DEGREE IN PRE-PRIMARY EDUCATION

PHYSICAL EDUCATION

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ABOUT ME...

Theoretical and practical contents

EVALUABLE ACTIVITIES

EVALUATION

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DEGREE IN PRE-PRIMARY EDUCATION

PHYSICAL EDUCATION

D. ADRIÁN SOLERA

Unit1. Introduction to Physical Education

1,1 General concepts

1,2 Physical Education: body and movement

1,3 Importance oh Physical Education

1,1 General concepts

1,1,1, Definition

For several reasons, Physical Education currently lacks an agreed definition.

The utility can be conferred, whether educational, therapeutic, recreational, social, expressive or competitive.

Degree of influence received from different sciences.

Constant resizing of goals and objectives under its continuous evolution.

1,1 General concepts

Despite this, PE can be defined, in a strictly education sense, as:

PE is pedagogical discipline that bases its intervention on body movement to structure first and to develop later, in a comprehensive and harmonious way, emotional and cognitive skills of the person, in order to improve the quality of the human participation in the different fields of life, suchs as family, social relationships and productive issues.

1,1 General concepts

1,1,2 Types

- Formal Physical Education: which takes place within the structure of the educational system.

- Formal non-Physical Education: which takes place within various organizations, but outside the education system.

- Informal Physical Education: which is acquired thrpugh social interaction without the two before.

1,1 General concepts

1,1,3 Related concepts

- PHYSICAL ACTIVITY: body movement produced by skeletal muscles that results in energy expenditure.

- PHYSICAL EXERCISE: Physical activity planned and structured, repetitive and aimed at maintaining or improving fitness.

- PHYSICAL CULTURE: set of values, knowledges, habits, techniques and body practices of a society that are transmitted through processes of socialization and educational activities.

1,2 PE: body and movement

1,2,1 Body movement

If PE is focused on movement, it would become an analytically kinesiology and something abstract and mechanical, and that would be something insufficient for the understanding of human movement.

Parlebás places the subject of physical education in motor behavior and later in motor action. He laid the foundatrion for a new science: MOTOR PRAXEOLOGY

1,2 PE: body and movement

1,2,1 Body and movement

Whether it takes the motion, as the motor action, they are still the manifestation of the body, so that Physical Education is fundamentally Corporal Education

The education of the body means to establish a way of relationship with him: knowing the body, feel it, develop it and accept it.

1,2 PE: body and movement

1,2,1 Body and movement

Therefore, according to **Cagigal**, Ohysical Education is based on two parameters:

BODY and MOVEMENT

As each of these concepts are understood, PE will adopt one approach or another and it will develop methodologies according to these original concepts.

1,2 PE: body and movement

1,2,1 Body and movement

OBJECTIVE BODY:

The one that is offered to the gaze of others as a set of organs, functions, etc. And which is subject for medical science.

SUBJECTIVE BODY:

Own body, whose knowledge is only achieved by introspection and experience..

1,2 PE: body and movement

1,2,1 Body and movement

Human body is essentially dynamic and the movement is one of its fundamental properties.

Movement is the first element of adaptation to the environment: life and movement are inseparable.

Movement also expresses feelings and emotions.

1,2 PE: Body and movement

1,2,1 Body and movement

Animal movement is instinctive, biological, reflex.

About human beings, movements are distinguished in those that are biological or reflex, mechanical in nature, and the conscious and voluntary movements, which are learnable.

It is in this wide range of voluntary movement in which PE works.

1,2 PE: body and movement

1,2,2 Paradigms of human movement

Currently three approaches have been set for PE who conceive body and movement from different scientific areas, developing highly differentiated contents and methodology.

These approaches derived from three paradigms of human body, which derive from three conceptions of human body and the use of these paradigms in physical education has led to three streams:

1,2 PE: body and movement

1,2,2 Paradigms of human movement

BIOMOTOR: derived from the concept of machine body. It results in physical and sports education (acrobatic body).

PSYCHOMOTOR: derived from the concept of psychosomatic body. Results in psychomotor education: (thinking body).

EXPRESSIVE: derived from the concept of expressive body. It leads to expressive Physical Education (communicative body).

1,2 PE: body and movement

1,2,3 Taxonomy of human movement

Taxonomy: organized and systematic classification.

Taxonomy of educational objectives is a classification of human learning.

It is distributed in three areas of knowledge: cognitive, affective and psychomotor (Bloom).

1,2 PE: body and movement

1,2,3 Taxonomy of human movement

COGNITIVE AREA: BLOOM's TAXONOMY (1956)

AFFECTIVE AREA: KRATHWOHL's TAXONOMY(1964)

PSYCHOMOTOR AREA: HARROW's TAXONOMY (1978)

1,2 PE: body and movement

1,2,4 HARROW'S Taxonomy

Among the psychomotor domain taxonomies highlights Anita Harrow´s.

Is the most complex and most suited to our concept of physical education, comprising three streams: physical sports, psychomotor and expressive.

The child can only move to higher levels after developing these.

1,2 PE: body and movement

1,2,4 HARROW'S Taxonomy

Level 1: Reflex movements.

Level 2: Basic fundamental movements.

Level 3: Perceptual skills.

Level 4: Physical skills

Level 5: Skilled movements

Level 6: Non-discurssive communication

1,2 PE: body and movement

1,2,4 HARROW'S Taxonomy

LEVEL 1. REFLEX MOVEMENT:

SEGMENTAL REFLXES

INTERSEGMENTAL REFLEXES

SUPRASEGMENTAL REFLEXES

1,2 PE: body and movement

1,2,4 HARROW'S Taxonomy

LEVEL 2: FUNDAMENTAL BASIC MOVEMENTS. (Combinations of reflex movements).

LOCOMOTOR MOVEMENTS

NO-LOCOMOTOR MOVEMENTS

MANIPULATIVE MOVEMENTS

BASIC MOTOR SKILLS BELONG TO THIS LEVEL: JUMPING, TURNING, WALKING, RUNNING, SLITHERING, THROWING, CATCHING...

1,2 PE: body and movement

1,2,4 HARROW'S Taxonomy

LEVEL 3: PERCEPTUAL SKILLS. (Developed by maturation and learning).

BODY AWARENESS: bilaterality, laterality, dominance, balance

BODY-IMAGE

SPATIAL PERCEPTION

PERCEPTION OF TIME

VISUAL DISCRIMINATION

AUDITORY DISCRIMINATION

TACTILE DISCRIMINATION

COORDINATIVE ABILITIES: eye-hand coordination, eye-foot coordination

It is in this level where teaching begins.

1,2 PE: body and movement

1,2,4 HARROW'S Taxonomy

LEVEL 4: PHYSICAL QUALITIES. (Development and improvement of motor skills).

ENDURANCE

STRENGHT

FLEXIBILITY

SPEED

1,2 PE: body and movement

1,2,4 HARROW'S Taxonomy

LEVEL 5: SKILLED MOVEMENTS (Specific abilities).

SIMPLE ADAPTIVE

COMPOUND ADAPTIVE

COMPLEX ADAPTIVE

1,2 PE: body and movement

1,2,4 HARROW'S Taxonomy

LEVEL 6: NO DISCURSIVE COMMUNICATION

EXPRESSIVE MOVEMENT:

Posture and demeanor, gestures, facial expressions…

INTERPRETIVE MOVEMENT:

Aesthetic movement, creative movement.

1,3 Importance of PE

PE is considered a mandatory area within the school.

It is a discipline that has been established as essential for education and training of the human being. Especially if it is implemented at an early age because it allows the child to develop motor, cognitive and affective skills that are essential for daily life.

Through PE the child expresses spontaneity, encourages creativity and especially allows to know, respect and value himself and others.

PRE-PRIMARY EDUCATION DEGREE

“Physical Education”

D. Adrián Solera

MOTOR DEVELOPMENT

1- Growth and Neuromotor, bone and muscle development:

a) Basic concepts.
b) The growth process.
c) Factors that influence growth.
d) Maturation-exercise relationships.

