

## 26335 - Traditional Aragonese Games and Sports

### Syllabus Information

---

**Academic Year:** 2020/21

**Subject:** 26335 - Traditional Aragonese Games and Sports

**Faculty / School:** 229 - Facultad de Ciencias de la Salud y del Deporte

**Degree:** 295 - Degree in Physical Activity and Sports Science

**ECTS:** 6.0

**Year:** 3

**Semester:** Second semester

**Subject Type:** Optional

**Module:** ---

## 1.General information

### 1.1.Aims of the course

#### **The subject and its expected results respond to the following approaches and objectives:**

The subject and its expected results respond to the following approaches and objectives:

Throughout history, physical activity and sports have had many manifestations depending on the sociocultural development of different civilizations. Knowing this evolution, particularly in the closest cultural context, is understood as a necessity to comprehensively analyze the value of sports physical activity today.

Thinking of a more direct application, the educational, sports and recreational fields, in addition to the field of research, are the scenarios most directly related to the application of the contents seen in the subject of study.

### 1.2.Context and importance of this course in the degree

The subject, being located in the second section of the Degree studies, allows other learning previously developed to be taken into account. That is why the applications of the game and traditional sports in the fields of teaching, recreation of sports training and research will be continuous references in the treatment of the subject. When taking place in the second semester, the activities calendar coincides with the celebration of the feast of St. George. This circumstance will be used to develop learning strategies related to the project method that allow the practical application works to go beyond a mere theoretical organization of intervention strategies.

### 1.3.Recommendations to take this course

It is recommended to complement the subject with the bibliography recommended by the teacher.

Knowledge of the potential of traditional play, as in general of any type of game, is facilitated with active practice. Therefore, participation in practical sessions is recommended.

Given the possibility of teaching online according to the social and health situation derived from the COVID-19, it is recommended to have a laptop-type computer support with a webcam that enables online monitoring of the subject, with virtual classes with the GOOGLE MEET tool.

## 2.Learning goals

### 2.1.Competences

#### **Upon passing the subject, the student will be more competent to ...**

In this subject, as in the rest of the subjects of the Degree, all the general competences (instrumental, personal and interpersonal and systemic relations) that appear in the Degree Report will be attended.

#### **SPECIFIC COMPETENCES:**

Design, develop and evaluate the intervention processes, related to physical activity and sport with attention to the individual and contextual characteristics of people.

Promote and evaluate the habitual practice of physical and sports activity as a form of constructive use of leisure time.

Know and apply behavioral and social principles to the different fields of physical activity and sport.

Know motor action as a fundamental object of study in the field of physical activity and sports science.

Plan, develop and evaluate the implementation of programs based on the practice of recreational physical-sports activities.

Select and know how to use the sports material and equipment, suitable for each type of activity.

Know the characteristics and potential of the useful spaces for the practice of physical-sports activity and arrange their management to optimize their use, attending to all kinds of populations.

Value, transmit and enhance the component of pleasure and enjoyment inherent in the practice of physical-sports activities, and the relational opportunities that such practice implies.

### **OWN COMPETENCES OF THE SUBJECT:**

Know the role of traditional games as a social and cultural manifestation in the educational and recreational field and its value in the transmission of cultural heritage.

Design practice situations for traditional games, adapting them to each context, preferably serving the interests of different age groups.

Valuing the game and traditional sport for its intrinsic values, and differentiating these from the more conventional values ??of modern sport.

Recognize the importance of keeping the game and traditional sport alive in Aragon.

## **2.2.Learning goals**

### **The student, to pass this subject, must demonstrate the following results ...**

Passing this course means that the student has already achieved the following results:

1. Knows the role played by the game as a social and cultural manifestation, in different geographical contexts, and understands and values ??the educational, recreational and transmission potential of the cultural heritage that traditional games and sports have.
2. Learn about a wide repertoire of traditional games and sports and differentiate and practice with basic skill the most common traditional recreational expressions.
3. He designs practice situations for traditional games and sports and is capable of organizing, managing and applying playful dynamics related to this content, adapting them to each stage of development.
4. He values ??the game and traditional sport for the values ??that it contains from a cultural historical perspective, and differentiates these from the more conventional values ??of modern sport and knows and shows concern about the need to keep the game and traditional sport alive in Aragon.

