



Physical Education

2nd secondary education

Cortes de Cádiz secondary school
El Molar
PE Department



Student:

Group:

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Some important rules



Enjoy THE LITTLE THINGS
Do what you love

Hold your head high
No whining

Try everything once

Be respectful

Give thanks for everything

Keep your promises

Laugh a lot

Love each other

NEVER give up

BE RESPECTFUL

BE HONEST



Share
Hug often
ask questions

Always be grateful

USE KIND WORDS

Pick up after yourself

Don't forget to be awesome

Try new things

Listen to each other

Trust in yourself

SMILE

Do your best



LOVE ONE ANOTHER

Say please & thank you

Keep your promises

Always tell the truth

Dream big things



Sports

Aerobics



American football



Archery



Athletics



Badminton



Baseball



Basketball



Beach volleyball



Bobsleigh



Bowling



Bungee jumping



Canoeing



Climbing



Cricket



Cycling



Diving



Equestrian



Fencing



Football / Soccer



Golf



Gymnastics



Handball



Hang gliding



Hiking



Hockey



Ice hockey



Ice skating



Judo



Karate



Motorcycling



Motoring



Orienteering



Paddle



Paragliding



Rowing



Rugby



Running



Sailing



Skating



Skiing



Speleology



Squash



Surf



Swimming



Synchronized swimming



Table tennis



Taekwondo



Tennis



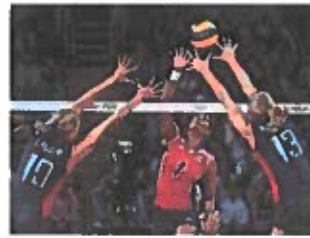
Triathlon



Ultimate frisbee



Volleyball



Water Polo



Windsurf



Wrestling



Weightlifting



Yoga



Athletics:

Sprints: 100m, 200m, 400m

Middle distance: 800m, 1500m, 3000m, 3000m steeplechase

Long distance: 5000m, 10000m marathon Hurdles: 100m (w), 110m (m), 400m

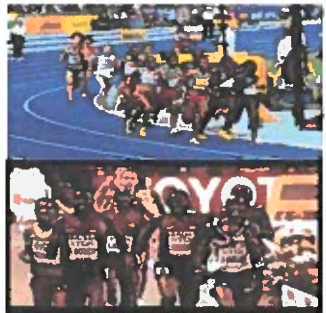
Relays: 4x100, 4x400m

Jumps: long jump, triple jump, high jump, pole vault Throws: shot put, discus throw, hammer throw, javelin throw

Sprints



Middle distance



3000m steeplechase



Long distance



Hurdles



Relays



Long jump



Triple jump



High jump



Pole vault



Shot put



Javelin throw



Discus



Hammer throw



1.- Heart rate

A heart rate is the number of times the heart beats per minute. With each heartbeat, blood is pumped out of the heart and into the arteries. Our arteries are forced to expand and then contract, which is called “a pulse”. The number of pulses in one minute is the heart rate. For a normal adult, when resting, this should be between 60 and 90 beats per minute. A pulse can be felt at points in the body where the arteries are near the skin.



2.- How does our heart work?

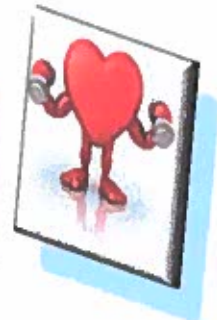
The heart is made up of a special cardiac muscle which contracts regularly, without tiring. It pumps blood, first to the lungs, to exchange carbon dioxide for oxygen. Then the blood with the new oxygen is returned to the heart to be pumped around the body again.

3.- Why do we have to know our heart rate?

Because it gives us a very basic idea of how good our health is. When we are training it indicates whether the effort we are making is loose, soft, heavy or excessive (so our heart rate informs us of the intensity its taking us to do a specific exercise.

So we know that at rest:

- 60 beats per minute: it is a very healthy heart (unless it is due to a disease).
- 60 – 90 (100) beats per minute: it is the normal heart rate of a human being.
- + 100 beats per minute: a pathological or diseased heart (consult your doctor).



While doing exercise:

Heart rate:

- ⊙ Between 120 – 170 (180) beats per minute: this exercise is low or medium intensity, and is an exercise which we can do for a long time.
- ⊙ More than 180 bpm: heavy intensity, it is an exercise which we can't do for a long time.

4.- Our heart rate and sport.

The resting heart rate can vary between people, due to factors such as sex, age and health. For a healthy, resting adult it should be between 60 and 90 (even 100) beats per minute.

Endurance sportspeople will have a much lower rate, perhaps as low as 35 beats per minute. This is because their hearts are stronger and higher, and are able to pump more blood in fewer beats than an unfit person. The amount of blood pumped on each beat is



therefore greater. Oxygen goes to our muscles through our blood; in this way we can increase the amount of oxygen going to our working muscles. This will help us to work harder and for longer in our sport.

A resting heart rate can be one way to measure fitness level. The speed at which the heart rate returns to normal after exercise is called the recovery rate. This rate can also be used to measure fitness.

5.- How can we improve our heart rate?

Medical studies revealed that to improve cardiovascular health we need to make efforts that are located between 60 – 85% of the maximum heart rate (if we are used to practicing sport or physical activities, and therefore we have a good level of fitness).

