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ORIGINAL

VALIDATION OF RISK PERCEPTION INSTRUMENT IN PHYSICAL EDUCATION TEACHERS

VALIDACIÓN DE INSTRUMENTO DE PERCEPCIÓN DEL RIESGO EN DOCENTES DE EDUCACIÓN FÍSICA

Lucena-Zurita, M. [1]; Latorre-Román, P.A.[2]; Párraga-Montilla, J.A.[3]; Manjón-Pozas, D.[4]

[1] Doctor en Educación Física. Profesor titular, Centro Universitario Sagrada Familia (adscrito a la Universidad de Jaén) (Spain) mlucena@fundacionsafa.es
[2] Doctor en Ciencias de la Actividad Física y el Deporte. Profesor titular, Universidad de Jaén (Spain) platorre@ujaen.es
[3] Doctor en Educación Física. Profesor titular Universidad de Jaén (Spain) jparraga@ujaen.es
[4] Profesor colaborador, Centro Universitario Sagrada Familia (adscrito a la Universidad de Jaén) (Spain) dmanjon@fundacionsafa.es

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Spanish-English translator: Francisco José Manjón Pozas, fmanjon@ugr.es

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ABSTRACT

This research aims to design and validate an instrument that allows to know the capacity of perception and prevention of the risk during the educational practice in the classes of Physical Education. It is a questionnaire of observation on dicotomic actions, including three subscales -preactive, interactive and postactive behaviors to the didactic action, related to active and passive security in Physical Education classes. In a first phase, the questionnaire has been examined by a total of 15 experts of different educational levels and by ten more in the second one. The questionnaire meets Lawshe validity and

scientific reliability formula and Kendall concordance test and it was validated finally by 41 items.

KEY WORDS: Perception, prevention, risk, safety, physical education.

RESUMEN

El objetivo de esta investigación ha sido diseñar y validar un instrumento que permita conocer la capacidad de percepción y prevención del riesgo durante la práctica docente en las clases de Educación Física. Se trata de un cuestionario de observación sobre acciones dicotómicas, incluyendo tres subescalas: comportamientos preactivos, interactivos y postactivos a la acción didáctica, relacionados con seguridad activa y pasiva en la clase de Educación Física. El cuestionario ha sido examinado por un total de 15 expertos de distintos niveles educativos en una primera fase y por diez más en la segunda. El cuestionario quedó ajustado a los tópicos de validez y fiabilidad científica de Lawshe y prueba de concordancia de Kendall, quedando validado con un total de 41 ítems.

PALABRAS CLAVE: Percepción, prevención, riesgo, seguridad, educación física

INTRODUCTION

Scientific studies in general confirm a clear proof of accident rate in Physical Education (P.E) classes and, in general, in school facilities, as well as they confirm the students' risk acceptance in their habitual practice. (Lucena,2014)

Other epidemiological studies show a flow of sports injuries due to a higher involvement of motor activities, verifying that, after domestic accidents the largest accident's occurrence takes place during leisure and school time. (Gutiérrez-Castañón, Martínez-de-Haro, Ramos-Álvarez, and Cid-Yagüe, 2018; López, et al., 2019; Martínez-de-Quel-Pérez, Sánchez-Moreno, Zamorano-Feijoo y Ayán-Pérez, 2019; Olmedilla, Blas, and Laguna, 2010; Peixoto-Pino, Rico-Díaz and Arufe, 2019; Ríos, Pérez and Ríos, 2014).

In addition, Herrador y García (2016) identify plenty of news about both fatal accidents and accidents in need of medical aid due to deficiencies in sports gear maintance at schools. López (2015), Statistics National Institute (2010) or Lucena, Latorre and Manjón (2020), compile alarming data about P.E. accident rate at a national and international level: 30.000 accidents in French schools; a third of the public centre accidents in primary schools in Santander were caused by P.E faculty's malpractice. These are clear examples of the inherent risk of P.E area.