## **2.3.Importance of learning goals**

The particularity of the content to be dealt with: The traditional game, and its location in the middle of the degree studies, allow the learning results to be a joint expression of competences that have begun to be developed from the first year and which in a special way will be consolidated in this subject. The importance of working with documentary sources, the organization of materials and the application of certain research techniques will be essential for the presentation of the work planned for the subject. Designing, organizing and streamlining activities, in this case related to traditional games, will also make it possible to see the degree of adequacy of this basic competence that is being worked on since the first year. Finally, the ability to present the results,

## **3.Assessment (1st and 2nd call)**

### **3.1.Assessment tasks (description of tasks, marking system and assessment criteria)**

#### **The student must demonstrate that they have achieved the expected learning outcomes through the following assessment activities**

Students will choose to develop the subject with two formulas:

1. OPTION ?A? OR SYSTEM ACCORDING TO CONTINUOUS EVALUATION.

It consists of the following parts with their respective evaluation controls and with the following percentages to contribute to the final grade:

**THEORETICAL PART / WRITTEN TEST..... 30%**

The theoretical contents of the subject will be evaluated with a written test that will combine short questions and development questions with which to know the degree of understanding of the elements developed in this part of the subject. In this evaluation modality, a battery of questions will be provided to prepare the written test. In addition, in this same block some

evaluable practices will appear that will serve to assimilate the contents seen in each topic.

**ASSISTANCE..... 20% (10% theoretical part and 10% practical part)**

In the event that in the theoretical part you have less than 50% of the total classes, you will have to present a subject work to compensate for the absences, having a load of 10 hours. This work will be related to some of the contents of the syllabus after tutoring with the teacher.

**PRACTICAL PART..... fifty%**

Attendance at practical sessions to be eligible for the assessment for continued participation must be at least 80% of the sessions. If this requirement is not met, an exercise (practical-assumption) will be chosen to compensate for the unrealized practices. Practical assumption to be made as a complement to the written test.

Group work:

1. Practical application adapted to a reference context..... **25%**

Each group will design and apply a practical activity that will be analyzed and evaluated by the entire group. 50% of the grade for group work will be subject to a co-evaluation, with students scoring the work carried out by themselves.

1. Design of a work of information gathering oriented to the study of the traditional game. **25%**

The practical application and the compilation work may be linked, the second part being the effort to support and provide documentation for the practical application.

Each group will present a research design oriented to the study of traditional games. Both parts will be presented and defended orally in front of all the classmates.

To qualify for the established percentages, all parties must be approved. If not, the part not passed in the next call must be repeated, keeping the marks obtained exclusively for that call.

**FINAL INTERVIEW:** Once the final grade has been obtained as a result of the evaluation of the subject, if the student considers that the grade does not reflect the work and knowledge acquired, he or she may request during the review period of the written exam, an oral interview consisting of in the justification, with all the documentation deemed appropriate, that there is this difference between what has been learned and what is reflected in the note. Only students who have passed all the tests can access the final interview, and therefore have a grade, applying the established percentages, of at least passed.

Finally, the established percentages will be proposed to the students as a starting point, to understand the work system. After a month of the presentation of the course, and when the scale of the proposal has been seen, it will offer to negotiate the percentages to establish them definitively. Thus giving greater participation to students in the development of their own learning project.

The assignment of Honor Registrations will require at least a grade higher than 9 points (out of 10 maximums), it can be awarded to the best grades in June, including those of the continuous evaluation, and according to regulations of the University of Zaragoza. In order to defend and justify the merit of the Matriculation of Honor, a tutorial can be requested at which the level of assimilation of the student's contents will be assessed through an interview.