How can we find out what our maximum heart rate is? In this way:

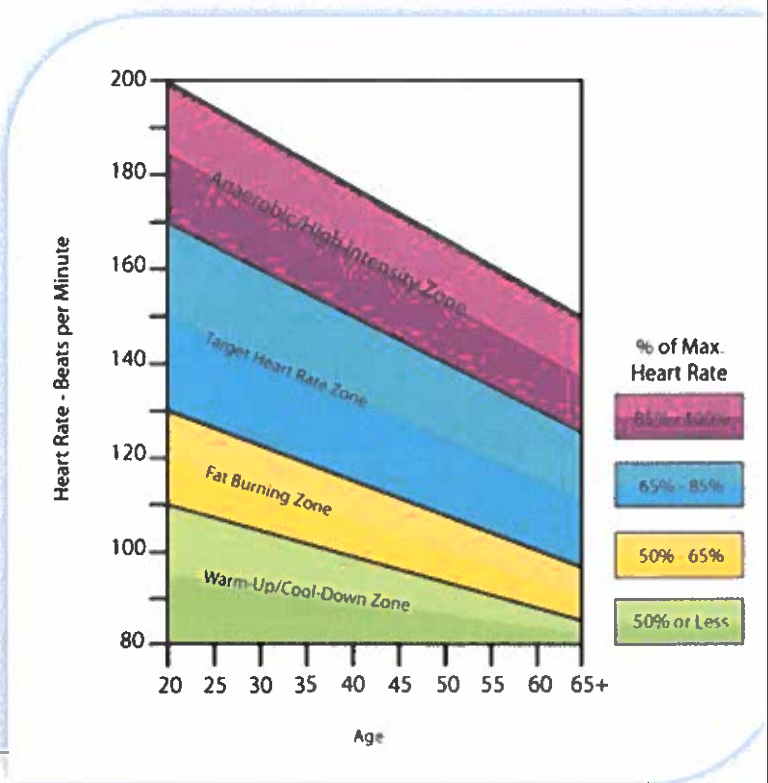
WOMEN: 226 - age

MEN: 220 - age

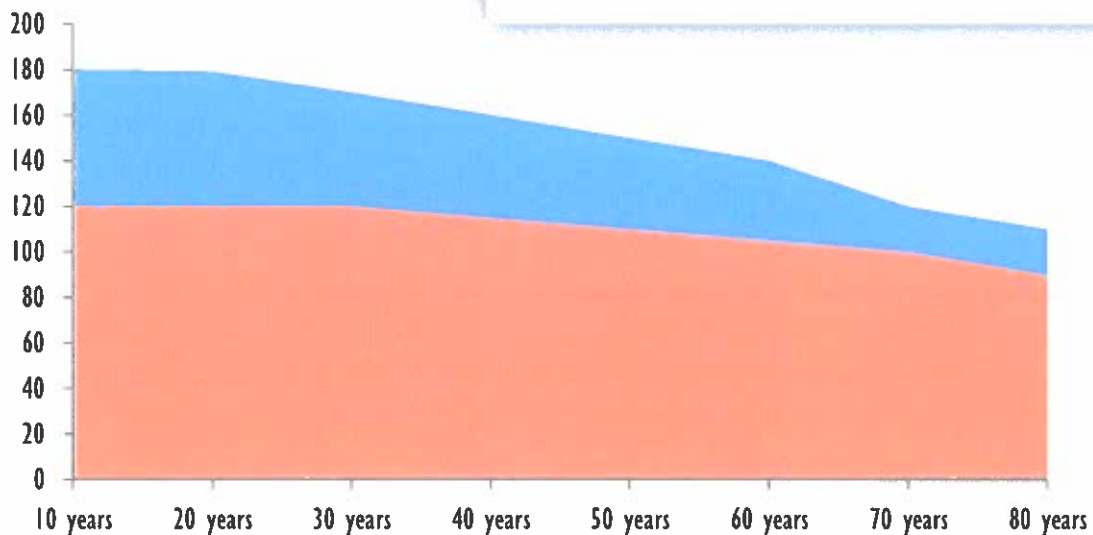
What does it mean? Basically, two main ideas:

- ▶ First, our maximum heart rate decreases as we get older.
- ▶ Secondly, it means that as we grow up we don't need such a high heart rate to get healthy benefits. Very old people get many more benefits from walking than a teenager (if he is walking, too). As a rule, and not only for these reasons, the older we are the less intensive exercise we should do.

As an example, for a person with a high-level physical condition, the ideal working area evolves like this:



bpm



According to what we have read on the previous page, how can we figure out our interval to develop healthy exercises? Well, we are going to do some Maths... Imagine that Joana is 20 years old, she wants to do healthy exercises, and of course she needs to know what her heart rate should be while running, swimming, cycling...

- ✓ **First, she needs to know what her maximum heart rate is.**

Because Joana is a woman, she must rest $226 - \text{her age}$ (in this example it is 20). What she has to do is: $226 - 20 = 206$ (this is her maximum heart rate).

- ✓ **Then, she has to calculate the interval to do healthy exercises.**

We know that this interval is between 60 and 85% of our maximum heart rate so, in this example, what Joana should do is (right, more Maths again) to calculate the 60% and the 85% of her maximum heart rate.

$$\begin{array}{r} 206 \text{ ---- } 100 \\ \times \text{ ---- } 60 \end{array}$$

$$\frac{206 \times 60}{100} = \frac{12360}{100} = 123'6$$

$$\begin{array}{r} 206 \text{ ---- } 100 \\ \times \text{ ---- } 85 \end{array}$$

$$\frac{206 \times 85}{100} = \frac{17510}{100} = 175'1$$

To do healthy exercises, Joana's heart rate should be between 123 and 175 beats per minute

6.- How can we measure our heart rate?

It is measured with the index and middle fingers (never with the thumb, as it is very sensitive and it can make us to count more beats), or with the palm of the hand. We have three main points where we can measure our heart rate:



Radial artery (wrist)



Carotid (neck)



Heart (chest, left side)

It is measured in beats per minute. After exercise, we don't need to measure it for a minute (as during this time, our body starts to recover).

Options: 6" x 10 / 10" x 6 / 15" x 4 / 30" x 2 / 60" x 1

During hard physical activity, our heart can increase to over 200 beats per minute.

7.- Heart beat irregularities:

- ✗ **Arrhythmia:** pulse is not regular; sometimes accelerates and sometimes slows.
- ✗ **Bradycardia:** it usually occurs in healthy hearts. The resting pulses are less because the heart is bigger. It is normal to have between 60 and 90 (or even 100) beats per minute, bradycardic people have less than 60.
- ✗ **Tachycardia:** it is when you have a higher resting heart beat than normal, specifically this is above 100 beats per minute. It would be advisable to consult a doctor when this happens (mainly in adults).



