**SYLABUS**

**applies to the** 2024-2027 **education cycle**

(extreme dates)

2024/2025 academic year

**1. INFORMATION ABOUT THE SUBJECT**

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| --- | --- |
| Name of the subject | Animation of leisure time |
| Code of the subject\* |  |
| Name of the unit providing the course | College of Medical Sciences |
| Name of the unit carrying out the subject | Institute of Physical Culture Sciences |
| Field of study | Physical Education |
| Study degree | first-cycle studies |
| Profile | general academic |
| Form of studies | daytime |
| Year and semester(s) of study | Year 2, semester III, |
| Type of subject | major |
| Language of lecture | Polish |
| Coordinator | dr Katarzyna Stopyra |
| Name and surname of the instructor(s) | dr Katarzyna Sochacka, dr Katarzyna Stopyra |

**\* *-****optional, as agreed with the Unit*

**1.1.Form of classes, numer of hours and ECTS points**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (no) | Lect. | Class | Conw. | Lab. | Sem. | Pract. | Intern. | Others (what?) | **ECTS points** |
| Winter |  | 10 |  |  |  |  |  |  | 2 |
| Total |  | 10 |  |  |  |  |  |  | 2 |

**1.2. Type of classes**

☐ traditional classes

☐ online classes

**1.3 Form of credit** (of the course)(examination, marked credit, unmarked credit)

classes - marked credit

**2.PREREQUISITES**

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| Knowledge of the theory and methodology of forms, means and methods used in physical recreation. Knowledge of the psychological and physiological needs of active and rational recreation (based on the completed subjects: games and movement games with methodology, physiology, psychology, methodology of physical education). |

**3. GOALS, LEARNING OUTCOMES, CURRICULUM CONTENT AND APPLIED DIDACTIC METHODS**

**3.1 Objectives of the course**

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| --- | --- |
| C1 | To acquaint students with the methodology of organizing and conducting classes in the field of free time animation |
| C2 | Equipping the student with the ability to select and conduct animation scenarios in various environmental conditions |
| C3 | Equipping the student with the ability to adapt the forms of animation to the possibilities  and interests of participants of the classes and different age groups |

**3.2 Learning outcomes**

|  |  |  |
| --- | --- | --- |
| **EK** (learning outcome) | Content of the learning outcome defined for the subject | Reference to field outcomes |
| EK\_01 | The student is able to describe and explain the course of the animation with observance of safety rules (OSH) during the implementation of the scenario.  The student is able to describe and explain basic issues in the field of leisure time animation, taking into account the specific needs of different age groups in the animation process.  In terms of knowledge, the student knows and understands the need to stimulate students to systematic physical activity, the role of the authority of a physical education teacher in the school and out-of-school environment in terms of the implementation of various goals and tasks of physical culture, methods of transmitting and acquiring knowledge of physical culture, and educational methods.  In terms of knowledge, the student knows and understands the need to use various didactic, educational and caring methods, the need to shape attitudes of students to systematic and lifelong physical activity and to care for their own health and physical fitness. | K\_W14  SKN/WFI/W5  SKN/WFI/W15 |
| EK\_02 | The student is able to prepare themself  and conduct a scenario of animation activities in order to meet the leisure needs of various age groups. | K\_U04 |
| EK\_03 | The student promotes activities for school and local physical culture in the animation of free time.  The student is aware of the role and importance of the animator's work in order to activate various age groups in the social environment. Can think and act creatively when planning and running an animation.  In terms of social competences, the student is ready to popularize knowledge about physical culture, health, fitness and physical activity among students, in the school environment and after school.  In terms of social competences, the student is ready to shape the habit of systematic physical activity - using many sources of knowledge and the Internet respectively.  In terms of social competences, the student is ready to encourage pupils to be physically active throughout their lives. | K\_K06  K\_K09  SKN/WFI/K2  SKN/WFI/K8  SKN/WFI/K9 |

**3.3 Program content**

* Issues of the lecture

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| Substantive content |
|  |

* Issues of auditorium, seminar, laboratory exercises, practical classes

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| Didactic content |
| **Semester III** |
| Basic issues and terminology in the field of leisure time animation. Running a school website on recreation and sports, sports magazines. |
| A professional silhouette of a leisure time animator. |
| Types of animation. |
| Methodology and technique of the animator's work, taking into account environmental conditions and various age categories. Participation of students in animation activities related to physical activity. Extracurricular and out-of-school forms KF. |
| Examples of animations: integration, sports and recreation (games and physical activities  in animation), team building, on the coach, with an animation scarf, corridor games, games  with music and to the music - practical classes. Organization of a school recreation and sports festival.  Examples of creative animations and field games used in the animation of free time. |
| **Semester IV** |
| Basic rules related to the preparation of the animation script (using the knowledge from semester III). |
| Preparation and independent conducting of animation classes (script). |
| Preparation and independent conducting of animation classes (script). |

**3.4 Didactic methods**

**E.g.:**

*Lecture: problem lecture, lecture with multimedia presentation, distance learning methods*

*Classes: analysis of texts with discussion, project method (research, implementation, practical project), group work (problem solving, discussion), didactic games, distance learning methods,*

*practical methods: practical exercises; delivery methods: description and explanation*