2- Motor and psychomotor development in different ages:

Motricity in Children 3-6 years

Motor development

MOTOR DEVELOPMENT IS WITHIN HUMAN DEVELOPMENT.

- **Human development:** the changes that the human being suffers throughout its existence, through a process of continuous adaptation of the organism (Gallahue D., 1982).
- **Motor development:** the changes produced over time in motor behavior, which reflect the interaction of the human organism with the environment (Wickstrom RL., 1990).

Basic concepts: **growth**

- Process of development of the organism and its structures.
- The body does not grow proportionally, there are stages where parts are developed first and then others. This affects the body schema.
- There are parameters to measure growth (height, weight ...), it is easily observable. It may or may not be related to maturation

Basic concepts: **maturation**

- Physiological process, genetically determined, influenced by other environmental factors, etc., by which an organ or set of organs reaches maturity and thus allows the function.

LE BOULCH: creating functional structures that only existed at a potential scale.

A. GESELL: (theory of learning) nothing can be achieved without adequate maturity. The environment won´t change anything if the human being is not mature enough.

Basic concepts: **development**

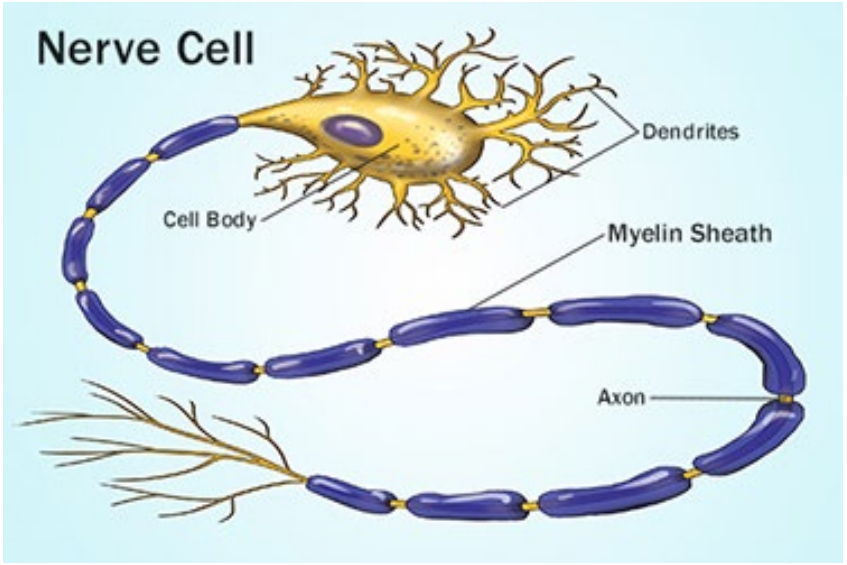
Development: Global term that includes:

maturation-growth-influences of the environment.

It is achieved thanks to the relationship and interaction of the organism and the environment.

Basic concepts: **motor development**

MOTOR DEVELOPMENT: Set of changes (qualitative and quantitative) that are carried out in the motor competence, throughout the existence, as well as the factors that affect it.



Psychomotor development

1st PRE-PRIMARY CYCLE (0-3 years).

- Myelination of neurons to perform sensory and motor activities, increasingly faster.
- Body scheme: Control over one's own body. Begin to feel the body axis.
- Spatial perception as reference the own body. Concepts: near / far, up/down, sizes.
- Temporal structuring: before, now, after, temporary cycles: morning, afternoon and night

Psychomotor development

2nd PRE-PRIMARY CYCLE (3-6 years)

- Movement and body control, gaining precisión.
- Lateral preference.
- Body scheme: increase in quality and discrimination.

Motor development

The different behaviors of the human being are called domains of behavior:

-Affective domain: affections, emotions, feelings.

-Social domain: effect of society, institutions and groups in motor development.

-Cognitive domain: study of knowledge, thought, language, etc.

-Psychomotor domain: human motor, global, fine in any situation, movements and the possibilities of using these motor skills in any type of situation.

Periods in human growth

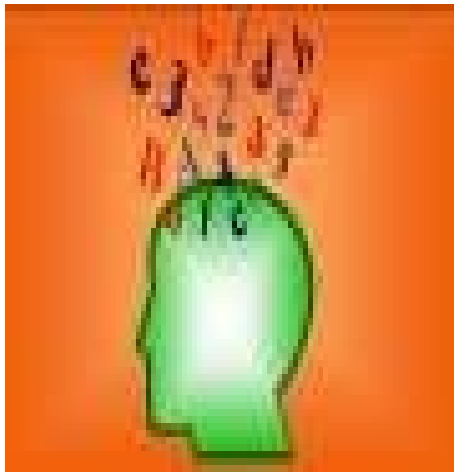
.NEONATAL PERIOD	.2 first weeks of life
.EARLY CHILDHOOD	2 first years of life
.SECOND CHILDHOOD (CHILDHOOD)	.2-6
.THIRD CHILHOOD	.6-10 (girls) .6-11 (boys)
.PUBERTY (YOUNG AGE)	.11-16 (girls) .12-17 (boys)
.ADOLESCENCE (YOUNG)	.16-20 (girls) .17-25 (boys)
.ADULT AGE (MATURITY)	.20-50 (girls) .26-60 (boys)
.AGING	.60 and up

Body Types

Motor development

Concepts to be taken into account in the study of human development:

- Maturation
- Growth
- Environment
- Learning
- Developing
- Adaptation



Motor Development

Factors that affect human motor development:

- Internal factors: genes, sex, hormones, psychobiological disorders, diseases.

- External factors: nutrition, diseases of the mother, radiation, drugs, seasons and climate, socio-economic status, evolution of the species.

Motor Development

Motor behavior and human development. General Theories:

- Piaget
- Wallon
- Psychoanalytic model (Freud)
- Gesell
- Theories of learning
- The Soviet school.

Motor development

Piaget: **all the cognitive mechanisms rest on motor skills**

- Sensorimotor period (0 to 2 years)
- Pre-operational period (2 to 7 years)
- Period of specific operations (7 to 11 years)
- Period of formal operations (11 to 12 years)

For this author the motricity intervenes at different levels in the development of cognitive functions.

Piaget

1- Sensory motor (0-2). Appearance of sensorimotor, perceptive, linguistic, locomotor and manipulative abilities, learns to skillfully organize sensory information, acquires primitive notion of self, space time and chance.

2- Preoperational (2-7). It is considered as the moment in which the cognitive and conceptualization processes operate for the first time. Imitation, symbolic play and language appear as characteristic elements.

Piaget

- 3rd Concrete operations (7-11): Abstract thinking appears that predisposes the child to be able to perform elementary logical operations, as well as conservation and reversibility.

- 4th Formal Operations (11 onwards): Thought can operate independently of the action giving way to mental operations of greater complexity.

Piaget explained the **role of motor skills in the evolution of intelligence**, the importance of the child in the construction of his intelligence, formulated the existence of stages that span ages, indicated a pedagogical action to favor the development of the child, where he takes an active role .

Wallon

Highlights the aspect of motor behavior in psychological evolution, also distinguishes five stages

- 1st Impulsive stage: (6 to 12 m), physiological motility, muscular energy discharge due to the influence of organic needs.

- 2nd Sensorimotor stage: (12 to 14 m), is organized outward, desire to investigate and explore

Wallon

- 3rd Projective stage: (2 to 3), the motor is an instrument of action on the world, uses the ideation and representation.

- 4th period of formal operations: (3 to 4), the ability to move is manifested as a means of promoting their psychological development. For Wallon the psychological development is the result of the psychobiological and functional union, giving much value to the motor skills and the attitudes they have in this development.