A proper interweaving of the multiple factors involved in P.E. teaching and learning process allows for the safe development of the whole process. It is what Latorre and Herrador (2005), Latorre and Pérez (2012), and López (2015) consider as "healthy *ergosystem"*. Yet, Latorre (2008) explains that a full

contingency control is impossible, even with exhaustive control, thus acknowledging that, as Lucena (2014) and Morrongiello and Schell (2010), the rise of control level will have an impact on the reduction of the injury risk. This forces in some way to detect, identify and control its triggering factors.

Albornoz (2002), Flegel (1999), Guillet, Genety and Brunet (1985), López et al. (2019), Lucena (2014) o Prieto (2015) highlight several causes that contribute to risk. Meanwhile, Latorre and Herrador (2003) complete this information associating these causes with three fields: negligence on Educative Administration, teachers and students, all of them under what Estapé (2003) denominates active and passive security.

Active security is developed by the personal agents of the process (students and teacher) (Lucena y Latorre, 2013). It is related to physiological, biomechanical and psychologic aspects, past experiences, personal resources, age, physical decline, injury history, lack of training and use of preventive measures, diet, fatigue and overtraining, stress, competitive anxiety, impulsivity, achievement motivations, locus control, feeling recognition, perceived competence and self-confidence, self-control, risk perception ability, mood and mental concentration. (Abenza, Olmedilla, Ortega, and Esparza, 2009; Checa and Bohórquez, 2018; Greening, Stoppelbein, Chandler, and Elkin, 2005; Hansen, 2005; Ivarsson and Urban, 2010; Latorre and Pantoja, 2013; Latorre and Pérez, 2012; Maddison and Prapavessis, 2007; Olmedilla, Ortega, Abenza, and Boladeras, 2011).

Furthermore, there are further teacher's professional competences that play a determinant role in active security, such as the knowledge and control on student population and the class management, a greater or lesser degree of caution, the teacher's risk identification (Morrongiello and Matheis, 2007; Valdez, 2009) or his methodological skills (Lucena, 2014). There are also competences directly related to student's population, such as their risk perception (Kontos, 2004; Little and Wyver, 2010; López and Osca, 2007; Schwebel and Barton, 2005), their perceived physical capacity (Abenza, Olmedilla, and Ortega, 2010), their personality and feeling recognition in leisure and sport activities (Chico, 2000; Greening et al., 2005; Janssen, Dostaler, Boyce, and Pickett, 2007; Morrongiello and Matheis, 2007; Mun, 2004), prior experiences (Greening et al., 2005; Horvath y Zuckerman, 1993) or their acceptance of competitiveness as the way to interaction (Cantón, 2010; Llamas and Moreno, 2007; Ortín, Jara, and Berengüí, 2008; Senent, 2010).

Among the factors related to passive security (Lucena and Latorre, 2013), understanding passive security as the security dependent of the non-personal elements, i.e. material resources and infrastructures, there are environmental conditions, the type and condition of surfaces, sport gear and room temperature (Latorre et al., 2012; Ortín, Montero, Garcés de los Fayos and Olmedilla, 2010) and, in general, different features related to the facilities and material resources for P.E. and physical-sportive practice, where it is very common to find poor conditions for a safe and profitable progress (Latorre, Mejía, and Gallego, 2010; Latorre and Muñoz, 2011; López, 2002; Lucio, 2002; Orts, 2011).

The accidents' epidemiology, whit its collateral sanitary and legal consequences, likewise the importance of security elements' identification, would be enough to support the necessity of rethinking and reformulating P.E. teachers' education risk prevention and perception, due to the absence of specific competence about this topic in the curricular plans of the specialised academic formation (De la Torre, 1997; Lucena, 2014; Lucena, et. al.; 2020a; Sáenz-López, 2000; Som and Muros, 2008) except for those related to the hygiene and healthy habits (Palacios, López-Pastor and Fraile, 2019). This gets increased by the lack of concern by the experts when it comes to include this competence as a necessary one for the P.E. professional's formation (Cañadas, Santos-Pastor and Castejón, 2019; Carmen and Hurtado, 2019).

