*] Barcelona: Inde. (Teaching Unit III).
- Hernández, J. (1994). Análisis de las estructuras del juego deportivo. [*Analysis of Structures in Sports Games.*] Barcelona: Inde. (Teaching Unit I and II).
- Lagardera, F y Lavega, P. (2003). Introducción a la praxiología motriz. [*Introduction to Motor Praxeology.*] Barcelona: Paidotribo. (Teaching Unit I and II).
- Navarro, V. (2002). El afán de jugar: Teoría y práctica de los juegos motores. [*The Eagerness to Play: Theory and Practice of Motor Games.*] Barcelona: Inde. (Teaching Unit I, II and III).
- Parlebas, P. (2008). Juegos, Deporte y sociedad. Léxico de praxiología motriz. [*Games, Sports, and Society. The Lexicon of Motor Praxeology.*] Barcelona: Paidotribo. (Teaching Unit I and II).
- Ortí, J. (2004). La animación deportiva, el juego y los deportes alternativos. [*Sports excitement, games, and sports alternatives.*] Barcelona: Inde. (Teaching Unit I).

## Additional Bibliography

### Motor Games

- Batalla, A. (2000). *Habilidades Motrices.* [*Motor Abilities.*] Barcelona: Inde.
- Cabrero, E. (2010). ¿Juego o Deporte? [*Game or Sport?*] Sevilla: Wanceulen.

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- Lleixa, T. (2004). Juegos sensoriales y de conocimiento corporal. [*Sensory Games and Body Awareness.*] Barcelona. Paidotribo.
- Méndez, A. (2003). Nuevas propuestas lúdicas para el desarrollo curricular en E.F. Juegos con material alternativo, juegos predeportivos y multiculturales. [*New recreational proposals for Curricular Development in Physical Education. Games with Alternative Material, Pre-Sports and Multi-cultural Games.*] Barcelona: Paidotribo
- Ríos, M., Blanco, A., Bonany, T, y Carol, N. (2004). Actividad Física Adaptada. El juego y los alumnos con discapacidad. [*Adapted Physical Activity. Games and Students with Disabilities.*] Barcelona: Paidotribo.

## Related Websites

- Website for the Physical Activity and Sports Science Department of UCAM.  
<http://www.ucam.edu/estudios/grados/cafd>
- Website for the research group GISAFFCOM, where one line of research focuses its objectives on the study of motor games.  
<http://investigacion.ucam.edu/gisaffcom/>
- Website for the Journal of the Physical Activity and Sports Science Department with articles of all types related to the study of motor games in the educational field.  
<http://ccd.ucam.edu>
- Website for the Ministry of Education, Culture, and Sport where resources on sports and games can be found.  
[http://www.csd.gob.es/csd/sociedad-qi?set\\_language=es](http://www.csd.gob.es/csd/sociedad-qi?set_language=es)
- Website with resources on exercises and games to be applied in sports initiation.  
<http://www.thephysicaleducator.com/>
- Website for the International Center of the Documentation of Motor Praxeology belonging to the INEFC de Lleida, where all kinds of documentation related to the science of praxeology and motor games can be found.  
<http://praxiologiamotriz.inefc.es/>
- Website for the Scientific Cultural Association of Physical Activity and Sport, Las Palmas in Gran Canaria where articles related to the field of motor games and motor praxeology can be found.  
<http://www.accionmotriz.com/>
- Website for the European Association of Traditional Games and Sports, where all kinds of documentation related to the promotion of traditional games can be found.  
<http://www.jugaie.com/>

## Study Recommendations

Attend classes and participate in them actively. Orient efforts and studies to the understanding of the contents of the subject. Take into account the knowledge acquired in other subjects of the Basic Sciences module, thanks to the direct relationship with the subject of Pedagogical Fundamentals of Sports, to relate them to the topics covered in this subject and in this way, to acquire an overall and

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sound knowledge. Use the established schedule, the Virtual Campus, or the e-mail for consultation and to ask questions to the professor. Consult the recommended bibliography in each topic and do not limit yourself to the study of the notes taken in class. The presentations (PowerPoint) are a guide for the course, they are not the notes for the class and it is not the only teaching material. In the tasks and written tests, the following points will be subtracted from the final grade: a) 0.1 for a missing tilde, b) between 0.2 for slight spelling errors and 0.5 for serious spelling errors.

## Teaching Materials

The teaching materials used in this subject to facilitate the acquisition of competencies are:

- Presentations (PowerPoint), which the professor will use as a guide (not as notes for the subject). Students should prepare their own notes using all the teaching materials that are described here.
- Scientific articles, which will be shared through the Virtual Campus and which will be related to the specific topics. The forum will be used to ask questions of reflection and practical application for each of the articles.
- Supporting documents, which will also be shared through the Virtual Campus or students will be asked to look for them through information and communication technologies. They will also be related to each topic.

## Tutorials

### Brief Description

In academic tutorials, the focus will be to work on Decree No. 359/2009, of October 30th, which establishes and regulates an educational response to the diversity of students in the Autonomous Community of the Region of Murcia. Attending the academic tutorials is fundamental in knowing the purpose and the use of all the teaching materials and the regulations of this subject. With these, it is

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intended to guide and advise the student in the teaching-learning process and to contribute to the consolidation of knowledge, abilities, skills, capabilities, and attitudes related to the transversal or general competencies such as group work, oral and written communication, values, and professional deontology and autonomous learning in the student.

### *Personal Tutoring*

The University also has a Special Body of Tutors that conducts personal tutoring with the students enrolled in the degree. The personal tutor accompanies the students throughout the university phase. You can check the following link:

<http://www.ucam.edu/servicios/tutorias/preguntas-frecuentes/que-es-tutoria>