



European Campus  
of City-Universities



<b>GLADE - Literacy Lab</b>	<b>EC2U Virtual Institute for Good Health and Well-being (GLADE) -</b>
<b>Name of the module</b>	<b>SMART AGEING AND HEALTHY LIFE Summer School, first Edition.</b>
<b>Course title (L-lecture / W-workshop)</b>	<b>Dynamic activities with integrative-recreative purposes (L+W)</b>
<b>Course leader/Lecturer</b> <small>Academic title, first and last name Link to an updated CV (EN)</small>	Lecturer Phd. TROFIN Florin, Teaching Assistant MUNTIANU Vlad
<b>Language of instruction</b>	<b>English</b>
<b>Course description</b> <small>Maximum 100-120 words</small>	<p>It is well known the fact that physical activities can have positive implications in the social life of all human beings.</p> <p>The first part of this interactive activity will have a theoretical approach in which we will present to the participants some basic information about the importance of the dynamic activities and how they can contribute to social inclusion and group cohesion.</p> <p>The second part of the workshop will be represented by a series of practical activities through which the participants will experience the effects of different physical exercises that imply also the mental capacity.</p> <p>Following this course, the participants will be able to understand and organize physical exercises depending on individual characteristics of different groups (gender, age).</p>
<b>Tackled concepts</b> <small>5 to 7 of the topics covered / lecture content</small>	<ul style="list-style-type: none"> <li>- Dynamic activities;</li> <li>- Social inclusion;</li> <li>- Organization of physical exercises;</li> <li>- Recreative purposes of physical activities;</li> <li>- Group cohesion;</li> </ul>
<b>Prerequisites</b>	none
<b>Learning methods / Instruction modes</b> <small>Lecture/workshop/practical application /field activity - interactive approach supported by academic articles, case studies, videos, class debates</small>	The learning and instruction modes will be mainly represented by a workshop with class debates and videos followed by practical applications and field activities.
<b>Assignments</b> <small>class participation, problem-solving sessions, practical application, case study, group discussions, group assignments/presentations, posters</small>	If we are to mention the assignments, we can enumerate practical applications group discussions and class participation.
<b>Evaluation</b>	The evaluation will be made on the last day at the SOCIAL IMPACT CONFERENCE
<b>Bibliography/Course material</b> <small>Recommended reading</small>	<p>Gibbs, L., &amp; Block, K. (2017). Promoting social inclusion through sport for refugee-background youth in Australia: Analysing different participation models. <i>Social Inclusion</i>, 5(2), 91-100.</p> <p>Kelly, L. (2011). 'Social inclusion' through sports-based interventions?. <i>Critical social policy</i>, 31(1), 126-150.</p> <p>Waring, A., &amp; Mason, C. (2010). Opening doors: promoting social inclusion through increased sports opportunities. <i>Sport in society</i>, 13(3), 517-529.</p>

**The above mentioned curricular activity is part of the EC2U - GLADE Virtual Institute - SMART AGEING AND HEALTHY LIFE Summer School, first Edition. In order for the participants to be able to sit the final evaluation test, they need a minimum of 70% presence at the curricular and extracurricular activities. A pass/fail grading system is used in evaluating the participants, the decision on the awarding of the 3 ECTS credits being based on their active participation in classes and on their successfully passing the module final evaluation.**