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## **EXAMS WITHOUT SOLUTIONS**



### INTRODUCTION TO PHYSICAL EDUCATION

**Surnames.....Name..... NOTE:**

**Campus..... Date:.....**

#### **SHORT QUESTIONS:**

SHORT QUESTION Nº1. Cite the names of the different levels of Anita Harrow's taxonomy of human movement.

SHORT QUESTION Nº2. Attending to its level of abstraction, name the different types of objectives that we have seen in class.

SHORT QUESTION #3. What are the didactic interactions?

SHORT QUESTION Nº4. Name the elements that should exist in the structure of a session.

SIGNATURE:



DEGREE IN ELEMENTARY EDUCATION

INTRODUCTION TO PHYSICAL EDUCATION. EXTRAORDINARY CALL

SURNAMES..... NAME.....

**NAME OF THE GAME: "THE ONION"**

1. Harrow Taxonomy level and name:
2. Specific objective of UD:
3. Specific objective of session:
4. Specific activity objective:
5. Predominant teaching style:
6. Rules:
7. Example of how you improve technical communication in this game
8. Example of how you improve organization and control in this game
9. Example of how you improve the socio-affective relationship in this game
10. Variant:

SIGNATURE



INTRODUCTION TO PHYSICAL EDUCATION.

EXAMPLE OF A TYPE EXAM QUESTION TO DEVELOP

Surnames.....Name..... **NOTE:**

**QUESTION TO DEVELOP:**

Prepare an activity for a balance and laterality session.

SIGNATURE:



EXAMPLE OF TEST-TYPE EXAMINATION

**BEFORE STARTING THE TEST, PLEASE READ THESE INSTRUCTIONS CAREFULLY:**

This booklet consists of 20 multiple choice questions with four response options each. **There is only one correct option.**

Each correct question will add 0.05 points. Unanswered questions neither add nor subtract. Every three failed questions will subtract 0.05 points.

Together with this booklet you will be given:

1. A cream colored test answer sheet.
2. A sheet with four short questions.
3. A sheet with a **numbered essay question**

On the multiple choice answer sheet, you must mark with a **pencil** the option that you consider correct for each of the questions.

Make sure you check the option you want in the question number that corresponds.

The first thing you must do at the time indicated is **fill in your personal data on the three sheets** provided (name, surname and ID ) **and sign** all of them in the space provided for it.

**IMPORTANT: You must write the number that appears on the right side of the question sheet to be developed on the bottom right edge of the cream-colored multiple choice answer sheet and the short question sheet.**

You must remain seated at all times. If you have any questions, raise your hand and wait to be answered by a teacher.

You have 40 minutes from this moment to complete the three sheets provided.

1. **What teaching style is characterized by the fact that the student has a time interval where he inquires and seeks a variety of answers?**
  - A. Problem resolution.
  - B. Guided discovery.
  - C. Direct command.
  - D. Individual programs.



- 2. Making a pass by dribbling the ball is an objective...**
- A. Session specific.
  - B. Operative.
  - C. Specific teaching unit.
  - D. Activity specific.
- 3. Which of the following statements is a specific goal of activity?**
- A. Develop body language.
  - B. Perform jumps on one leg.
  - C. Get started in the technique of passing with the inside in soccer.
  - D. Develop strength.
- 4. Indicate which of the following characteristics is not typical of the child's game:**
- A. A. It is a main activity
  - B. B. Serves as learning
  - C. C. It is an end in itself.
  - D. D. It has an external end.
- 5. According to Anita Harrow's taxonomy of movement, at what level would it be appropriate for the child to go to a game show and perform a juggling act?**
- A. Level 3.
  - B. Level 4.
  - C. Level 5.
  - D. Level 6.
- 6. Which activity item helps you place the activity in one or another part of the session?**
- A. Rules.
  - B. Variants.
  - C. Intensity.
  - D. Spatial layout.



**7. Which of the following statements assures you that the TAME does not go down?**

- A. Write the rules for achieving the specific objective of the activity.
- B. Make more groups within the same activity.
- C. Do not interrupt the game unnecessarily.
- D. All three assure you that the TAME does not go down.

**8. Which of the following statements does not help you improve technical communication with your students?**

- A. Make visual demonstrations of what to do.
- B. Give them feedback on their performance encouraging them to improve.
- C. Speak in a language appropriate to the cognitive capacity of the students.
- D. Give the information little by little.