Freud

- 1st Anal Stage: from 1 to 3 years
- 2nd Stage: genital from 3 to 7
- 3rd Stage of latency from 7 to 11

Poses that any denial of these stages or motor limitation of them, causes serious alterations in adult life

Gesell

Considers development as the assimilation or successive integration of four patterns of behavior: motor, adaptive, personal-social and language, studies the child year by year giving great importance to the inheritance and the environment.

- 1st Neonatal Period the first 4 weeks
- 2nd First childhood of 4, 16, 28 and 40 weeks.
- 3rd Child of: 1,2,3,4,
- 4th Period of the 5,
- 5th Period from 5 to ten.
- 6th Adolescents from 10 to 14 years old.

Osterrieth

- Five stages: from the subjectivity of the baby to the external reality.

- Baby Age: up to 15-18 months.
- Period of subjective expansion 1 to 3 years.
- Discovery of external reality from 3 to 6 years.
- Disintegration of primitive subjectivity from 6 to 9 years.
- The maturity of children from 9 to 12 years.

In each of the stages, he values somatic, intellectual development, language, affectivity, socialization and moral conscience.

Da Fonseca

According to this author the motor development evolved in 4 phases.

- 1st phase of the movement (birth to one year).
- 2nd phase of the language (2 a 4 a), gestures with hands and face, learn social imitation games.
- 3rd Motor perceptual phase (4 to 7.5 a), access the world through motor activity.
- 4th Thought Phase (7.5 a 13 a), judgments and experiences check observations, comparison and systematic analysis. From these phases it reaches socialization.

POSTNATAL MOTRICITY

First not reflect motricity

- Massive behaviors that lack integration.
- They are visceral and nociceptive stimuli: localized behaviors, turns of the head, movements of the mouth, trunk, legs, feet, etc.
- They have no purpose but serve for the future control of body and posture.

POSTNATAL MOTRICITY

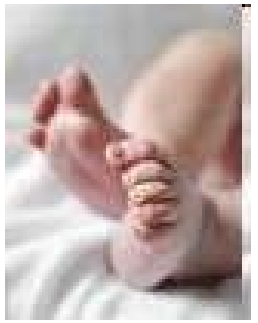
Reflect motricity

- They are involuntary responses called reflexes.
- The reflex is linked to the maturation of neurological structures and their maturation.
- The automatism is the step of the transformation of voluntary movements into unconscious movements.

REFLEXES

- Reflex de Moro or hug: if you notice danger extends and then it is folded again (up to 3 months).
- Reflex of grip: when noticing something in the hands it grasps it through the flexion of fingers, (up to 6 m).
- Reflex of straightening of head and body: the head and body before danger harden, (12 m).
- Reflex of automatic march: while walking grabbed by someone flexes the knee (up to 3 m).
- Reflex of search: when touching the mouth, it is opened looking for the correct zone (up to 3 m)

REFLEXES



- Natatory Reflection: when noticing the water blocks the breathing and makes movements similar to swimming, (up to 5 / 6m)
- Reflection of Babinski or plantar cutaneous: when touching the sole of the foot it realizes the plantar extension.
- Reflection of crawling: in situations of fear or danger, look for 4 points of support.
- Labyrinth reflex of straightening: when moving the body one tends to have a straight head.

PHASES OF EVOLUTION OF MOTRICITY

0 to 6 m:Reflex motor, evolution of muscle tone, behaviors that pursue acquisition of the standing, beginning of the basic use of the upper extremities, primitive coordinations.

6 m to 2 years: Disappearance of reflexes, gait (walk) acquisition, development of apprehension and initiation of manipulation, development of visual motor behaviors and hand eye coordination and initiation of voluntary movements.

PHASES OF EVOLUTION OF MOTRICITY

2 to 6 years:

- Development of basic skills, running, running, jumping, throwing, receiving, hitting, kicking, floating.
- Development of dynamic balance and initiation of movement, evolution of work towards fine motor behavior, beginning of lateral preference, beginning of body schema knowledge

PHASES OF EVOLUTION OF MOTRICITY

6 years to adolescence:

- Consolidation of basic motor skills, improvement and application of other motor learning.
- Improvement of the motor performance in tasks of strength, speed, resistance, agility, balance and fine motor.
- Identification and consolidation of the lateral preference.
- Knowledge and perfection of the corporal outline.
- Differentiated manifestation of physical abilities. in the individual, between individuals and by sex

- Development of cognitive perceptual processes involved in motor tasks (motor intelligence) which is decision making, attention, memory, perceptive discrimination, creativity, etc.
- Motor specialization (more in boys)
- Qualitative and qualitative increase of motor skills in relation to practice.
- In the first menstrual period girls reach biological and psychomotor maturity, but not the maturity of fundamental physical qualities.

MOTOR CHARACTERISTICS: 3 YEARS OLD

- Run on tiptoe.
- Jump back.
- Can rotate when running.
- Can control the stop in the race.
- Jump on one the leg with no help.
- Jump a rope 20 cm from the ground.
- The most important achievements are regarding balance.
- Jump 3 or 4 times with one foot
- Throw a ball with your feet fixed

MOTOR CHARACTERISTICS: 4 YEARS OLD

- Run dominating the pace of the race and the stop.
- Climb ladders
- Stands on one foot for 5 seconds.
- Jump with one foot
- Jump with the feet together.
- Handles the tricycle coordinating all the movements of the body.
- Undresses better than dresses.

MOTOR CHARACTERISTICS: 5 YEARS OLD

- The child acquires maturity in general motor control.
- Laterality is established (predominance of doing actions on one side, right-handed or left-handed).
- Greater mastery in the final gestures: cut, paint ...
- Go down the stairs with one foot on each step
- Bounces and throws the ball

PERCEPTUAL MOTOR SKILLS

Adrián Solera

- Body perception
- Balance and laterality
- spatial-temporal perception
- basic motor skills

Index

INTRODUCTION

- Perceptual motor skills refers to a child's developing activity to interact with his environment.
- Developed by maturation and learning.

Formed by:

- Body perception
- Balance and laterality
- Spatial- temporal perception
- Basic motor skills

BODY PERCEPTION

WHAT IS IT?

- It is a cognitive structure
- It is a perception that a person has of their physical self

- Thoughts and feelings

Objectives of body perception

- To establish a good relationship with their body
- Be aware of their own body
- Promote introspection

→ Knowing it
→ feeling it
→ accepting it
→ developing it

EXAMPLE FOR A CLASS

The skeleton game

- Differentiate each body part in the skeleton

The crazy mirror

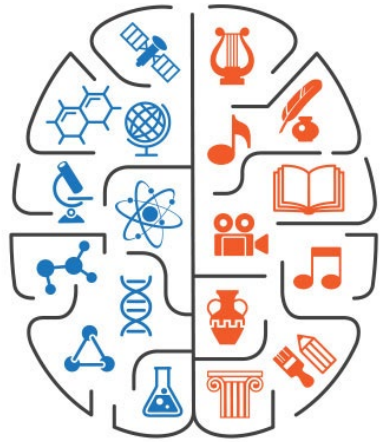
- Be aware of their own body parts

BALANCE AND LATERALITY

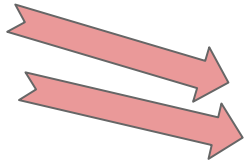
WHAT IS BALANCE?

- Is the ability to keep the body in the position you want
- It involves motor skills
- Is necessary for the development of body coordination
- It can be: static or dynamic

WHAT IS LATERALITY?



- It is the preference for one side of your own body



right

left

- Supremacy that one cerebral hemisphere exerts over the other
- Laterality in children is consolidated at the age of 4 or 5.

Objectives of balance and laterality

- Be aware of your own body
- It promotes independence and prevent falls
- Develop the organization of spatial references

body objects

EXAMPLE FOR A CLASS

Balance

"Cross the bench"

Laterality

“The mirror”

SPATIAL- TEMPORAL PERCEPTION

WHAT IS IT?

- Ability to select and analyze information t
  into account space and time
- We cannot separate space and time.

WHAT IS SPATIAL PERCEPTION?