Heart rate assessment I

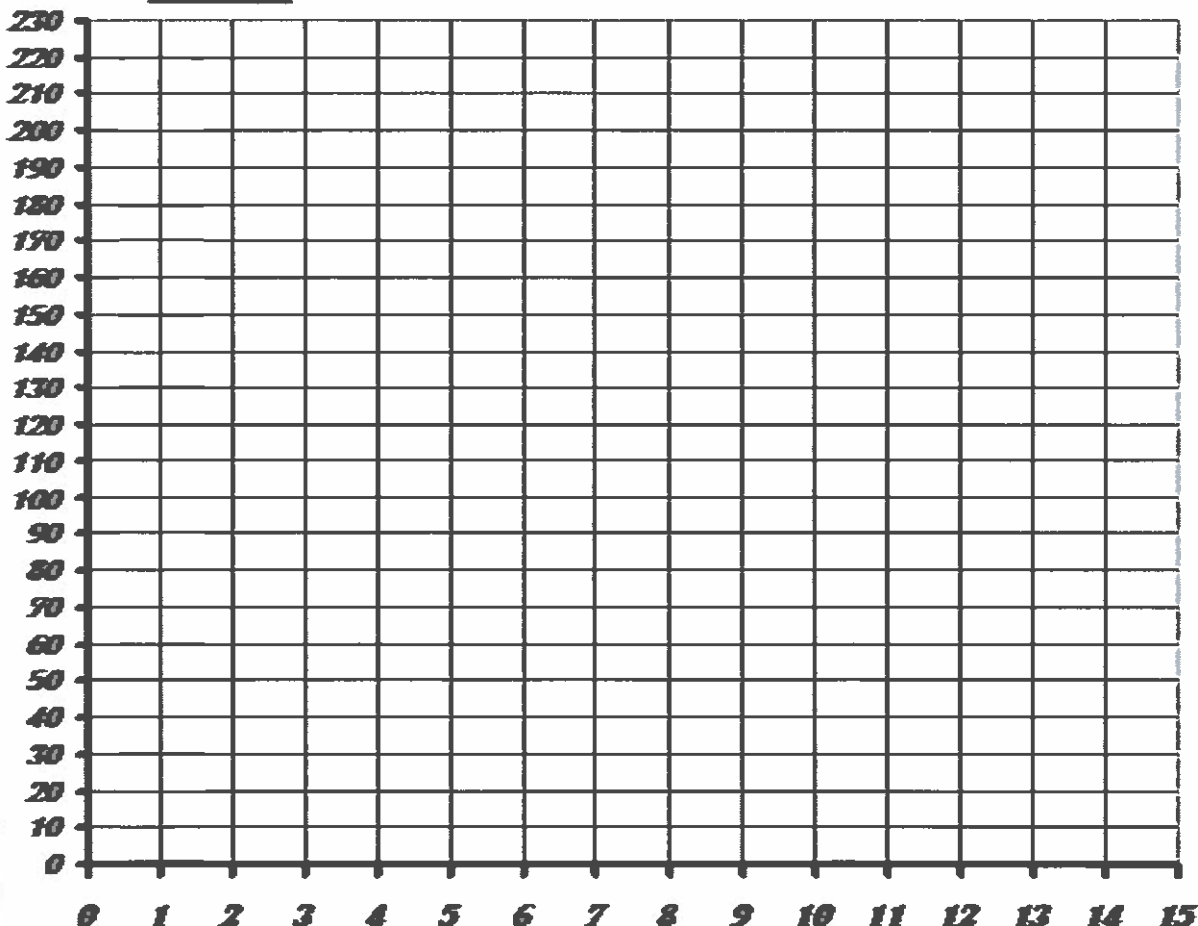
OBJECTIVE: to analyze and verify the cardiovascular response to exercise.

A major goal is that training should be a beneficial stimulus, and not a health risk. Therefore, it is useful to control some physiological variables such as usual pulse control to verify the successful assimilation of the workloads.

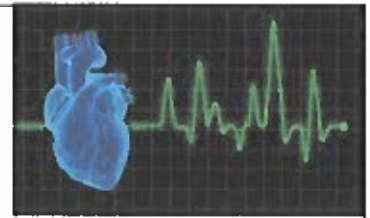
Nº	ACTIVITY	PPM	Nº	ACTIVITY	PPM
1	Lying		9	1' later	
2	Sitting		10	20 abdominal exercise	
3	Standing (resting)		11	1' later	
4	1' walking fast		12	12 arm push ups	
5	1' later		13	1' later	
6	5' continuous running (60-75%)		14	45"-1' anaerobic running	
7	3' later		15	3' later	
8	20 squats – jump				