**9. Which of the following statements does not help you improve the socio-affective relationship with your students?**

- A. Give them feedback on their performance encouraging them to improve.
- B. Empathize with them at all times with their possible circumstances.
- C. You make the groups.
- D. Use different resources before punishing, eliminating or excluding them.

**10. Which of the following statements does not help you improve the organization and control of the class?**

- A. Help the students in the placement and collection of the material in the activity.
- B. You make the groups.
- C. Position yourself so that you keep all the students in sight.
- D. Make visual demonstrations of what to do.



**11. Which of the following statements are correct regarding the design of the session?**

- A. The age to which it is addressed, the place and the methodology used must be indicated.
- B. There has to be, yes or yes, a warm-up, the main part and a cool-down
- C. In all activities, regardless of the part in which it is included, you should try to work on specific objectives related to the session.
- D. All are correct.

**12. Which of the following is not a bodily perception content?**

- A. Awareness of body parts.
- B. Perception of the dimensions of the environment surrounding the body.
- C. Perception of the respiratory mechanism.
- D. Awareness of the state of tension-relaxation of the body.

**13. In which of the following situations is speed not primarily developed?**

- A. Play the classic game of handkerchief.
- B. Perform a relay race with the aim of winning the others.
- C. Give the greatest number of kicks in a given time.
- D. Walk 50 meters.

**14. In which of the following situations does the interpretive movement not develop?**

- A. In the classic movie guessing game.
- B. Representing a play.
- C. Imitating famous people in class.
- D. Performing the same stretches that the teacher is doing.

**15. In which of the following situations do unopposed individual sports take place?**

- A. In pairs, one in front of the other, we perform the shot put technique.
- B. Individually, we take shots from the 3-point line.
- C. On the track, we run a relay race



D. We make an excursion to the sea and individually, we practice a sailing competition.

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## EXAMS WITH SOLUTIONS



### INTRODUCTION TO PHYSICAL EDUCATION

Surnames.....Name..... NOTE:

Campus..... Date:.....

#### SHORT QUESTIONS:

SHORT QUESTION N°1. Cite the names of the different levels of Anita Harrow's taxonomy of human movement.

**Level 1: Reflex movements. Level 2: Fundamental Basic Movements**

**Level 3: Perceptual abilities. Level 4: Physical qualities.**

**Level 5: Movement skills. Level 6: Non-discursive communication.**

SHORT QUESTION N°2. Attending to its level of abstraction, name the different types of objectives that we have seen in class.

**Final, general, didactic unit specific, session specific, activity specific and operational.**

SHORT QUESTION #3. What are the didactic interactions?

**Technical communication.**

**Organization and control**

**Socio-affective relationship**

SHORT QUESTION N°4. Name the elements that should exist in the structure of a session.

**Name, specific objective of the session, age, content, material, place, methodology and duration.**

SIGNATURE:







SURNAMES..... NAME.....

### **NAME OF THE GAME: "THE ONION"**

1. Harrow Taxonomy level and name:  
**Level 4: Physical abilities**
2. Specific objective of UD:  
**Develop physical abilities**
3. Specific objective of session:  
**develop strength**
4. Specific activity objective:  
**Develop strength through a collaborative/opposed game.**
5. Predominant teaching style:  
**Creativity**
6. Rules:  
**The force exerted to separate partners must be progressive, not jerky.  
You can not pinch, scratch or hurt the partner to try to separate them**
7. Example of how you improve technical communication in this game  
**Performing a visual demonstration of both the description and the rules.**
8. Example of how you improve organization and control in this game  
**Explaining the rules before and remembering them during the game.**
9. Example of how you improve the socio-affective relationship in this game  
**Encouraging the students during the game to fulfill its objective (separate or avoid being separated, depending on the group you are encouraging)**
10. Variant:  
**You have to separate partners one by one  
No participant may use their hands.**

SIGNATURE



INTRODUCTION TO PHYSICAL EDUCATION.

**TYPE EXAM SOLUTION QUESTION TO BE DEVELOPED**

Surnames.....Name..... NOTE:

**QUESTION TO DEVELOP:**

Prepare an activity for a balance and laterality session.

**Crossing the river**

Specific objective : Develop dynamic balance through movements and jumps

Material : Hoops      Intensity: medium-low

Description : The length of the classroom is a river. Rings are arranged by the river that they make of stones. Children must cross from one shore to the other stepping inside the hoops

Rules: Do not step on the hoops. Do not move the foot once the hoop has been stepped on.

Variants: Reduce the number of hoops, indicate stepping only on hoops of the same color. Cross the river through jumps and landings on one leg.

Time: 8 minutes.      Spatial arrangement: Throughout space.