- Cognitive ability
- Developed progressively
- External and internal
- Visual (being seen) and tactile-kinesthetic (displacements, velocity or position) sense.

WHAT IS TEMPORAL PERCEPTION?

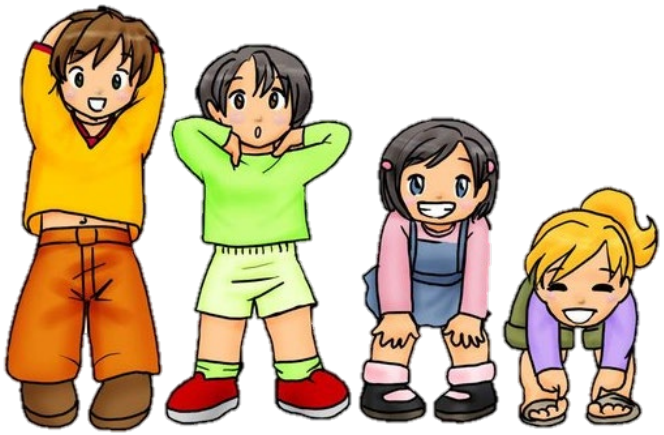
- Unconscious to conscious conception of time
- Locate events in past/future and have temporal horizont
- Auditory and kinesthetic sense
- Order(place events), duration (time interval), speed, sequencing…

OBJECTIVES OF SPATIAL-TEMPORAL PERCEPTION

- To orient ourselves in the space taking as reference our own bodies or an object.
- To appreciate the different directions and distances regarding different things.
- To be able to make quick decisions in a determined time and space.

EXAMPLES TO PUT IT IN PRACTICE

- **Saying them what to do:**



- **Run one minute:**

BASIC MOTOR SKILLS

WHAT IS IT?

- Motor skills are movements and actions of the muscles.

Gross Motor Skills

Fine Motor Skills

IMPORTANCE OF DEVELOPING BASIC MOTOR SKILLS

- Helps children to get confidence in their body.
- Helps them exercise, which is important for a healthy lifestyle.
- Developing these skills helps a child's ability to do more compl activities in the future, such as specific skills (sport movements…)

GAMES TO PUT IT INTO PRACTICE

- Jump from bench to bench
- Jumping and Bouncing Activities
- Ball Play
- Extracurricular activities: dance, karate, aerobic...
- Circuits
- Rope pulling competition

WHY IT IS IMPORTANT TO WORK PERCEPTUAL MOTOR SKILLS OUT WITH CHILDREN?

- Increase their body expression
- Learn how their body works
- To develop the cognitive abilities
- To help them to be able to socialise
- To develop a sense of self-awareness
- To develop coordination and memory skills
- Interact with their classmates while learning
- **Because we are bodies**

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THE END

Universidad Rey Juan Carlos

UNIT 4. Attention to diversity.

Physical education.
Degree in elementary education.
Physical Education Teachers.

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Introduction.

The latest research on disability and physical activity indicatesa series of limitations considering:

Disability:as an alteration in the possibility of executing an action (Castellote 2002). It is necessary to study the adaptation of the activity as a requirement for an appropriate praxis.

Adaptation:a set of changes in the activity with a certain purpose. Being able or not to carry out a physical execution is going to be very conditioned by circumstantial elements, be they of the person or the environment.

Castellote, JM.(2002): Physical activity adapted to learning disorders. Ed. Faculty of Sciences the ´Physical Activity and Sport. University of Valencia.

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Introduction.

Therationale for adaptationIt includes:

Inclusion of assistive devices, technological elements, sociological approaches,but they are aspects ofpsychomotor modelingin person for the activity.

Rights and duties

Physical and sports activity is a right for the development of the person and in the different contexts of their social life.

In the framework of disability, the adaptation of physical activity will be conditioned by the changes that are exerted on it, called special or unique educational needs (Winnick, 1995).

Adapted physical education is:an individualized program of developmental activities, drills, games, rhythms, and sports designed to meet the unique needs of students who require adaptations in physical education for successful participation in a safe environment.

Winnick, J.(1995). Adapted Physical Education and sport 2nd. Champaign, III: Human Kinetics. New York

Objectives and adaptations

The objective in the school context:it is the adequate development as well as the obtaining of maximum maturational achievements, for the child with any disability. (Piaget, 1952).

Basic elements of the activities:**exercises, games, materials, rhythms and sports.**

Adapted physical activity will include:

- the one programmed for children with delayed physical and psychomotor development.
- preschool children.
- sedentary children.
- children with low development in certain skills (including in some cases the family).

Piaget, J. (1952). The origin of intelligence in children. New York: International University Press.

action levels

There are three levels on which the adaptations revolve:

- *Prevention, overcoming disability and its treatment*.
- Eg: we can program physical activity to prevent scoliosis, to help treat it or to overcome the limitations it imposes.

Special educational needs

- Cognitive alterations.
- Visuals.
- Auditory.
- Motorboats.
- Multiple
- Generated by multiple personality disorders (autism) etc.

The integration process is established and planned through the EOEP (educational and psychopedagogical guidance teams.

World Conference on Special Educational Needs: Access and Quality. Salamanca. Paris, 1994.

Attention to diversity.

- Each person is uniquethe teacher must take into account at all times the limitations that their students may present.

- Carry out activities globally, but

do not forget the individual character of each

one of them.

- The educational needs must be worked from integration and cooperation, attending to those children who need some special educational need, making all the necessary adaptations, (curricular adaptations).

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Basic standards of attention to diversity.

- organization of timein the classroom and distribution of the implementation of the activities proposed for the students.
- time distributionof the teacher and organization of the time devoted to games for children.
- Relationshipwith other professionals outside the school.
- optimizationof the existing resources in the classroom.
- equipmentaccording to the needs of children with SEN.
- adapt renewand update materials, provide technical assistance to the needs of students with SEN.

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1. Motor deficit:

Adapting materials, larger objects, spaces where activities are carried out without barriers.

Materials adapted to the disability and making variations in the games or activities to always seek the participation of children with special educational needs with the rest of the children in the classroom.

2. Cognitive deficit:

In this case, we begin by modifying the explanatory asp

- The explanations will be clear and precise and a more basic vocabulary will be used, slow and clear vocalization.
- Simpler materials andpracticaland there will be variations on games to promote integration.

Always pursue the use of participatory and non-eliminative games.

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3. Visual deficit:

Enhancing the rest of the senses: touch, using materialswith textures and reliefsand sounds beingguided by the teacher and with the help of other children to participate.

Remember that many children have lateral vision, when the teacher explains to stand close and never against the light.

Integrate him into a subgroup, but not with the consideration of being different.

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4. Hearing deficit:

- Make the explanations close to the side that has more hearing.
- Ensure that the visual channel is established, enhance the tactile.
- Use simple vocabulary and pronounce and gesture correctly.
- Make sure you have understood it.
- Use body and visual language with more intensity.

Other motor learning problems:

Motor clumsiness:

- It is an expression coined by different authors to show the difficulties that many children have to move and learn physical skills (Cratty, 1969).
- The child with motor clumsiness suffers a large number of falls, stumbles, plays little with others, has difficulty drawing, copying, buttoning a shirt or tying shoelaces, catching a ball, jumping, etc.

Cratty, BJ.(1969) Motricity and psychism in education and sport. Valladolid
Bonithon_knopp, C.Plomb et developpment psychomoteur de lénfant. Neuropych de lÉnfant et adolescence, 34 (1986): 383-394

games, motor skills, etc., with both hemibodies, to avoid the development of scoliosis and other alterations of the spine.

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UNIT 10. Attention to diversity.

Physical Education I/Introduction to Physical Education.
Degree in elementary education.
Physical Education Teachers.