Despite everything, several authors suggest methodologies and tools for prevention and security deployment. Martínez (2009) suggests a didactic progression that sets out risk identification, estimate and valuation. Lucena (2014) proposes a deeper knowledge of UNE, NIDE and AENOR rules, which regulate the security requirements for materials and the sport facilities. Latorre (2008) suggests a standardized tool for the evaluation of the sport spaces and facilities based on a set of charts to be filled in by the Physical Education teaching team; or Jiménez (2003), who establishes a valuation system of motor-physical activities through the use of a tool that combines the probability of the risk appearance and the consequences which could derive from its implementation. This risk analysis system is used for other kinds of works in the sport and physical activity field (Cámara-Pérez, 2012; Latorre, 2007; Latorre and Herrador, 2008; Latorre and Pantoja, 2015; Latorre and Pérez, 2012), stablishing five risk levels: trivial, tolerable, moderate, important and intolerable.

Whilst they exist, these tools are not enough and it is compulsory the development of new instruments that allow the assessment of the factors that could increase the risk of any student to suffer a sports accident, those aspects related with the student's risk perception ability and the school sport and P.E. professionals' proficiency on risk perception and risk prevention. The background of this specific tools for sports activities, except for the control locus questionnaire in children's sport, designed by Checa and Bohórquez (2018), the creation of the sports accident tendency scale (PAD-22) or a risk perception scale for physical and sportive extracurricular activities (Latorre and Pantoja, 2013, 2015).
The main objective of this investigation is to design and validate an observation instrument which let us know the risk perception and prevention capacity of teachers during the practice in P.E. lessons.

MATERIALS AND METHOD

Validated instrument description

The visual inspection instrument about competence in risk perception during teacher's practice (attached 1, table 5), designed to collect data about teachers' actions related to active or passive security, is comprised of 41 observable items with a dichotomic character: *YES*=2 "action performed correctly by the

observed subject", *NO*=1 "action performed wrongly". It is organised around three dimensions, following the phases of the session model of Manjón and Lucena (2010): 1- Pre-active behaviours which take place before the motor phase (8 items: cpsap1 a cpsap8); 2.- Interactive behaviours, which take place during the motor phase (21 items: cisap1 a cisap21); 3.- post-active behaviours, which take place after the motor phase (6 items: cposap1 a cposap6).
The higher amount of actions valued affirmatively, the better results in relation with the observed subject risk prevention and perception. There is not a minimum value for an adequate intervention, given that any item graded 0 is subject to cause a risk for an underage during the P.E. class. It provides us with a global assessment in addition to a distinctive punctuation for each of the observed dimensions.

Participants

The sample for the validation instrument consisted of 79 people (58 men and 21 women). One of them was a graduated teacher with a two years' experience as an active teacher, while the rest of the participants were students from the last university year of the P.E. area (21,63±1,46 years old). It was a non-probabilistic convenience sample, all of the students belonged to the University of Sagrada Familia, an attached school to Jaen's University and to the Educational Science faculty from Jaen University. Following the ethics recommendations approved in the Helsinki Declaration, the participating students signed an informed consent.

Validation Process

In order to validate the contents, the investigation was based on the proposals of the security experts in motor-physical and sports activities. The remarks of Latorre (2008) about the security criteria in playful proposals were decisive. They were based on the regulations for risk reduction during pre-active decisions (those related to the previous planification of the session), interactive (those connected with the teacher's management for the creation of a secure and healthy environment, the student's care and a proper selection of objectives as well as a presentation of adequate teaching models and the implementation of observation techniques and contents adjustment strategies) and post-active (those related with the evaluation and the critical analysis of teaching activity) in the P.E. session (Villada and Vizuete, 2003); The were also crucial the recommendations for the contingency control regarding the use of the sports school facilities besides a checking of prior regulations on school sports facilities, following the analysis of AENOR (1999), Cabello and Cabra (2006), Latorre and Herrador (2003) and Lucio (2003). A first draft was written about the observation instrument, comprising 68 items split into 2 major areas.