Given the exceptional situation for this academic year 2020/21 due to the appearance of COVID-19, there is the possibility of modifying the assessment tools according to a new alarm situation, with a new social confinement of the population and therefore a new academic situation. that results in the suspension of classroom classes. Given the possible appearance of this situation, the subject would have the following adaptations in the continuous assessment modality:

The evaluation will not reflect major changes, maintaining the percentages established in the teaching guide (30% theoretical block, 20% attendance and 50% the practical part), but the tools used to carry it out. The theoretical classes will be carried out using the GOOGLE MEET tool, maintaining the schedule established at the beginning of the course. In addition, a list will be taken at the beginning of each session to control the percentage required to benefit from continuous evaluation. During the theoretical classes and before the programming of possible evaluable practices, GOOGLE MEET and the MOODLE platform will be used, being able to hold debates or presentations using this format.

The follow-up of the works entrusted for lack of assistance in the theoretical block will be done via e-mail, arranging all the virtual tutorials that are necessary.

The theoretical control corresponding to the contents of the subject will be carried out ON-LINE through the MOODLE platform and supervised with GOOGLE MEET, modifying the type of exam. Instead of short and development questions, multiple-choice questions will be chosen with a limited time synchronously with all the students.

As for the evaluation of the practical part, it will be carried out through the presentation of the work by video call by GOOGLE MEET (recording the session) and the teachers and students participating in the same way that was planned.

The criteria of continuous evaluation remain those set in the teaching guide, namely:

- 30% theoretical control.
- 20% attendance.

- 50% practical part.

#### 1. OPTION ?B? OR SYSTEM ACCORDING TO GLOBAL EVALUATION.

WRITTEN TEST AND PRACTICAL ASSUMPTION. CONDUCT PERIOD OF EXAMS MARKED BY THE FACULTY.

- 50% theoretical block
- 50% practical block

Those students who cannot or are not interested in following the continuous evaluation system may only take a written test in which, in addition to other theoretical contents, a practical course will be included with which to contrast that the particularities of the traditional game are known in the dimension of its practical application.

Given the exceptional situation for this academic year 2020/21 due to the appearance of COVID-19, there is the possibility of modifying the assessment tools according to a new alarm situation, with a new social confinement of the population and therefore a new academic situation. that results in the suspension of classroom classes. Given the possible appearance of this situation, the subject would have the following adaptations in the global assessment modality:

The global assessment planned for those students who opt for this modality or have not passed the continuous assessment (according to the teaching guide) will be ON-LINE according to the date and time established in the Faculty exam calendar.

The theoretical control corresponding to the topics of the theoretical block will be carried out ON-LINE through the MOODLE platform and supervised with GOOGLE MEET, modifying the type of exam. Instead of short and development questions, multiple-choice questions will be chosen with a limited time synchronously with all the students.

As for the evaluation of the practical part, it will be carried out through the presentation of the work by video call by GOOGLE MEET (recording the session) and the teachers and students participating in the same way that was planned.

The criteria of the global evaluation remain those set in the teaching guide, namely:

- 50% theoretical control.
- 50% practical part (practical course).

## 4.Methodology, learning tasks, syllabus and resources

### 4.1.Methodological overview

**The learning process that has been designed for this subject is based on the following:**

The aim is to complement the theoretical sessions with the practical sessions. The latter are essential. They will seek maximum participation by the student. In a first phase you want me to experiment with the specific material of the traditional game and experience the most characteristic situations of these games. In a second phase, within the project work of the subject, the student wants to be involved in situations of practical application and also experience what it means to dynamize practical activities around these contents.

Given the exceptional situation for this 2020/21 academic year due to the appearance of COVID-19, there is the possibility of modifying methodological resources according to a new alarm situation, with a new social confinement of the population and therefore a new academic situation that derives in the suspension of the face-to-face classes. Given the possible appearance of this situation, both theoretical and practical sessions will be conducted with live video calls using GOOGLE MEET. All this communicated through corporate mail through the MOODLE platform.

### 4.2.Learning tasks

This is a 6 ECTS course organized as follows:

THEORETICAL SESSIONS (3 ECTS: 30 hours)

PRACTICE SESSIONS (compulsory attendance) (3 ECTS: 30 hours).