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EDUCATE IN VALUES

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EDUCATE IN VALUES

RESPECT

EFFORT

RESPONSIBILITY

FELLOWSHIP

EMPATHY

RESPECT

It is the respect, consideration and/or deference that is given to someone or something.

http://www.youtube.com/watch?v=S6v7yRE9Q0o

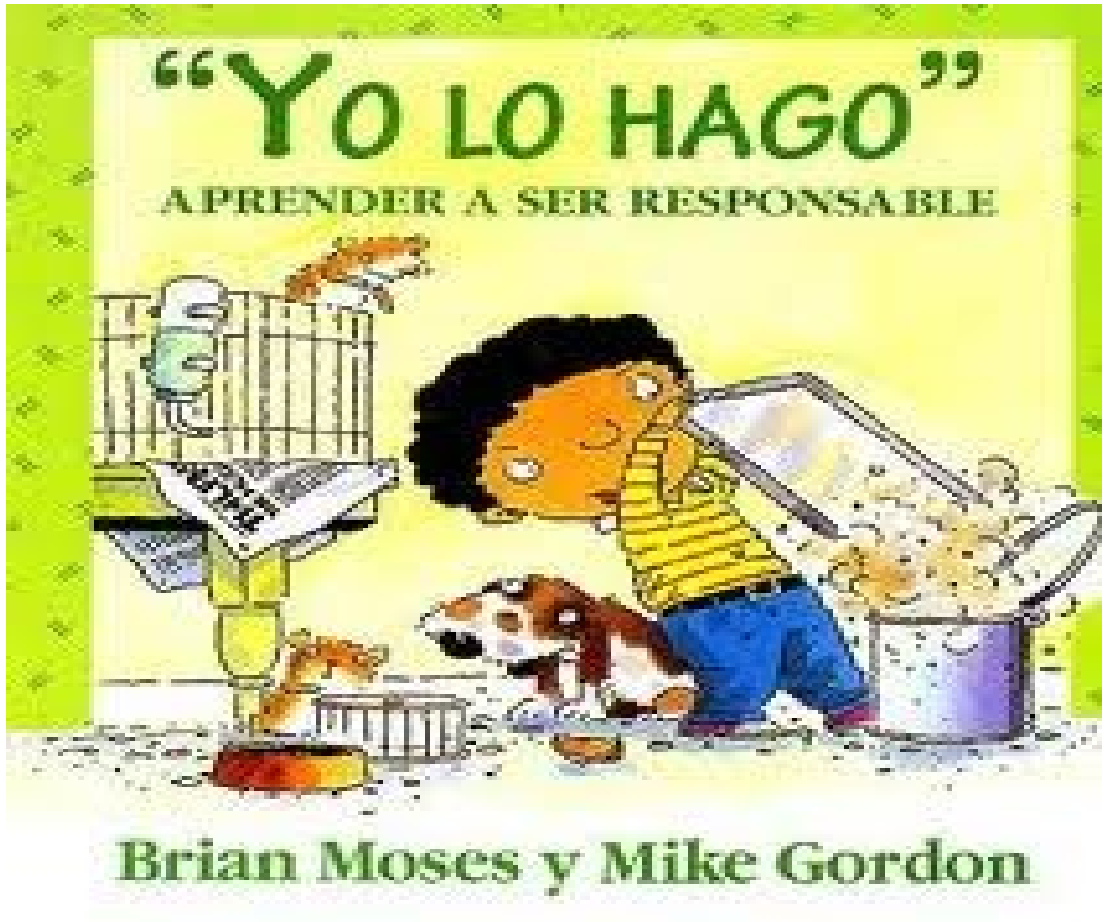
https://www.youtube.com/watch?v=SGwEp4Sm3w8

EFFORT

It is the energetic use of vigor or activity of the mind to achieve something by overcoming difficulties.

https://www.youtube.com/watch?v=XwJMC0CjVwc

RESPONSIBILITY



It is the ability to recognize and accept the consequences of an act performed freely.

http://www.youtube.com/watch?v=GzMcttiiN4A&feature=related

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FELLOWSHIP

It is the ability to help others and work as a team

http://www.youtube.com/watch?v=gPeTCP1NXZc
http://www.youtube.com/watch?v=gCTWygNi4A8&feature=related

https://www.youtube.com/watch?v=moeGfRZTyKY

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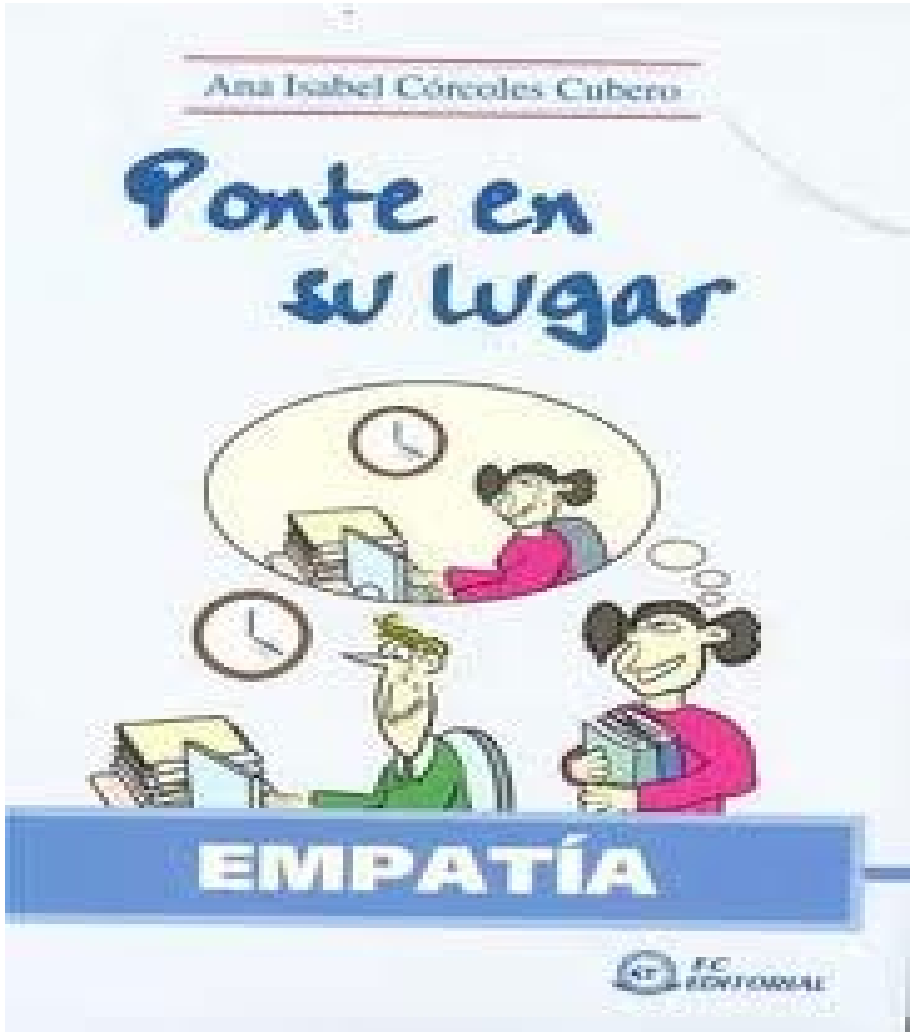
EMPATHY



It is the ability to put yourself in someone else's place.

http://www.youtube.com/watch?v=nkuF1ldWXTM

http://www.youtube.com/watch?v=0KTZ2Gbyktk

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THANKS A LOT

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DEGREE IN PRE-PRIMARY EDUCATION

Physical Education (Unit 6)

D. Adrián Solera

2022/2023

THE PLAY AS A CHILD PHYSICAL ACTIVITY

1- DEFINITIONS
2- CHARACTERISTICS
3- CLASSIFICATIONS
4- PEDAGOGIC CONTRIBUTIONS

DEFINITIONS

• Johan Huizinga (Homo Ludens): the real culture comes in a playful way and when "the man plays is when creates culture."
• Rogers Caillois: "to some extent a civilization and within it, a time can be characterized by its games."
• Etymologically game comes from locus: light, frivolous pastime and Ludus, act of play.
• Physiologically (Spencer): "an activity performed by superior beings with and without a utilitarian purpose as a means to eliminate their excess of energy."
• Psychologically, it is a spontaneous activity that requires a rule freely chosen and in which will be an obstacle to overcome (Jacquin).