Table 1. Organisation of the observable items and first version of the observation instrument of the P.E. risk perception and prevention

Cluster 1			Cluster 2		
Prevention and perception of safety actions, prior to the beginning of the course			Prevention and risk perception actions during teaching intervention		
Actions to obtain information on availability for the practice (motor, medical or physical limitations) of students, for active safety.	Actions aimed at obtaining information on passive safety (conditions of materials, facilities, pavements, storage, etc.)	Actions aimed at gathering information on the fulfillment of the teacher's own administrative duties.	Pre-active behaviours to didactic action on active and passive safety prior to the driving phase in the session	Interactive behaviours in the didactic action on active and passive safety, during the driving phase of the session	Postactive behaviors to didactic action on active and passive safety, after the motor phase of the session
7 items	10 items	5 items	10 items	27 items	9 items

Following the recommendations from Sánchez-Miguel, Amado, Mendo, Molero and Leo (2019) and Serra-Olivares and García-López (2016) the instrument was analysed by group of 15 experts: five of them were primary school teachers who were experts on P.E., five other were P.E. teachers in High School and the last three members were professors from different Education and Sport Sciences faculties from Jaen and Granada. All of them were teaching actively while they were participating in the study. In order to do the analysis, the following criteria were used: 1- Adaptation of the item to the studio objective; 2- The complexity of the composition and its legibility; 4- Duplicity of the items. As a result, 11 items were corrected and 13 were removed, so that we obtain a provisional version of the questionnaire that counts with 55 items.

In order to obtain the final validation of the questionnaire content a P.E. graduated teacher was selected to perform and observation test (observation 1) designed by 10 experts in P.E security. All of these experts were working as teachers while the test was in progress: three primary teachers who were specialist in P.E., three P.E. secondary school teachers and four university teachers from different Sport Sciences and Teaching faculties from Jaén and Granada. A required permit was requested to the Board of Primary School from the Professional Schools of the Sagrada Familia in Úbeda, in order to being able to carry out the observation. A P.E session run by this graduated teacher was surveilled. 27 students from second year primary school tood part, whose participation was supported by a consent paper signed by the student's parents where they were informed about the participation of their children in the study. Each of those 10 expert observers used a questionnaire and watched the session from a place where they could go unnoticed. Neither the experts know the observed subject nor the competences, objectives or contents to be acquired during the session progress. They evaluated the items content validity and their intelligibility using a scale from 1 to 5. Those items whose average was less than 3.5 points and those showing divergent views (Kendall concordance test, table 1) were dismissed. The rest of the items were

underwent the Lawshe Validity test (1975), keeping those whose results were over 0.6 (table 2). The instrument was finally reduced to 41 observed items.

For the final validation of the instrument, one of the leading researchers performed a test for the instrument implementation in order to prove its sensibility in the teaching action analysis during a P.E. session. It was carried out with a sample of 79 participants, the same one that described above. All of them signed a consent paper voluntarily.

Statistical analysis

A descriptive analysis of data (averages, typical deviation (DT), maximum and minimum) was performed. The validity of the content was analysed by the Lawshe index, applying the Kendall agreement test for the reliability calculus. The level of significance was stablished in $p<0.05$. The data of this study were processed using SPSS, v.19.0 for Windows, (SPSS, Inc., Chicago, USA).

RESULTS

The judges evaluated the validity of the items content, their intelligibility and they did it using a scale from 1 to 5. The items with average below 3.5 points were dismissed as well as those in which judges showed divergent views (Kendall agreement test, table 1).

Once the items were dismissed, the rest of them underwent Lawshe Validity test (1975), keeping those whose results were above 0.6, with an outcome of 41 items left (table 2). Thus, the *observation instrument for the visual inspection about the competence of risk perception in the teacher practice* was validated.