EXAMPLE OF TEST-TYPE EXAMINATION

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**IMPORTANT: You must write the number that appears on the right side of the question sheet to be developed on the bottom right edge of the cream-colored multiple choice answer sheet and the short question sheet.**

You must remain seated at all times. If you have any questions, raise your hand and wait to be answered by a teacher.

You have 40 minutes from this moment to complete the three sheets provided.

1. **What teaching style is characterized by the fact that the student has a time interval where he inquires and seeks a variety of answers?**
  - A. **Troubleshooting**. (You have proposed a problem and look for solutions)
  - B. Guided discovery.
  - C. Direct command.
  - D. Individual programs.



- 2. Making a pass by dribbling the ball is an objective...**
- A. Session specific.
  - B. **Operative**. (It's what you tell the child to do)
  - C. Specific teaching unit.
  - D. Activity specific.
- 3. Which of the following statements is a specific goal of activity?**
- A. Develop body language.
  - B. Perform jumps on one leg.
  - C. **Get started in the technique of passing with the inside in soccer.** (very concrete)
  - D. Develop strength.
- 4. Indicate which of the following characteristics is not typical of the child's game:**
- A. A. It is a main activity
  - B. B. Serves as learning
  - C. C. It is an end in itself.
  - D. D. It has an external end. (the child plays to play, not with any other intention)
- 5. According to Anita Harrow's taxonomy of movement, at what level would it be appropriate for the child to go to a game show and perform a juggling act?**
- A. Level 3.
  - B. Level 4.
  - C. Level 5.
  - D. **Level 6**. (the artistic and expressive component is added to the skill of movement)
- 6. Which activity item helps you place the activity in one or another part of the session?**
- A. Rules.
  - B. Variants.
  - C. **Intensity**. (depending on how it is, we will do it at the beginning, in the middle or at the end)
  - D. Spatial layout.



- 7. Which of the following statements assures you a better effective use of time?**
- A. Write the rules for achieving the specific objective of the activity.
  - B. Make more groups within the same activity.
  - C. Do not interrupt the game unnecessarily. (if it's unnecessary don't waste time)
  - D. All three ensure you a better effective use of time.
- 8. Which of the following statements does not help you improve technical communication with your students?**
- A. Make visual demonstrations of what to do.
  - B. Give them feedback on their performance encouraging them to improve. (it's relationship)
  - C. Speak in a language appropriate to the cognitive capacity of the students.
  - D. Give the information little by little.
- 9. Which of the following statements does not help you improve the socio-affective relationship with your students?**
- A. Give them feedback on their performance encouraging them to improve.
  - B. Empathize with them at all times with their possible circumstances.
  - C. You make the groups. (it is organization and control)
  - D. Use different resources before punishing, eliminating or excluding them.
- 10. Which of the following statements does not help you improve the organization and control of the class?**
- A. Help the students in the placement and collection of the material in the activity.
  - B. You make the groups.
  - C. Position yourself so that you keep all the students in sight.
  - D. Make visual demonstrations of what to do. (it is communication)



**11. Which of the following statements are correct regarding the design of the session?**

- A. The age to which it is addressed, the place and the methodology used must be indicated.
- B. There has to be yes or yes an initial part, intermediate part and final part.
- C. In all activities, regardless of the part in which it is included, you should try to work on specific objectives related to the session.
- D. **All are correct.** read them again, it would be ideal if you fulfilled all 😊

**12. Which of the following is not a bodily perception content?**

- A. Awareness of body parts.
- B. **Perception of the dimensions of the environment surrounding the body.** (it's spatial)
- C. Perception of the respiratory mechanism.
- D. Awareness of the state of tension-relaxation of the body.

**13. In which of the following situations is speed not primarily developed?**

- A. Play the classic game of handkerchief.
- B. Perform a relay race with the aim of winning the others.
- C. Give the greatest number of kicks in a given time.
- D. **Walk 50 meters.** (it's not telling you to run through them as fast as possible)

**14. In which of the following situations does the interpretive movement not develop?**

- A. In the classic movie guessing game.
- B. Representing a play.
- C. Imitating famous people in class.
- D. Performing the same stretches **that the teacher is doing** (it is imitative)

**15. In which of the following situations do unopposed individual sports take place?**



- A. In pairs, one in front of the other, we perform the shot put technique. (to categorize the sport, the modality counts, not how you practice it)
- B. Individually, we take shots from the 3-point line.
- C. On the track, we run a relay race
- D. We make an excursion to the sea and individually, we practice a sailing competition.