**The program offered to the student to help him achieve the expected results includes the following activities ...**

- Theoretical exhibition sessions, debates and documentation review.
- Practical sessions.
- Seminaries and work with small groups. Brief presentation of the subject:

The course is an extraordinary opportunity to complement and connect what has been seen in the subjects of Motor Games and Theory and History of Physical Activity and Sport. The recreational heritage of a given culture tells us about the way of being and the history of its inhabitants. Placing yourself in a specific context and contributing to the development of the well-being and quality of life of citizens necessarily involves understanding their culture. The course therefore aims to present the Aragonese recreational heritage and to develop in the student competencies that make him a specially qualified agent to contribute to the promotion of the game and traditional sport.

### 4.3.Syllabus

The content blocks that will be developed in the course are:

- THEMATIC BLOCK I: Traditional sports and games. Conceptual approach, origin and evolution.
- THEMATIC BLOCK II: The traditional game as a cultural manifestation. Anthropological analysis of the traditional game. Research as a vital element in the recovery of the traditional game.
- THEMATIC BLOCK III: The traditional game as an open system. Praxiological analysis of the traditional game.
- THEMATIC BLOCK IV: Study of the recreational heritage in Spain and in Aragon. References from other places in the world.
- THEMATIC BLOCK V: Application of the traditional game in different contexts. The educational, sports and recreational context.

#### 4.4.Course planning and calendar

##### Calendar of face-to-face sessions and presentation of works

The following scheme does not conform to an official calendar. Therefore, it is not about commitments to fulfill. It tries to give references of the number of teaching weeks, of the organization in theoretical and practical classes and of other performances with small groups (seminars), so that the student has an approximation of how the activities can be distributed throughout the course. A more specific distribution will be made when the definitive schedules are available.

Weeks	Class theoretical	1st Practical lesson	2nd class practice
WEEK 1	Presentation of the subject. Calendar and work plan.	Popular children's games 1	Popular children's games 2
WEEK 2	Block 1	Popular children's games 3	Popular children's games 4
WEEK 3	Block 1 Presentation of group work.	The traditional game and external logic: Shepherd games I	Traditional Game and External Logic: Shepherd Games II
WEEK 4	Block 1	The traditional game and external logic: Canteen games I	The traditional game and external logic: Canteen games II
WEEK 5	Block 2 Presentation of the script of the group work.	Traditional Game and External Logic: Women's Games I	Traditional Game and External Logic: Women's Games II
WEEK 6	Block 2	The traditional game and the external logic: .	The traditional game and the external logic:
WEEK 7	Block 2	The traditional game and the external logic: ... .	The traditional game and the external logic: ...
WEEK 8	Block 3	The traditional game and the external logic ...	The traditional game and the external logic ...
WEEK 9	Block 3	The traditional game and the external logic ...	The traditional game and the external logic ...
WEEK 10	Block 4	Other characteristic games: The Aragonese bar.	Other characteristic games: ...
WEEK 11	Block 4	Other characteristic games: ...	Other characteristic games: ...

WEEK 12	Block 4	Other characteristic games: ...	Other characteristic games: ...
WEEK 13	Block 4	Other characteristic games: ...	Other characteristic games: ...
WEEK 14	Block 5	Presentation and defense of practical work.	Presentation and defense of practical work.
WEEK 15	Block 5	Presentation and defense of practical work.	Presentation and defense of practical work.
WEEK 16	Block 5	Presentation and defense of practical work.	EXAMS Exam week.

-The practical classes are considered especially important insofar as they represent the opportunity to recognize and experience the formulas and dynamics of the traditional Aragonese game that will be developed in the theoretical classes. Participation in them is subject to evaluation, for those students who choose the continuous evaluation formula.

-Final exam; To be done within the week of exams provided by the Faculty.