Table 2. Kendall Concordance Test. Expert validation

Ítem	Min.	M	DT	Ítem	Min.	M	DT
cpsap6		4,7	,67	cisap14		3,6	,96
cisap10		4,2	1,22	cisap15		4,3	,67
cisap18	a	4,44	1,01	cisap17.1	b	4,8	,63
cisap19		3.8	1.03	cisap17.2		4,6	,69
cisap21		4,33	1,11	cisap17.3		4,7	,67
cposap5		4,1	,87	cisap20		4,8	,63
cpsap1		4,7	,67	cpsap7		4,6	,51
cpsap2		4,7	,67	cisap1		4,8	,42
cpsap4		4,7	,67	cisap2		4,5	,52
cpsap5		4,3	,67	cisap4.2		4,7	,48
cpsap8		5,2	,78	cisap5		4,6	,51
cpsap10		4,8	,63	cisap6.2		4,6	,51
cisap3	b	4,8	,63	cisap9	c	4,6	,51
cisap4.1		4,7	,48	cisap13.1		4,7	,48
cisap6.1		4,6	,69	cisap16		4,9	,31
cisap6.3		4,1	,73	cposap1.1		4,60	,51
cisap7		4,3	,94	cposap3		4,8	,42
cisap8		4,4	,69	cposap4		4,4	,51
cisap11		4,8	,63	cposap7		4,6	,51

cisap12	4,4	,69	cposap6	d	5	0
cisap13.2	4,2	,63				

Mín.: minimum; M: average; DT: typical deviation; cpsap: pre-active behaviours related to the active and passive security; *cisap: interactive behaviours related to the active and passive security; cposap: post-active behaviours related to the active and passive security*

Table 3. Experts Valiation. Lawshe Validity Index

Item	Average	Item	Average	Item	Average
cpsap1	0.80	cisap6.1	0.80	cisap17.1	0.80
cpsap2	0.80	cisap6.2	1.00	cisap17.2	0.80
cpsap4	0.80	cisap6.3	0.60	cisap17.3	0.80
cpsap5	0.80	cisap7	0.60	cisap18	0.73
cpsap6	0.60	cisap8	0.80	cisap19	0.60
cpsap7	1.00	cisap9	1.00	cisap20	0.80
cpsap8	0.80	cisap10	0.60	cisap21	0.60
cpsap10	0.80	cisap11	0.80	cposap1.1	1.00
cisap1	1.00	cisap12	0.80	cposap3	1.00
cisap2	1.00	cisap13.1	1.00	cposap4	1.00
cisap3	0.60	cisap13.2	0.80	cposap5	0.80
cisap4.1	0.80	cisap14	0.60	cposap6	1.00
cisap4.2	1.00	cisap15	0.80	cposap7	1.00
cisap5	1.00	cisap16	0.80		

cpsap: pre-active behaviours related to the active and passive security; *cisap: interactive behaviours related to the active and passive security; cposap: post-active behaviours related to the active and passive security.*

The application of the instrument to the last year 79 students of the P.E. speciality during real session of their Practicum II subject rendered high sensibility. Some eye-catching results are the significant training deficits about risk perception and prevention, with a 50,94% of positive-biased items. There are 21 negative tendency items are detected, showing important weaknesses in risk perception competence during teaching activity. Up to a general level, the percentages tend to a balance in the dimensions analysis. The competences that generate a more negative tendency are the pre-active and post-active competences, compared to the relative positivity in the perceptive competences during the interactive phase. In the post-active phase, there is also a bigger tendency to negative results.

Tabla 4. Results by dimensions

Dimensión		n	%
Pre-active phase	YES	222	38.95
	NO	348	61.05
Interactive phase	YES	1070	59.15
	NO	739	40.85
Post-active phase	YES	179	47.10
	NO	201	52.90

DISCUSSION

The main objective of this study is to design and validate an instrument that allows us to know the risk perception and prevention during the teacher practice in the P.E, lessons.

Accordingly, Latorre and Pantoja (2013) have developed the PAD-22, a scale which can serve as a valid instrument to be used by trainers and coaches in order to prevent injuries and the sport accidents through the sportsmen feeling recognition, the ability of assuming risks and the self-perceived competence.