Name and surnames: _____
group: _____

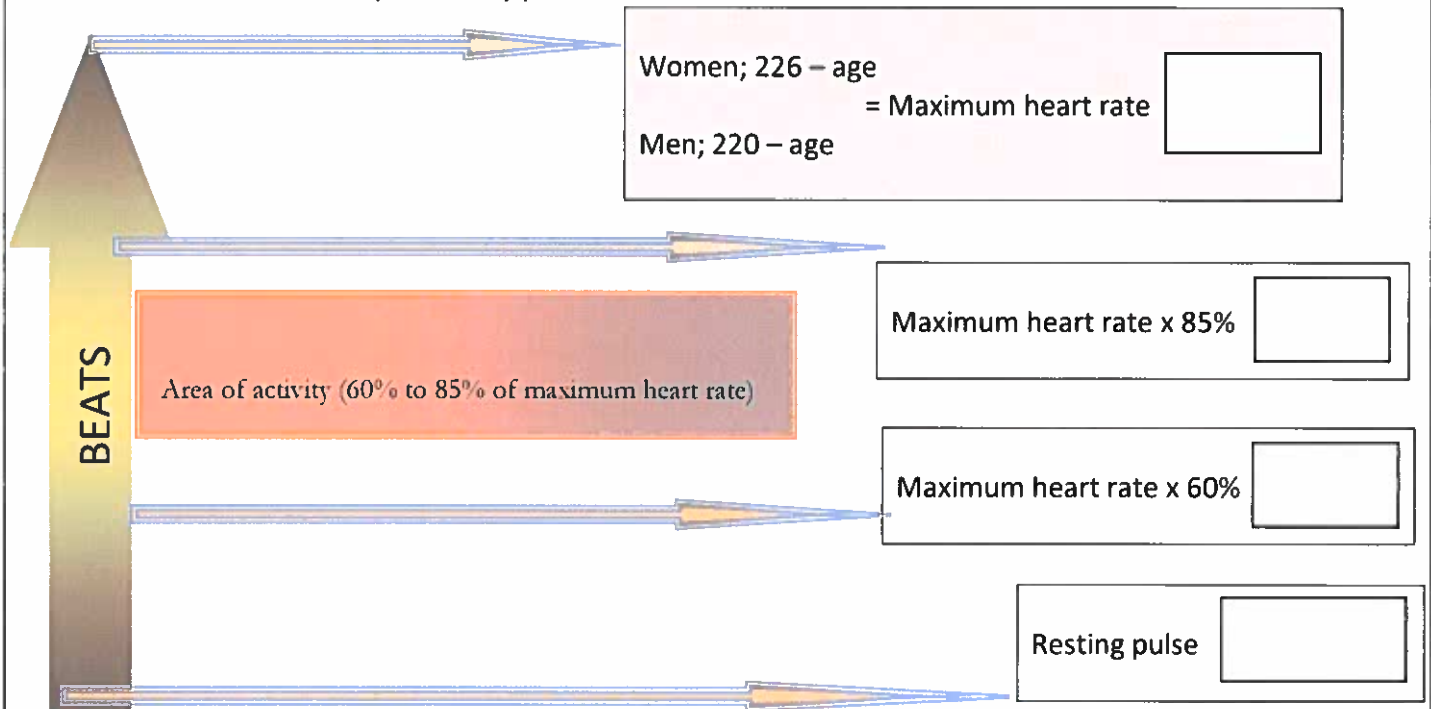
Course and



Answer the following questions about the activity



1.- What is the maximum heart rate for your age? What is the interval (for you) to develop a healthy pulse?



2.- In what activities should you have had a healthy heart rate range?

3.- In what activities do you have a healthy heart rate range?

4.- When you change your body position from activity 1 to 3, what can you observe in your heart rate? Why do you think this happens?

5.- In what kind of activity or exercise is your heart rate lower? (do not take into account recoveries). Why do you think this happens?

6.- In what kind of activity or exercise is your heart beat higher? (do not take into account recoveries). Why do you think this happens?

7.- Why do we usually have a higher heart rate in the squats than in the abdominal exercise, even if repeats are the same?



Heart rate assessment II

1. What is the heart rate?

- It is the movement of our arteries expanding and contracting.
- It is the number of times that our heart beats per minute.
- It is the size of our heart.
- It is the amount of blood that our heart pumps per minute.
- It is the movement of our heart when we are exercising.

2. What is the pulse?

- It is the movement of our arteries expanding and contracting.
- It is the number of times that our heart beats per minute.
- It is the movement of our muscles when blood arrives to them.
- It is the movement of our heart when we are exercising.
- It is another way to call our heart rate.

3. Why it is useful to know what our heart rate is?

- Because it gives us a very basic idea of how good our health is.
- Because when we are training it indicates whether the effort we are making is loose, soft, heavy or excessive.
- Because it informs us about the intensity of the exercise we are doing.
- a), b) and c) are true.
- b) and c) are true, but a) is false

4. Mark which of the following sentences is true.

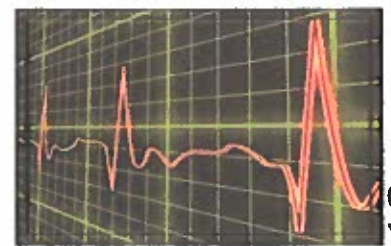
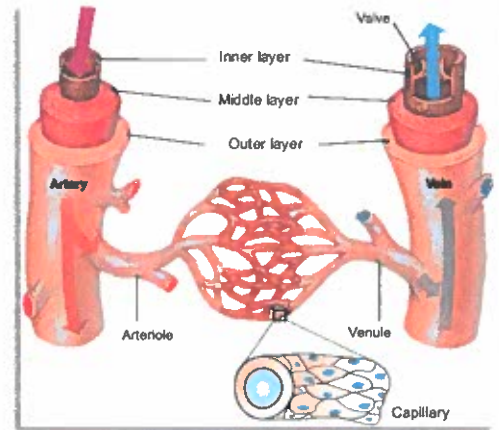
- If our resting heart rate is under 60 bpm, we should go to the doctor.
- It is normal to have more than 120 bpm when we are exercising
- If a person has 100 bpm when they are resting, it means that their physical condition is really good.
- a), b) and c) are false, but d) is true.
- It is normal to have more than 100 bpm when we are resting.

5. What does it mean if, after doing an exercise, our heart rate is 190 bpm?

- Our physical condition is really bad.
- We have been doing exercise for a long time.
- The exercise was really intense.
- It is impossible to have 190 bpm after doing an exercise.
- We should go to the doctor.

6. Talking about heart rate and sport, point out which of the following sentences are true:

- If a person has 40 bpm, it means that they are in really good physical condition.
- A fit person's heart is stronger than the heart of an unfit person.
- The recovery rate is much better in people who are well trained.
- People with a low heart rate when they are resting are able to send a higher amount of oxygen to the working muscles during exercise.
- a), b), c) and d) are true.