DEFINITIONS

Sociological point of view:

- Huizinga: is a voluntary activity or occupation within certain limits of space and time in response to rules freely accepted unquestioningly followed and accompanied by tension and joy.

- Blanchard: It is an activity involving physical skill, strategy and luck, or any combination of these and that is very similar to what happens in sport.

CHARACTERISTICS

Characteristics:

- Pure activity without an external purpose.
- Natural and spontaneous, not learning needs.
- Pleasant: a feeling of pleasure from the activity of the game.

The game contributes to the child development:

- For the child it is a biological activity and for the adult is a secondary activity.
- It is exhausting for the child and it serves to relax for the adult .
- For the child is an end in itself, for adults it is an activity with an outer and deliberated end.

CHARACTERISTICS

THE PLAY is a fun motor activity of short duration, with simple rules that mobilizes the capabilities of the child without great physical demands and technical complexities.

SPORT, by contrast, is a recreational motor activity of long duration, with complicated rules that mobilizes the child's capabilities and uses agonistic complex skills and tactics. There´s a federation and some oficial rules.

In between are: PRE-SPORTS AND MODIFIED SPORTS

CHARACTERISTICS

DIFFERENCES BETWEEN ADULT PLAY AND PLAY OF THE CHILD.

Children's play:
- Activities with a quantitative time presence.
- Activities with purpose in themselves.
- Key activities for the development of the child.

Adult's play:
- Activities of marginal quantitative time.
- Activities with a recreational and remedial purposes.
- Expendable secondary activities.

CLASSIFICATIONS

(as Benilde Blázquez 1980).

1º: Energy and functional: very active games, active, medium intensity and low intensity.

2º: According to the degree of intervention: progressive elimination Games, total participation, parcial determined participation and free determined intervention.

3º: In the type of movement: walking games, running, jumping, throwing

4º: In terms of the effect to be achieved:

Sensory: visual, auditory, tactile, taste and smell, or orientation.

Motor: coordination, reaction speed, movement, jumping, balancing, throwing,

Anatomical, organic and gestural development.

5º: In terms of difficulty: games involving body control, movement, control of an object, partnership and opposition.

6º: Social dimension: individual, group, team plays.

CLASSIFICATIONS

According to Gui Jacquin:
- Of prowess (3 / 5 years): to conquer the world.
- Exact imitation (5-6 years): mimics the adult, age of grace
- Fictitional imitation (6-7 years).

According to Charlotte Bühler.
- Representational play. Unfulfilled desires (3 / 5 years).
- Fictional or symbolic play. Sports movements.
- Construction play.

CLASSIFICATIONS

According to Jean Piaget

Stage I: (18 months to 4 years) symbolic schemes on new objects (1.5 to 3 years).
- Simple assimilation of one object to another and assimilation of one's body to any other object.
- 3 to 4 years: symbolic combinations, compensating combinations, liquidators combinations, anticipatory combinations.

Stage II:
From 4 to 6 years symbolic play is extinguished and become imitation games and has 3 characteristics:
- Plays with indistinct notion of order.
- It increases the tendency to perform more accurate imitation of reality.
- Emergence of collective symbol.

CLASSIFICATIONS

Stage III:
From 6 to 7 to 12 years, is characterized by:
- Definitive disappearance of symbolic play.
- Plays of rules begin.
- Symbolism becomes to a real image.

PEDAGOGIC CONTRIBUTIONS

Educational value of play.

• The educational value of play can be measured considering its quality as means that fosters the development of the individual.

• The child when plays responds to stimuli that the game itself is giving him: Experiences, discovers, gives correct answers or not compared to other answers experienced by colleagues or other models and thus enriches the motor level.

• Intellectual development involves variety of responses to stimuli presented becoming more and more complex, following the evolution of the individual.

Criteria for selecting games

Criteria for selecting games:

- Freedom of choice.
- Do not allow fighting or cheating.
- Balancing groups.
- Develop a sense of the rules.
- To promote sociability.
- Encourage motor intelligence.
- Ensure motivation.
- Bringing real situations.
- Improve motor function.
- Help solve motor problems.
- Search for independent learning.
- Consider the physical structures, cognitive and affective.
- Offer variety of activities.

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DEGREE IN PRE-PRIMARY EDUCATION

Physical Education (Unit 7)

D. Adrián Solera

2022/2023

ELEMENTS IN THE TEACHING-LEARNING PROCESS

OBJECTIVES: Why to teach?

1- DEFINITION.
2- USEFULNESS.
3- LEVELS OF CONCRETION
4- TYPES

OBJECTIVES

1. DEFINITION

• Achievement that the student must reach at the end of an educational process as a result of the teaching- learning experiences intentionally planned for this purpose.
• Closely linked to competencies and learning outcomes.
• Not to be confused with content / syllabus, bibliography and teaching-learning activities .

OBJECTIVES

2. USEFULNESS

The objectives help the teacher to:

- Know what he or she wants to get from the students.
- Choose the most appropriate content.
- Apply the most effective methodology.
- Develop a more motivating evaluation.

OBJECTIVES

3. LEVELS OF CONCISION

First level - Education Administration = Official curriculum (General Objectives of Stage and Area)

Second level – Education Center = Education Project (General Objectives of Cycle)

Third level – Teacher = Programs and Didactic Units (Didactic Objectives)

OBJECTIVES

4. TYPES

- For its level of abstraction:

GENERAL OF STAGE, AREA AND CYCLE; DIDACTIC, SPECIFIC AND OPERATIONAL.

- By their level of requirement:

MINIMUM, OPTIONAL AND ENLARGEMENT.

- By their timing:

LONG-TERM, MEDIUM-TERM AND SHORT TERM.

OBJECTIVES: for its level of abstraction

GENERAL OBJECTIVES OF STAGE

They set the global capabilities that students must have acquired at the end of each stage of education.

They are set by the State.

Example: a) Knowing their own body and that of others and their possibilities of action, acquire an adjusted image of themselves and learn to respect differences.

OBJECTIVES: for its level of abstraction

GENERAL OBJECTIVES OF AREA:

They are the skills that students should acquire at the end of a stage, but referred to a curriculum area (Physical Education).

OBJECTIVES: for its level of abstraction

GENERAL OBJECTIVES OF CYCLE

They refer to specific learning students must achieve at the end of the cycle.

They are elaborated by the school (Education Project)

Example: "To participate in games and activities while respecting the rules and the other fellow."

OBJECTIVES: for its level of abstraction

SPECIFIC or DIDACTIC OBJECTIVES (implicit learning).

- They pursue the achievement of specific skills.
- They explain the type and degree of learning that students must achieve.
- The teacher prepares them for programming and for the teaching units.
- We distinguish three types: specific of teaching unit, specific of session and specific of activity.

OBJECTIVES: for its level of abstraction

Examples:

- Teaching unit objective: "To develop body schema.“

- Session objective : “To identify the parts of the body.“

- Activity objective : “To identify the body parts through the sense of touch.“

* Operational objective: "To touch a fellow’s knees "

OBJECTIVES: for its level of abstraction

OPERATIONAL OBJECTIVES (explicit learning)

- They express the expected outcome of the student.
- They identify evaluation activities.
- They are set by the teacher.
- They are developed through sessions within the teaching units.

Example: To throw a ball into the air and catch it with your hands without touching the ground.

OBJECTIVES: by their level of requirement

(only for operational purposes)

- MINIMUM: the entire group should get.
- OPTIONAL: those that are offered but non-binding.
- EXPANSION OR ENLARGEMENT: those that are offered to the more advanced students.

