

**Course Unit: 956324 – Education for active Lifestyle**

Year 1 Semester 2 ISCED Code: 813 ECTS: 4,0

Type of Course Unit: Optional Delivery Mode: Face-to-face Language of Instruction: Portuguese

**COURSE COORDINATOR: Nuno Eduardo Marques de Loureiro**

**HOURS OF WORK**

TOTAL HOURS	Contact Hours							Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	
100	20	10						70

Prerequisites (if applicable): <<Max 500 characters with spaces>>

**LEARNING OUTCOMES (knowledge, skills and competence)**

1. Know the main process of social and biological interaction in the promotion of active lifestyles.
2. Develop programs to promote physical activity considering: the explanatory models for the adoption of active lifestyles, the characterization of the target population and the context.
3. Evaluate programs to promote physical activity establishing the most relevant criteria and indicators.

**CONTENTS**

Theme 1 - The interactions between physical involvement, social involvement, behavior and biological adaptation in the context of promoting physical activity.  
 Theme 1.1 - Concepts  
 Theme 2 - Models associated with adopting an active lifestyle.  
 Theme 2.1 - Characterization of the transtheoretical and ecological model and factors that influence the transition between different levels. Identification of the different levels of the transtheoretical model and the ecological model in the context of physical activity.  
 Theme 3 - The determining factors of an active lifestyle  
 Theme 3.1 - Demographic and biological factors  
 Theme 3.2 - Psychological factors (cognitive and emotional)  
 Theme 3.3 - Behavioral factors  
 Theme 3.4 - Social and cultural factors  
 Theme 3.5 - Environmental Factors  
 Theme 4 - Promotion of an active lifestyle: reinforcement of motivation to avoid a sedentary lifestyle; promotion of skills necessary to establish and maintain active behavior.

**DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES**

First presented the contents aim to develop the most general objectives, and the remaining more focused approach content to the objectives related to youth

**TEACHING METHODOLOGIES**

The focus is exposed situations complemented with work group aimed at differentiated demand for knowledge and the ability to reflecting on the learning

**DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES**

Given that these objectives are related to the training of the professional as promoter of change behavior, seeks to expose the structural bases of knowledge of the area complemented with work group to stimulate reflection and individualization of implementation strategies

## EVALUATION METHODS

Exame and work groups

## MAIN BIBLIOGRAPHY

American College of Sports Medicine. (2013). ACSM's Behavioral Aspects of Physical Activity and Exercise. Lippincott Williams & Wilkins.

DGS (2016). Estratégia Nacional para a Promoção da Atividade Física, da Saúde e do Bem-Estar. Lisboa: DGS

Eldredge, L. K. B., Parcel, G. S., Kok, G., & Gottlieb, N. H. (2011). Planning health promotion programs: an intervention mapping approach. John Wiley & Sons.

IPDJ (2016) Programa nacional de desporto para todos – IPDJ 2016. Lisboa. IPDJ.

WHO (2009) Interventions on diet and physical activity: What Works. Geneva: World Health Organization

WHO (2018) More active people for a healthier world. The global action plan on physical activity 2018 - 2030. Geneva: World Health Organization.

WHO (2018). Plano de ação global para a atividade física 2018-2030. Geneva: World Health Organization.

Zhu, W. & Owen, N. (2017). Sedentary Behavior and Health: Concepts, Assessments, and Interventions. Champaign. Human Kinetics.

Year of implementation: 2021/2022 | Date of approval by the Technical-Scientific Board: 2021-07-23