7. How can we improve our heart rate?
- Doing any kind of exercises every day.
 - Doing efforts located between 60 and 85% of our maximum heart rate
 - Doing intensive exercises six days a week.
 - We can't improve our heart rate.
 - a), b) and c) are true, but d) is false.



8. What is the maximum heart rate?
- The total amount of beats throughout life.
 - The maximum number of beats that our heart can do when we are resting.
 - The maximum size of our heart.
 - The maximum number of beats that our heart can do in one minute.
 - 220 plus age for men, 226 plus age for woman.



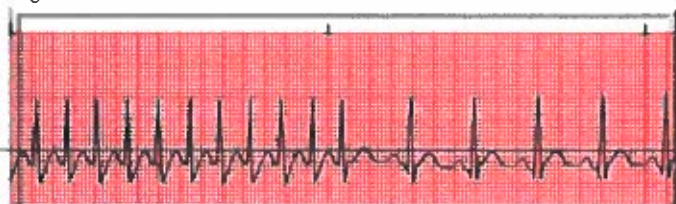
9. Talking about our maximum heart rate, point out which sentence is not true:
- For a 70 year old person it is a good idea to do exercises at their maximum heart rate.
 - The older we are, the less our heart rate is.
 - Old people need a smaller heart rate while exercising to achieve benefits.
 - Walking for one hour a day is an excellent exercise for 80 year old people.
 - a) and c) are false, while b) and d) are true.

10. How can we measure our heart rate?
- With our thumb on our wrist or neck.
 - With our hand on our chest, wrist or neck.
 - We can't measure our heart rate properly.
 - With our index and middle fingers on any part of our body.
 - None of the previous answers are true.



11. For how long do we take our heart rate after exercising?
- One minute.
 - Thirty seconds.
 - a) and b) are true.
 - Thirty seconds, and we have to multiply the result by two.
 - None of the previous answers are true.

12. Heart beat irregularities. Which sentence is true?
- If you have an Arrhythmia, your heart is always beating really fast.
 - If you have a Bradycardia, your heart beats slower than usual, but this is good.
 - If you have a Tachycardia, your heart beats faster than normal and you can do exercises faster than normal.
 - If you have a Bradycardia, you should go to the doctor.
 - If you have an Arrhythmia, your heart is healthy.



Heart rate assessment III

1. *What is the heart rate?*
2. *What is a pulse?*
3. *Why do we have to know what our heart rate is?*
4. *What is the normal heart rate of a human being?*
5. *What does it mean if we have 50 bpm when we are resting?*
6. *What does it mean if we have 190 bpm after doing an exercise?*
7. *What are the differences between the heart of a fit person and the heart of an unfit person.*
8. *How can we improve our heart rate?*
9. *What is our maximum heart rate?*
10. *How can we figure out what our maximum heart rate is?*
11. *What happens with our maximum heart rate as we get older?*
12. *What does this mean?*
13. *How can we measure our heart rate?*
14. *How long do we have to measure our heart rate for after exercising?*
15. *Why?*
16. *What is an Arrhythmia? (is it good or bad?, why?)*
17. *What is a Bradycardia? (is it good or bad?, why?)*
18. *What is a Tachycardia? (is it good or bad?, why?)*



1.- What is a warm up?

They are moderate and progressive exercises performed before a more intense effort (a physical activity such as working out, a match, a competition...).

2.- Objectives of a warm up:

- ✗ To avoid the risk of injury during the effort.
- ✗ To prepare us for the following effort, physically, physiologically and psychologically (warming up improves our performance):
 - Ⓢ Physically: we are ready for the exercises.
 - Ⓢ Physiologically: the warm up adapts the circulatory, respiratory, skeletal, muscular and nervous systems.
 - Ⓢ Psychologically: it helps us to improve our concentration.



3.- How do we perform a warm up? (What do we have to take into account when performing the warm up):

We have to adapt our circulatory system, our respiratory system, our skeletal system, our muscular system and our nervous system. To achieve these goals, the warm up should include:

- ✗ Gentle exercise for the whole body, such as light jogging. This gradually increases our heart rate, our breathing and blood supply to the muscles. It increases the temperature of our muscles and prepares us mentally for the session.
- ✗ Exercises to move all parts of your body, from head to toe, and gentle stretching. These kind of exercises help us to prepare muscles, ligaments and joints, (which allows us to have a greater range of movements).
- ✗ Practising techniques and skills to be used in the session (prepare the body for specific exercises).
- ✗ End with some sprints or short fast races.
- ✗ It has to be progressive, from low-intensity to high-intensity exercises.
- ✗ It should last at least 10' or 15'.
- ✗ Our heart rate should increase until 140 beats per minute (bpm).
- ✗ Do not get tired, don't make too many repetitions of each movement and alternate the parts of the body you are moving.

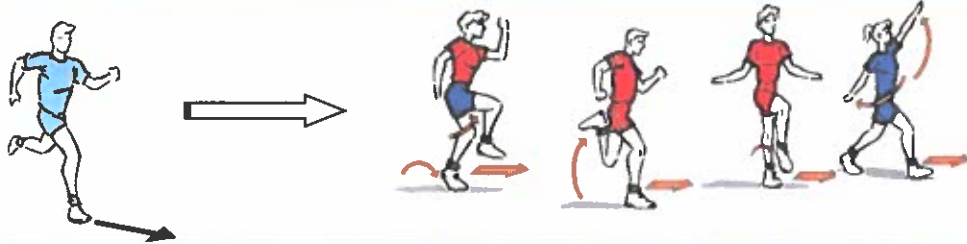


4.- Benefits of warming up properly:

- ✗ Increases heart rate and the blood flow to the working muscle, which results in decreased muscle stiffness, less risk of injury and improved performance.
- ✗ Increases muscle temperature (it increases the temperature of the body). A warmed muscle both contracts more forcefully and relaxes more quickly.
- ✗ It stretches the muscles, moves the joints and increases the range of movement - so you're ready to work and less likely to injure yourself.
- ✗ Increases respiratory rate so that more oxygen gets into your lungs, passes to your blood and reaches the muscles. Muscles need oxygen to work.
- ✗ It helps us to concentrate on training.