OBJECTIVES: by their timing

LONG TERM: general goals and objectives.

MEDIUM TERM: specific objectives.

SHORT TERM: operational objectives

OBJECTIVES: CONCLUSIONS

Each stage objective is related with the different objectives of the area.

One stage objective might include several general objectives of the area.

Every objective of area is related to at least one general stage objective.

The general objectives of physical education area contribute to the development of the general objectives of Pre-Primary Education.

ELEMENTS IN THE TEACHING-LEARNING PROCESS

CONTENTS: what to teach?

1. DEFINITION
2. CONTENTS IN PRE-PRIMARY EDUCATION.
3. BASIC COMPETENCES

CONTENTS

“Set of duties or cultural forms whose assimilation and appropriation by students is considered essential for their development and socialization” (César Coll)

Item of the curriculum that is the direct object of learning for students; the essential means for capacity development.

CONTENTS

1. DEFINITION

The LOGSE distinguishes and includes three dimensions in the content: concepts, procedures and attitudes. Although the current law (LOE-LOMCE) does not separate them as such, they must be taken into account:

Concept: Working or representation of abstract general ideas: symbols, phenomena, data, facts, etc..
Procedure: curriculum content based on an ordered series of actions aimed at achieving a particular end or goal: skills, techniques and strategies.
Attitude: curriculum content referred to the tendency to evaluate an object, person, event or situation and act in line with this assessment: values and norms.

CONTENTS IN PRE-PRIMARY EDUCATION

BODY AWARENESS
LATERALITY
SPATIAL PERCEPTION
TEMPORAL PERCEPTION
SENSORY DISCRIMINATION
COORDINATION
ATTITUDES
BODY EXPRESSION

CONTENTS IN PRE-PRIMARY EDUCATION

BODY SCHEMA

- Awareness of body parts
- Postural control and proper habits
- Perception of respiratory mechanism
- Body relaxation
- Balance

CONTENTS IN PRE-PRIMARY EDUCATION

LATERALITY

- Lateral dominance (preference of one hand or one foot over the other)
- Body symmetry awareness (axis, two sides of the body…)
- To independize body segments during motor actions

CONTENTS IN PRE-PRIMARY EDUCATION

SPATIAL PERCEPTION

- Knowing the space relative to oneself and the others
- Location in space
- To perceive dimensions of the space

CONTENTS IN PRE-PRIMARY EDUCATION

TEMPORAL PERCEPTION

- Length of time
- Speed of movement
- Rhythmic structures
- Move and stop

CONTENTS IN PRE-PRIMARY EDUCATION

COORDINATION

- General dynamics coordination
- Eye-hand and eye-foot coordination
- Coordination of simultaneous or alternative movements

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DEGREE IN PRE-PRIMARY EDUCATION

Physical Education (Unit 8a)

D. Adrián Solera

2022/2023

Methodology: How to teach?

1- Concepts clarification
2- Teaching styles

Didactic intervention

Global term that raises any teacher´s performance with the purpose of educating and teaching. The teacher acts as a mediator and suppports student´s learning.

Method

The paths that lead us to achieve students learning.

It´s a set of moments, techniques, logically coordinated, to direct student´s learning towards specific goals.

Teaching styles

Mode or form that the didactic relations take between the elements in the teaching-learning process both on a technical and communicative level, as well as level of organization of the class group and its decision-making relationships that the teacher takes. (Delgado-Noguera, 1989).

Practice strategy

Is the particular way to programme the teaching process:

- Analytical (pure analytical, progresive, sequenced…)
- Global (pure global, global focusing on one element, global modifying the real situation…)

Teaching styles

- There are no pure teaching styles
- They must be adapted to the teacher, the content, the students, etc…
- They can be combined according to the goals

Teaching styles: Muska Mosston´s classification

- Command
- Task
- Reciprocal
- Small groups
- Individual programs
- Guided Discovery
- Problem solving
- Creativity

COMMAND

- The teacher provides direct information on the task
- The student observes and reproduces
- All the decisions are maked by the teacher
- Global assessment, based on the product

¿Advantages? ¿Limitations?

TASK

- The teacher assigns tasks to the students
- Students choose when to start and when to finish
- The teacher makes all the decisions

¿Advantages? ¿Limitations?

RECIPROCAL

- Students are informed about the correct way to execute, observe and correct the task
- Students are paired and divided into performers and observers, switching roles
- Assessment sheets are used to evaluate the performance based on some criteria given by the teacher

¿Advantages? ¿Limitations?

SMALL GROUPS

- Groups of 3-5 students are established
- They take turns to have the role of the observer
- Similar to reciprocal style, but in a group

¿Advantages? ¿Limitations?

INDIVIDUAL PROGRAMS

- There´s a personal program for each student, depending on their needs, skills, backround, goals…
- Students learn how to self-regulate their own process.

¿Advantages? ¿Limitations?

GUIDED DISCOVERY

- Students start the Discovery
- The teacher acts as a mediator, helping find the way
- There´s only one correct way to complete the task, and the student´s goal is figure it out.
- Cognitive dissonance

¿Advantages? ¿Limitations?

PROBLEM SOLVING

- Same tan discovery, but now there´s more than just one correct answer
- Cognitive dissonance

¿Advantages? ¿Limitations?

CREATIVITY

- The teacher proposes a general task
- The student has total freedom to do it on their way
- It promotes free expression, self-regulation and creativity

Advantages? Limitations?

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CONTENTS IN PRE-PRIMARY EDUCATION

SENSORY DISCRIMINATION

- Visual discrimination
- Auditory discrimination
- Tactile discrimination

CONTENTS IN PRE-PRIMARY EDUCATION

ATTITUDES

- Respect oneself: curiosity, trust, responsibility…
- Respect others: acceptance, respect, cooperation…

CONTENTS IN PRE-PRIMARY EDUCATION

BODY EXPRESSION

- Express emotions, feelings…with the body
- Drama
- …

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DEGREE IN PRE-PRIMARY EDUCATION

Physical Education (Unit 8b)

D. Adrián Solera

2022/2023

DIDACTIC INTERACTIONS

1- Organization-control interaction or forms of classroom organization

2- Social and emocional interaction or classroom climate or classroom discipline

Organization-control interaction or forms of classroom organization

- Organization:
  - Formal
  - Semiformal
  - Informal
- Control:
  - Of the student
  - Of the activity

Organization

It´s a methodological factor which aims to:

- Facilitate the conditions for teaching and learning
- Provide students the máximum opportunity to participate
- Find the best conditions of safety

To improve organization:

- To analyze the type of activities to teach
- To analyze the class group
- To program organization, avoiding many variations on the same class
- To reduce the time spent in organization
- To use forms of organization defined in advanced
- To give students organizational responsibility
- To establish rules for the use and manteinance of the equipment

Control of the activity

- Control is easier if the student has a great involvement into the activity and a positive actitude towards the subject
- Teacher must have the ability to capture student´s attention
- The importance of a suggestive presentation of the activity
- Own feedback
- Good organization
- Positive atmosphere in class

Classroom climate

- Relationships established in the teaching-learning situation by the conditions of group behaviour

- It´s determined by teacher-student and student-student interactions

Direction of the class

- A set of teacher behaviours designed to kept distractions to a minimum and help the students being focused on the task.
- Order and discipline
- Maximum use of time
- Attention focused on the task

- CORRECTIVE, PREVENTIVE and EDUCATIONAL ways to ensure a good direction of the class

DISCIPLINE

- It´s essential that students know perfectly what are the good and the bad behaviours.
- It´s better when norms are agreed by teachers and students
- Use sanctions in a corrective way, not as a reprisal
- Be coherent with the administration of sanctions
- Don´t use physical activity as punishment
- Sanctions must be related to the behaviour that caused them
- Equity is essential

REINFORCEMENTS

- “Children tend to repeat behaviors for which they have been positively rewarded and avoid those others for which they have been punished” (Ruiz et al., 2001)

- ”The negative reinforcement produces a fast change in the behavior but its effectiveness is limited to a short effect…it favors a unfavorable climate when it´s been repeated.