*Laboratory: carrying out experiments, designing experiments*

*Practice exercises*

**4. ASSESSMENT METHODS AND CRITERIA**

**4.1 Ways of verifying learning outcomes**

|  |  |  |
| --- | --- | --- |
| Outcome symbol | Assessment methods of learning outcomes  (e.g. colloquium, oral exam, written exam, project, report, observation during classes) | Form of didactic classes  (lecture, class, ...) |
| Ek\_ 01 | colloquium, assessment of independent conduct of a fragment of classes on animation of free time | Class |
| Ek\_02 | assessment of independent conduct of a fragment of classes on free time animation, script | Class |
| Ek\_03 | assessment of independent conduct of a fragment of classes on free time animation, observation during the classes | Class |

**4.2 Conditions for passing the course (assessment criteria)**

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| To pass the course:  The student is to meet all the designated criteria.  Semester III:  Colloquium of theoretical knowledge (K\_W14).  Points obtained for the test are converted into percentages corresponding to the grades:  - up to 50% -unsatisfactory,  - 51% - 60% - satisfactory,  - 61% - 70% - satisfactory plus,  - 71% - 80% - good,  - 81% - 90% - good plus,  - 91% - 100% - very good.  **Semester IV:**  Substantive evaluation of animation classes conducted by students on the basis of prepared scenarios (K\_w14, K\_U04, K\_K06, K\_K09).  75% - grades are skills resulting from direct observation of the student  while performing proper activities resulting from the scenario of animation classes (K\_U09, K\_K06, K\_K09),  25% - knowledge resulting from the prepared scenario of activities in the field of free time animation (K\_W14).  The assessment covers originality and attractiveness of the animation, the degree of efficiency in carrying out the animation (team management, division of the group into teams, explaining tasks, scoring, summary).  In-class observation: teacher's assessment  **EVALUATION OF SOCIAL COMPETENCES**  - Passively participates in activities in the field of school or local physical culture  - Takes an active part in school or local activities related to school or community physical culture  - Undertakes the organization of events within the school or local physical culture  - Organizes forms of physical activity in the immediate vicinity, e.g. in a student group  - Independently or in a group organizes and conducts local physical activity  - Actively participates in organizing and conducting regional forms of physical activity  Principles of assessing the student's social competences:  1. A student who fulfills only one criterion of a given competence receives the grade: sufficient  2. A student who fulfills two criteria of a given competence receives the grade: good  3. A student who fulfills three criteria of a given competence receives the grade: very good |

**5. TOTAL STUDENT'S WORK INPUT REQUIRED TO ACHIEVE THE INTENDED EFFECTS IN HOURS AND ECTS CREDITS**

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| --- | --- |
| **Form of activity** | **Average number of hours to complete the activity** |
| Contact hours resulting from the study schedule | 20 |
| Others with the participation of an academic teacher  (participation in consultations, examination) | Participation in consultations - 7 hours |
| Non-contact hours - student's own work  (preparation for classes, examinations, writing a paper, etc.) | Preparation for the test - 5 hours  Selection of information sources in terms of suitability for the implementation of the subject - 5 hours.  Scenario preparation - 5 hours  Preparation for classes - 8 hours |
| HOURS TOTAL | 50 |
| **TOTAL NUMBER OF ECTS CREDITS** | 2 |

*\* Please note that 1 ECTS point corresponds to 25-30 hours of total student’s workload.*

**6.** **PROFESSIONAL TRAINING WITHIN THE COURSE**

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| --- | --- |
| hours total | not applicable |
| rules and forms of internship | not applicable |

**7. LITERATURE**

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| Basic: 1. Bączek J.B., Misztal T.: *Od amatora do animatora*, wyd. Stageman, 2015, Warszawa.  2. Bączek J.B.: *Animacja czasu wolnego: praktyczny podręcznik dla animatorów*, wyd. Stageman, 2016, Warszawa.  3. Bączek J.B.: *Psychologia eventów; pierwszy w Polsce praktyczny podręcznik psychologii dla branży eventowej*, wyd. Stageman, 2011, Warszawa.  4. Bączek J.B.: *Animacja czasu wolnego w turystyce*, wyd. Stageman, 2009, Warszawa.  5. Litwicka P.: *Metodyka i technika pracy animatora czasu wolnego*, wyd. Proksenia, 2016, Kraków.  6. Przysiężna B.: *Animacja czasu wolnego. Cz. I, Imprezy tematyczne dla dzieci i młodzieży*, wyd. AWFiS, 2015, Gdańsk.  7. Siwiński W.: *Adaptacja do zawodu animatora rekreacji i turystyki*, wyd. AWF, 2002, Poznań. |
| Literatura uzupełniająca:  Supplementary:  1. Siwczyńska M., Siwczyński M.: *Kolorowe zabawy z chustą animacyjną*, wyd. Akson, 2011, Kraków.  2. Nawara H., Nawara U.: *Wypoczynek dzieci i młodzieży na obozach  i koloniach, scenariusze imprez*, wyd. AWF, 2011, Wrocław. 3. Nawara H., Nawara U.: *Gry i zabawy integracyjne*, wyd. AWF, 2003,Wrocław. 4. Trześniowski. R.: *Zabawy i Gry ruchowe*, wyd. WSiP, 1995, Warszawa. |

Acceptance by the Head of the Unit or an authorized person