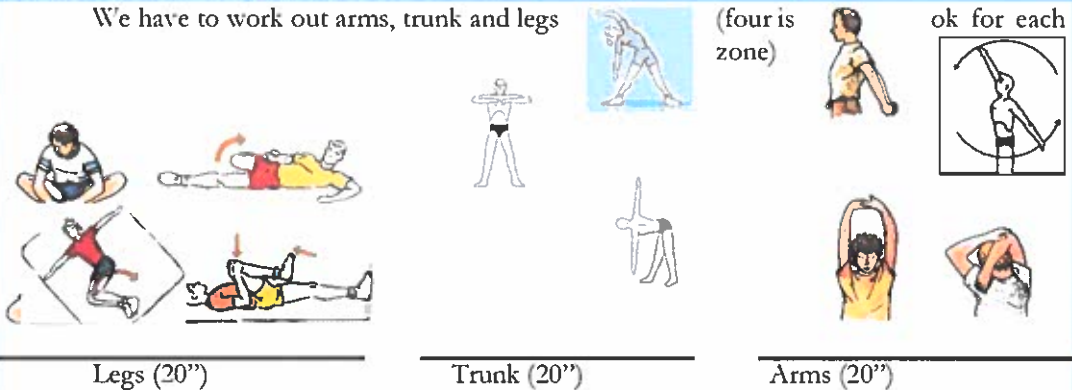


Stage	Type of exercise	Body system	Exercise (example)	Benefits
1	Stamina. General movements	Circulatory system Respiratory system	Light running / jogging	Increases heart rate Increases blood flow to muscles Raises the body temperature



2	Flexibility. To prepare the parts of the body which are going to support more activity.	Muscular system Skeletal system	Joint mobility (performing movements with all the joints: neck, shoulders, elbows, wrists, backbone, hips, knees and ankles). Stretching (adopting body positions that lengthen the muscles).	Allows easier movement Increases the movement of joints Stretches the muscles
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We have to work out arms, trunk and legs



3	Strength / speed	Nervous system	More intense or stronger activities (games, races...).	It controls and coordinates all of our movements.
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We have to work out arms, trunk and legs (one is ok for each zone)



Warm up assessment I

1. Which one is the right answer?

- a) A warm up is a moderate exercise performed before a more intense effort.
- b) A warm up improves our physical condition.
- c) A warm up makes it impossible to get injured.
- d) None of the previous answers are true.
- e) a), b) and c) are true, but d) is false.

2. Objectives of a warm up:

3. Write five benefits of a proper warm up:

- ☒
- ☒
- ☒
- ☒
- ☒


4. Decide whether each of the following sentences are true or false (and, if they are false, briefly explain why):

- ✓ A warm up should last 15 minutes at most.
- ✓ It is appropriate to begin with continuous running to activate the body's main systems and increase body temperature.
- ✓ We must work out all body parts (legs, arms, trunk, in that order)
- ✓ If you don't get tired at the end of a warm up it means that you have done it wrong.
- ✓ The intensity of the exercise needs to be gradually increased (without making you tired).
- ✓ A warm up should begin and finish with fast races.
- ✓ We should include exercises for joint mobility and muscle elasticity.
- ✓ It is correct to perform many repetitions (more than fifty) of each exercise.
- ✓ It is not right to stop and have a rest; it is better to perform a gentle activity such walking, stretching, joint mobility...
- ✓ Warming up should be equal for everybody.
- ✓ A warm up in winter at 8'00 has to be the same as in summer at 14'00.
- ✓ Warming up helps avoid injuries
- ✓ A warm up could last one hour
- ✓ A warm up helps us to concentrate on training.



Warm up assessment II

Write, on this page, a general warm up (choose your own exercises, don't copy those you have read on the previous pages). Explain which ones prepare each system.

1  3' de c.c.	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Name and surname: _____

Group: _____

Qualification: _____





The locomotor system gives humans the ability to move. It is made up of the muscular system and skeletal system.

III.1

Skeletal system

1.- What does our skeleton do?

- ✗ Protects our delicate organs.
- ✗ Gives support, as our body needs a framework.
- ✗ Helps us to move (our muscles use our bones to create movement).
- ✗ Produces blood.



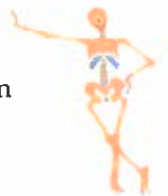
2.- Our skeletal system and sport:

Exercise helps to develop the skeleton in young people, while we are growing up. Exercise can increase the width, the density and the strength of our bones. It has no effect on bone length, except if we don't choose the exercises we are going to do properly: bad exercises can be dangerous. For example, lifting heavy weights during the growing period can provoke an abnormal growth.

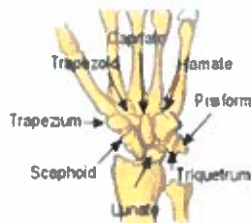
When we are adults, doing sport keeps the skeleton strong and healthy.

3.- What are the different bone types?

- ✗ Long bones: there are large bones in our legs, arms, fingers and toes. We use them in the main movements of our body.
- ✗ Short bones: these are small bones at the joints of our hands and feet. We use them in the fine movements of our body.
- ✗ Flat bones: these are bones in our skull, shoulder, girdle, ribs and pelvic girdle. We use them to protect the organs of our body.
- ✗ Irregular bones: these are the bones in our face and vertebral column. We use them to give our body protection and shape.