The necessity of building instruments that allow us to improve the teacher's risk perception and give him the best contingency competences, justify the interest of this work and its contribution to a growing level of knowledge in this field. Following López (2015), this work takes a chance on the selection and the use of mechanisms that provide us with security measures during the P.E. lessons, as well as on the continued training about the knowledge, comprehension and reflection on risk prevention during the practice of physical-sportive activities, in such a way we supply teachers with an instrument to deal with the contingencies of a session in a better way.

The objectification of risk perception is basic in the learning and teaching processes to avoid conflictive situations where risk perception becomes subjective. Martínez (2009) states that it is impossible to avoid a risk, no matter how severe it is, without foresight. Some previous studies (Abenza et al., 2009; Greening et al., 2005; Hansen, 2005; Ivarsson and Urban, 2010; Maddison andPrapavessis, 2007; Morrongiello and Rennie, 1998; and Olmedilla et al., 2011) try to objectify risk for participants in physical – sportive activities. The ability to clarify the achievement motivations, the locus control, the emotion research, the perceived competence and the self-confidence, the auto-control and the facing resources, the risk perception, the mood and the concentration allow us to avoid the subjectification in the teaching activity. Hence these authors have pointed out different risk perception cognitive distractors: the social perceptual distortion, studied by Fuster and Casanova (1991), which integrates a dangerous perception in subjects' daily life; the group perceptual distortion, which means the consent and the normalization of risky situations carried out by most people; the perceptual distortion produced by level of expertise, a distortion that was studied by Johnson y Tversky (1984 to show that it is not an objectification ability coming from experience and the resulting actions are not right, allowing for an underestimation of the objective risk and an excessive self-confidence. Thereupon, González (2003) tries to distinguish in the subject -namely a teacher- his skills to perceive the risk apparently, based on a prejudice that could or could not match with an objective risk; furthermore, the subjective risk, perceived by the subject depending on his previous experiences; an finally the real and objective risk, detected in an empirical and statistic way by well-trained people who analyse the probability of the accident to take place. Henceforth, there is a need to generate tools to objectify in an empirical way the ability of risk perception and prevention. An opposite interpretation could lead into either an overzealous activity schedule or a downgrading, both of them involving unexpected consequences.

Lucena (2014) performed two crossover studies, one about the ability of risk perception and prevention with future P.E. teachers, and the other one about the checking of verdicts related to injuries which took place with underage students in schools and sports facilities. He finds that there is a relevant shortcoming in risk prevention and perception: 46% of the actions undertaken by teachers in relation to risk prevention and perception are mistaken. The main detected weaknesses are more related to prevention than perception, being predictable that it exists a higher teacher's formation in the moments of interaction during the university initial formation phase of the future teacher. But the most important point is that those mistaken actions are the basis of many of the most serious indictment.

To sum up, the validity of the instrument is proved, showing its ability to know the risk perception and prevention ability of the teacher, allowing the early identification of security skill gaps and pointing out its usefulness to avoid negligent actions by those subjects prone to reckless behaviour.

CONCLUSIONS

The visual inspection instrument about the risk perception competence in the teacher's practice is valid, reliable and adequate in order to be used in educational and sports contexts. It allows us to track in an easy and fast way skills on risk perception and prevention, as well as the contingency control during either the P.E lessons or the training sessions, making it a tool for early identification of security skills gaps.

A main constraint we must emphasize comes from the fact that this study and the observed session does not consider the range of contents that can be used in any P.E. session; thus the results could be influenced by the implementation of activities with different contents. What is more, the observed teacher actions are focused on the teacher intervention phase, without taking into account the influence of previous actions on the security conditions of the practice.

From these limitations new investigation lines come up. On the one side, the possibility to conduct a comparative perceptive analysis which takes into account the different content blocks of the curriculum. On the other side, we should be able to trace the preliminary actions: information gathering about diagnosed pathologies and motor-physical competence of the students group which could jeopardize their physical activity; data gathering about general passive security conditions and administrative responsibilities, which can influence meaningfully on risk perception and prevention.