#### 4.5. Bibliography and recommended resources

Adell Castán, José Antonio. Traditional Aragonese games, ethnological heritage: educational applications / José Antonio Adell, Celedonio García [Zaragoza]: Department of Education and Culture, DL 1998

Adell Castán, José Antonio. The sports phenomenon in Aragon: from traditional games to modern sports / José Antonio Adell Castán, Celedonio García Rodríguez Zaragoza: Department of Culture and Education, DL 1999 Traditional games, a cultural universal of the 21st century / [coordinators] Ulises Castro Núñez, Fernando Amador Ramírez, José Miguel Alamo Mendoza Fuerteventura: Scientific-Cultural Association for the Study of Wrestling Sports, 2005

Anguera Argilaga, María Teresa. Methodology of observation in the human sciences / María Teresa Anguera; prologue by Miguel Siguan. - 5a. ed. Madrid: Chair, DL1992

Bantulà Janot, Jaume. Multicultural games: 225 traditional games for a global world / Jaume Bantulà Janot, Josep María Mora Verdeny. - 1st. ed. Barcelona: Paidotribo, cop. 2002

Blanchard, Kendall. Sports Anthropology / Kendall Blanchard, Alice Taylor Cheska; Edward Norbeck's introduction. Barcelona: Bellaterra, 1986.

Slim, Fidel. Conscious play: a manual for games for children and adults / Fidel Delgado; coordination, Ignacio Preciado; Drawings, Laura de Castellet. Barcelona: Integral, DL 1986.

Grace Vicien, Luis. Aragonese games: history and traditions / Luis Gracia Vicien Zaragoza: Mira: Diputación General de Aragón, Department of Culture and Education, 1991

García Serrano, R. (1974). Traditional Games and Sports in Spain. Chairs University chairs of sports-cultural theme, 19. University of Navarra, National Board of Physical Education

Huizinga, Johan. Homo ludens / Johan Huizinga; [translation, Eugenio Imaz]. - 8a. reprint. Madrid: Alliance, DL 2007

Games from all cultures: games, dances, music ... from an intercultural perspective / Dorotea Agudo Brigidano [et al.] - 1a. ed. Barcelona: Inde, DL 2002

Lagardera Otero, Francisco. Introduction to motor praxiology / Francisco Lagardera Otero, Pere Lavega Burgués. - 1st. ed. Barcelona: Paidotribo, cop. 2003

Lanuza, Empar de. The popular game applied to education / Empar de Lanuza, Carlos Pérez, Victoria Ferrando Madrid: Cíncel Kapelusz, 1980

Larraz Urgelés, B. Alfredo. Traditional Aragonese games at school / B. Alfredo Larraz Urgelés, Fernando Maestro Guerrero Zaragoza: Mira [etc], 1991

Larraz Lain, Mariano. The resurgence of the Aragonese bar and ball, past and present Zaragoza: Zaragoza Provincial Council, DL 1987

Lavega Burgués, Pere. Traditional popular games and sports / Pere Lavega Burgués. - 1st ed. Barcelona: Inde, 2000

Lavega Burgués, Pere. 1000 popular and traditional games and sports: The tradition played / by Pere Lavega Burgués, Salvador Olaso Climent; Collaborators Lourdes Centeno, Carlos Mata, José Antonio Samper. - 1st. ed. Barcelona: Paidotribo, 1999

Lavega, P. (1993). Praxiological analysis of traditional games of competition and simultaneous participation. Apunts: Physical education and esports, 32, 65-73

Master Warrior, Fernando. From the pit to the substitute: games and entertainment in rural Aragon / Fernando Maestro Guerrero Zaragoza: Ediciones 94, DL 1996

Moreno Palos, Cristóbal. Traditional games and sports in Spain / Cristóbal Moreno Palos; with the collaboration of David

Mata Verdejo, Juan José Gómez Lorente and Isabel Paradela Torices; drawings by Javier Gómez Madrid: Alliance: Consejo Superior de Deportes, cop. 1992

Moreno Palos, Cristóbal. Recreational aspects of traditional games and sports in Spain / Cristóbal Moreno Palos, David Mata Verdejo, Javier Gómez Rodríguez Madrid: Gymnos, 1993

Plana Galindo, C. (1993). Adaptation of the functional sociomotor analysis (by P. Parlebas) to the study of the traditional stick and sword dances of the Monegros. Analysis of the dance "La hojita del pino". Apunts: Physical education and sports, 32, 74-81

Wheat Aza, Eugenia. Application of the traditional game in the curriculum of physical education. Vol. 1, Bases teóricas / by Eugenia Trigo Aza; drawings by Anxo Fariña Temprano. - 1st. ed. Barcelona: Paidotribo, DL 1994