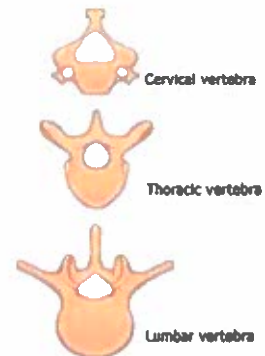
Long bone
(Femur)



Short bone
(Hand bones)



Flat bone
(Scapula)



Irregular bone
(Vertebrae)

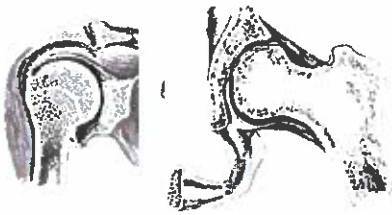


4.- Bones and joints:

The adult human body is made up of about 206 bones, which are tough, light and strong. These bones are joined together by many joints (we have over 100 different joints in our bodies). A joint is a place where two or more bones meet.

There are three different groups of joints, based on the amount of movement they allow:

- ⊙ Freely movable joints: their movements are extensive (knee, hip, shoulder...).
- ⊙ Slightly movable joints: their movements are slight (joints of the vertebral column, joints between the ribs and sternum).
- ⊙ Immovable joints: no movement is possible between the bones (as it happens in the skull, or in the pelvic girdle).



Freely movable joints

Slightly movable joints

Immovable joints

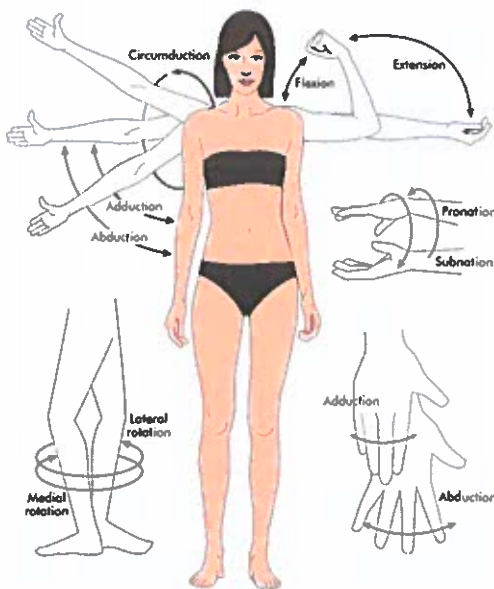
(Hip)

(Shoulder)

(Vertebral column)

(Skull)

5.- Joint movements:



- ▶ **Flexion:** our limbs bend at a joint.
- ▶ **Extension:** our limbs straighten at a joint.
- ▶ **Abduction:** our limbs are moved away from a line down the middle of the body.
- ▶ **Adduction:** our limbs are moved towards a line down the middle of the body.
- ▶ **Rotation:** this is a circular movement (part of the body turns whilst the rest remains still).
- ▶ **Circumduction:** the end of a bone moves in a circle (for example swinging your arm in a circle at the shoulder).






















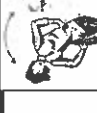

















6.- Skeleton:

Our bones (formed mostly by calcium) form the skeleton, which is divided into the axial skeleton and the appendicular skeleton:

- ✗ Axial skeleton: skull, vertebral column, sternum and ribs.
- ✗ Appendicular skeleton: shoulder girdle, arms, hip girdle and legs.



JOINT MOVEMENTS

	<u>Flexion</u>	<u>Extension/Hiperext</u>	<u>Abduction</u>	<u>Adduction</u>	<u>Lateral flexion</u>	<u>Rotation</u>	<u>Circumduction</u>
<u>Neck</u>							
<u>Shoulder</u>							
<u>Elbow</u>							
<u>Wrist</u>							
<u>Spinal column</u>							
<u>Hip</u>							
<u>Knee</u>							
<u>Ankle</u>							

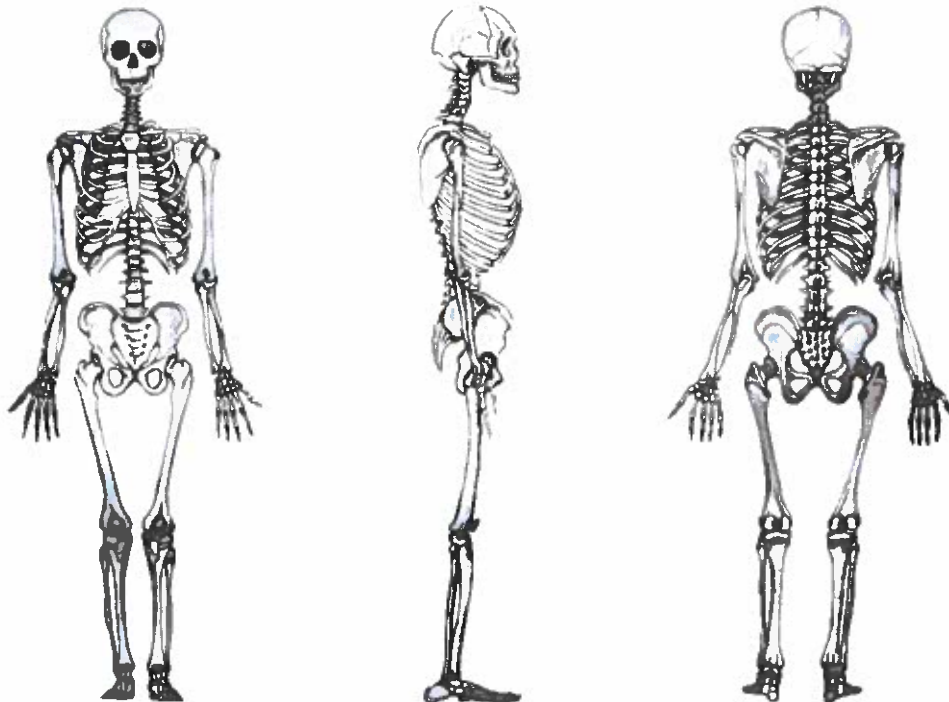


Skeletal system assessment

1.- Mark, for each one, what kind of bone it is:

ENGLISH	Long bone	Short bone	Flat bone	Irregular bone
Skull				
Clavicle				
Sternum				
Ribs				
Vertebrae				
Coxal				
Sacrum				
Patella				
Femur				
Tibia				
Fibula				
Tarsals				
Metatarsals				
Phalanges of the foot				
Scapula				
Humerus				
Radius				
Ulna				
Carpals				
Metacarpals				
Phalanges of the hand				

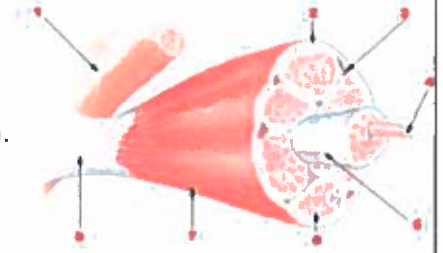
2.- Point to where the bones named in exercise one are:



All our movements happen as a result of the shortening (contracting) and lengthening (extending) of our muscles (we all have about 650 muscles).