Factors determining the climate of the class

- **External factors:** socio-cultural level, previous experience, attitude and expectations of the student, class atmosphere…

- **Internal factors:** power differences, different interests, idea that the teacher has about some students, distance…

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DEGREE IN PRE-PRIMARY EDUCATION

Physical Education (Unit 8c)

D. Adrián Solera

2022/2023

COMMUNICATIVE INTERACTIONS OR TEACHING TECHNIQUES

1- Communication
2- Problems in technical communication
3- Technical resources of communication
4- Technical communication factors

Communication

- **Technical communication:** message content

- **Teaching communication:** teacher-student relationships

Problems in technical communication

- The teacher selects, organizes, develops and delivers a message (content) that the student receives, perceives, assimilates and retains, but there could be some problems:

- Technical: accuracy of the delivery
- Of meaning: intended meaning?
- Efficiency: does it work in an educational way?

Technical resources of communication

- Visual
- Hearing
- Kinesthetic-tactile

Technical communication factors

- **Initial information:** visual, verbal and kinesthetic-tactile

- **Knowledge of results:** according to the intentionality, to time and to reference
  - Intentionality: evaluative, descriptive, prescriptive, affective
  - Time: concurrent and terminal
  - Reference: group and individual

Knowledge of results

- Must give students the chance to practice later to correct the mistake
- Must be adapted to the student´s level and objectives
- Must promote awareness of the mistake and the way to correct it
- Must be provided right after the performance
- Should be as individual as possible

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DEGREE IN PRE-PRIMARY EDUCATION

Physical Education (Unit 10)

D. Adrián Solera

2022/2023

PLANNING AND PROGRAMMING

1. DEFINITIONS
2. WHAT IS PLANNING AND PROGRAMMING FOR?
3. EDUCATIONAL PLANNING LEVELS
4. PHYSICAL EDUCATION PLANNING
5. BASIC CRITERIA FOR PROGRAMMING
6. THE SESSION AND THE DIDACTIC UNIT

DEFINITIONS

PLANNING

- It's the preliminary coordination of different factors to achieve an end.
- It sets the general basis for action.
- It includes programming as an element.
- The planning process should be:
    - Explicit (what to do)
    - Ordered: (how and when it will be done)
    - Justified (what for it will be done)

PROGRAMMING.

- It is the detail of the content and activities to reach the objectives proposed.

WHAT IS PLANNING AND PROGRAMMING FOR?

- PLANNING TO ...
  - ... DEFINE THE PROBLEM.
  - ... HAVE CLEAR IDEAS.
  - ... SET GOALS.

- PROGRAMMING TO ...
  - ... FACILITATE THE WORK.
  - ... AVOID IMPROVISATION.
  - ... ESTABLISH AN ADEQUATE PROGRESS.
  - ... AVOID REPETITION.
  - ... PROVIDE INFORMATION TO STUDENTS.

EDUCATIONAL PLANNING LEVELS

• 1st LEVEL OF DETAIL: MACRO-PLANNING.
- GENERAL OBJECTIVES OF EDUCATION LEVELS AND AREAS (official curriculum)

• 2nd LEVEL OF DETAIL: MICRO-PLANNING.
- OBJECTIVES OF CYCLE (Center)

• 3rd LEVEL OF DETAIL: PROGRAMMING.
- OBJECTIVES (Teacher)
- EDUCATION DESIGN STRUCTURED IN DIDACTIC UNITS WITH ITS SESSIONS FOR ONE COURSE.

PHYSICAL EDUCATION PLANNING

1. INITIAL ASSESSMENT
- Knowledge-concept.
- Aptitudes-procedure.
- Motivation, attitudes.

2. SETTING TEACHING GOALS
- ID (what goals you want to develop in children)
- Hierarchization (what goals are important to get first)
- Determination (what goals are to be developed in particular)

PHYSICAL EDUCATION PLANNING

3. PROGRAM DESIGN
- Selection of contents associated with the objectives: teaching unit.
- Sequencing and timing: Session.

4. METHOD OF TEACHING DESIGN
- Establishment of communication strategies.
- Selection of teaching technique.
- Determination of the organization and control systems.

PHYSICAL EDUCATION PLANNING

5. SELECTION OF MEDIA TO BE USED
- Installation and material selection.
- Facilities access management.
- Organization and control of use.

6. CONTINUOUS AND FINAL EVALUATION
- Continuous assessment of formative concepts, procedures and attitudes.
- Continuous assessment of the adequacy of objectives, contents, methods and means.
- Final evaluation of process-product.
- Final evaluation of the overall system efficiency.

TRANSFER

.LATERAL TRANSFER	.VERTICAL TRANSFER
.SIMILAR TASK. SAME LEVEL OF COMPLEXITY.	.SIMILAR TASK. MORE COMPLEXITY LEVEL.
.SKIING> ICE SKATING	.GOOD LEVEL OF MOVEMENT IN THE WATER FACILITY FOR LEARNING CRAWL STYLE

ACTIVE TIME COMPUTATION

Total time: Corresponds to the school schedule module assigned to physical education class. Normally 1h or 45 min.

Real Time: The time that is obtained after deducting the investment in transportation, grooming, attendance, etc.. It should not exceed 10 min.

Time for Practice: The time that the class group is practicing physical activity. It is the result of subtracting the time spent on providing information and organizing students and materials.

Time for individual motor activity: The time that each student is engaged in executing physical activity. It is the result of subtracting the waiting time for each child to his turn to act.

Effective motor activity time (EMAT): The time that each student spends on practicing tasks directly related to the specific objective of the session. That is the dose of time really useful to achieve the objectives that students have to reach at the end of the session.

TEACHING UNIT (DIDACTIC UNIT)

- TITLE: (motivating for the students)
- TOPIC: (it determines the learning process)
- JUSTIFICATION: (curriculum connection)
- DIDACTIC OBJECTIVES:
- GENERAL CONTENTS:

- Conceptual, procedural and attitudinal.

- ACTIVITIES: The number and sequence of sessions.
- METHODOLOGY:

- Techniques
- Style of teaching: didactic interaction
- Material resources

- ASSESSMENT:

- Assessment procedures. Assessment criteria.

- TRANSVERSALITY: Environmental Ed, education for peace, consumer Ed, Road Safety Ed, health Ed, sexuality, coeducation and civic and moral education.
- RELATIONSHIP WITH OTHER AREAS: (topic's affinity with other subjects)
- ATTENTION TO DIVERSITY

STRUCTURE OF A LESSON

PART 1: STARTING IN PROGRESSIVE ACTION:

- PRESENTATION OF THE CLASS:

Choosing location and form of organization.
Informing and motivating on the activity to be performed.
Communicating contents and objectives to be achieved.
Relating the proposed learning with other previously acquired.

- STARTING PROGRESSIVE ACTION:

Progressive student's physiological and psychological adaptation in order to: perform better, avoid injury.

STRUCTURE OF A LESSON

PART 2: FUNDAMENTAL OR MAIN PART:

- DEVELOPMENT OF THE ISSUE:

This is where we try to reach the goals set for the class.

- COMBINATION OF INTENSITY:

Physical capacity.

- MAINTAINING MOTIVATION AND CARE:

Emotional and psychological capacity.

- ENABLING ACTION:

Learning situations.

STRUCTURE OF A LESSON

PART 3: FINAL PHASE:

- COOL DOWN: Relaxation and stretching.
- PERFORMANCE INFORMATION: Participation and achievement.
- VERIFICATION OF THE ACHIEVEMENT OF OBJECTIVES: Tasks and games applied (ASSESSMENT)
- VERIFYING OBJECTIVES AND THE OPINION OF STUDENTS: ARE THE BASES FOR THE PREPARATION FOR THE NEXT SESSION