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ATTACHED1

Tabla 5. Observation instrument for the visual inspection of competences in the teacher practice risk perception

A. PRE-ACTIVE BEHAVIOURS RELATED TO THE ACTIVE AND PASSIVE SECURITY (cpsap)			
Aspect to observe in the teacher		**YES**	**NO**
1. He arrives with enough time before the beginning of the session, in order to anticipate, organise and inspection everything related to the teaching.			
2. He has planned the session before its beginning			
3. He revises and control the characteristics of the pavement, guaranteeing the secure displacement and the lack of adherence if there are			
4. He revises counterweights and anchors in goals and goals and damage to posts, net hooks, hoops, clamping cables, basket boards			
5. He always places protective material according to the previous perceived risks if they exist.			
6. He checks that the placement of the material does not pose a risk to the students by detachment, fall, hit or slip			
7. He has proposed adaptations for students/students with specific educational support needs and/or medical problems if necessary			
8. He adapts the conditions of the activities of the planned session to the climatic conditions (heat, direct light...)			
B. INTERACTIVE BEHAVIOURS RELATED TO THE ACTIVE AND PASSIVE SECURITY (cisap)			
Aspect to observe in the teacher		**YES**	**NO**
1. The students of the class make the trip from the classroom to the sports court or gym or vice versa accompanied by the student/to practice			
2. He passes checklist and record absences at the beginning of the session			
3. He avoids the practice to students with inadequate clothing			
4. he raises warming activities within the session			
5. he raises cooling down activities within the session			
6. He maintains a visual control on the students/s that, for any reason, can not perform physical activity			
7. He establishes instructions, rules and measures for prevention and security before the beginning of each activity, on its way of accomplishment			
8. He establishes instructions, norms and measures of prevention and safety before the beginning of each activity, on the use of materials and facilities for its realization			
9. It establishes instructions, rules and measures of prevention and security before the beginning of each activity, on the organization of the group			
10. He impacts during motor actions on the reminder of safety measures.			
11. He uses student support, especially in the tasks of jumping or gymnastic equilibrium, and in general, in any activity that needs it			
12. He avoids the use of materials in poor state of preservation			
13. He avoids the use of improper material of the area of physical education: tables, chairs, tires... not homologated for that use			
14. He avoids the use of spaces and facilities unfit for physical education: corridors, railings, stairs...			
15. If the class is outdoor, he adapts the lesson to the possibilities of development, avoiding mainly fine rain, extreme temperatures or places very exposed to the sun			
16. He adopts an attitude in the class that allows him to control the exits of the classroom or of the sports track of the students/ ace, with and without the permission of the teacher			
17. He adopts an attitude in the class that allows him to control the time of absence in case of justified departure			
18. He avoids the approach in the session of activities of major or intolerable risk (with medium or high probability of accident with harmful or extreme consequences)			
19. He avoids the use of teaching styles by inquiry and problem solving in situations and activities that may lead to accident			
20. He immediately corrects risky and/or violent behaviors			
21. He keeps an eye on the students during the session without leaving the premises			
22. He keeps an eye on the students during the session without separating the group in remote facilities and without direct control			
23. He keeps an eye on the students during the session	Without engaging in non-teaching work		
24. He stops the activity posed when the organization of this has been severely affected by an accident			
25. He allows the hydration of the students/s during the session			
26. He collects the material between activities for the danger that supposes as much by stumbles as by the incorrect use on the part of the students			
27. He in case of accident or injury, acts diligently in the application of first aid			
C. POSTACTIVE BEHAVIOURS RELATED TO THE ACTIVE AND PASSIVE SECURITY (cposap)			
Aspect to observe in the teacher		**YES**	**NO**
1. He proposes the collection of the material to the students and makes sure that it is done in an orderly way and without agglomerations			

2. He counts the number of participants at the end of the session and checks it and compares it with the initial		
3. He leaves the place where the class is held after all the students have retired in case of not accompanying them to the classroom		
4. He reviews and separates material that has deteriorated after the session		
5. If there has been an accident and/or injury, it is notified to the guardian and parents		
6. In the case of an indoor facility, he ensures that the facility is closed to prevent access by pupils without the supervision of responsible teachers.		

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