1.- What does our muscular system do?

- ✗ Enables us to move our body parts.
- ✗ Gives us our individual shape (our external form appearance).
- ✗ Protects us and keeps our abdominal organs in place.
- ✗ Helps us to maintain a good posture.
- ✗ Generates body heat when it contracts.

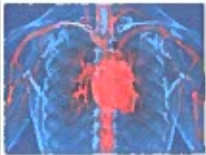


2.- Our muscles and sport:

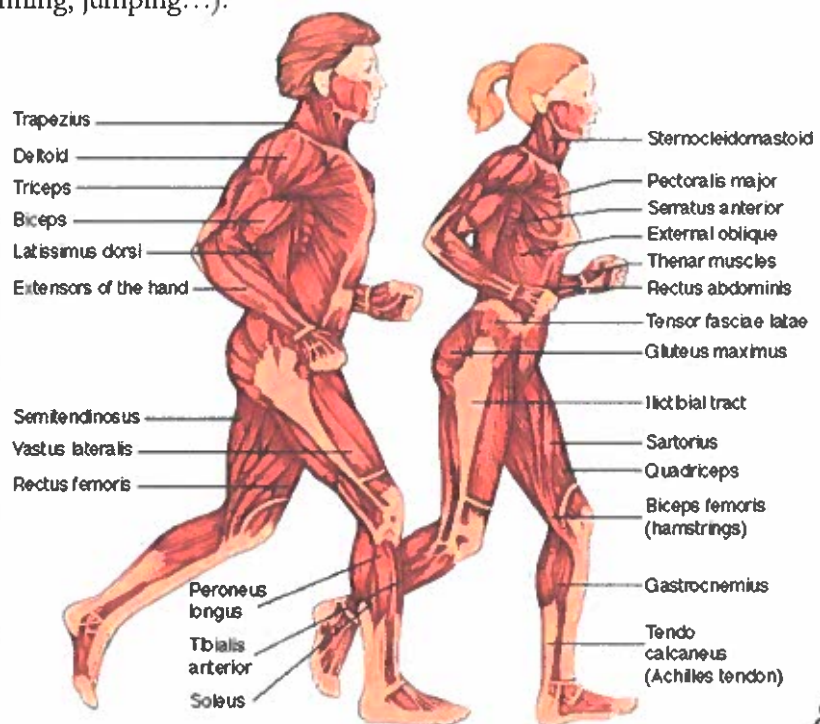
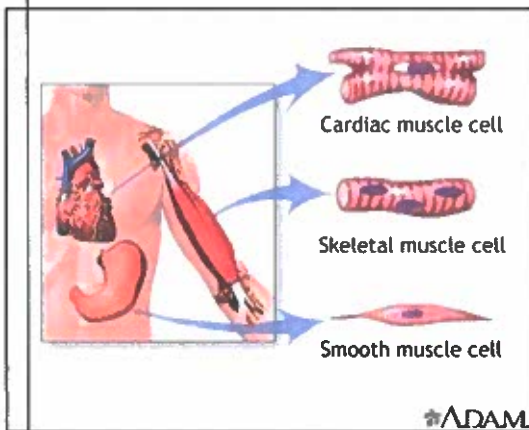
Our muscles change depending on what kind of exercise we usually do.

- 📌 Hypertrophy: the muscle increases in size and strength when we follow a regular programme (it only happens with the muscles that are working in these exercises).
- 📌 Atrophy: when we do not use our muscles regularly they get smaller and weaker. This loss of size and strength often happens when we are recovering from an injury (or when we don't do any kind of physical activity). So, even if we are injured, we should try to exercise the rest of our body as much as possible.

3.- What are the different muscle types?:



- ✗ **Smooth muscles:** involuntary muscles, which work automatically. They are not under our conscious control. They work our internal organs such as the stomach, gut and bladder.
- ✗ **Cardiac muscle:** the heart muscle, is a very special type of involuntary muscle. It is found only in the heart. It contracts regularly, continuously and without tiring.
- ✗ **Skeletal muscles:** voluntary muscles, which work as we instruct them. They are under our control. They make our bodies move. We use them for everyday and sporting activities (walking, running, jumping...).



Muscular system assessment

1. Write whether each of the following sentences are true or false (and, if they are false, explain briefly why):

- If our muscles contract many times in a few minutes, we feel hot.
- Our posture depends on our muscles.
- Muscles allow us to move all of our joints.
- People who do different sports have muscles which are developed in the same way.



2. What do the following muscles have in common?

- Biceps, triceps and deltoid:
- Latissimus dorsi, pectoral and trapezius:
- Which movement is made by all of these muscles: biceps, deltoid and hamstrings.



3. What kind of muscle are the quadriceps? Write an example of our daily life in which we need to use our quadriceps.

4. Which kinds of muscles are involuntary?

5. In how many parts of our body can we find cardiac muscles?

6. What are the effects of hypertrophy on our muscles? When does it happen?

7. Which kind of people have their muscles atrophied?

8. What is the function of a tendon? (you can look it up on the internet or read it again in the book of 1st ESO)

9. Name five muscles in our body which are not located in our arms or our legs and point where they are.

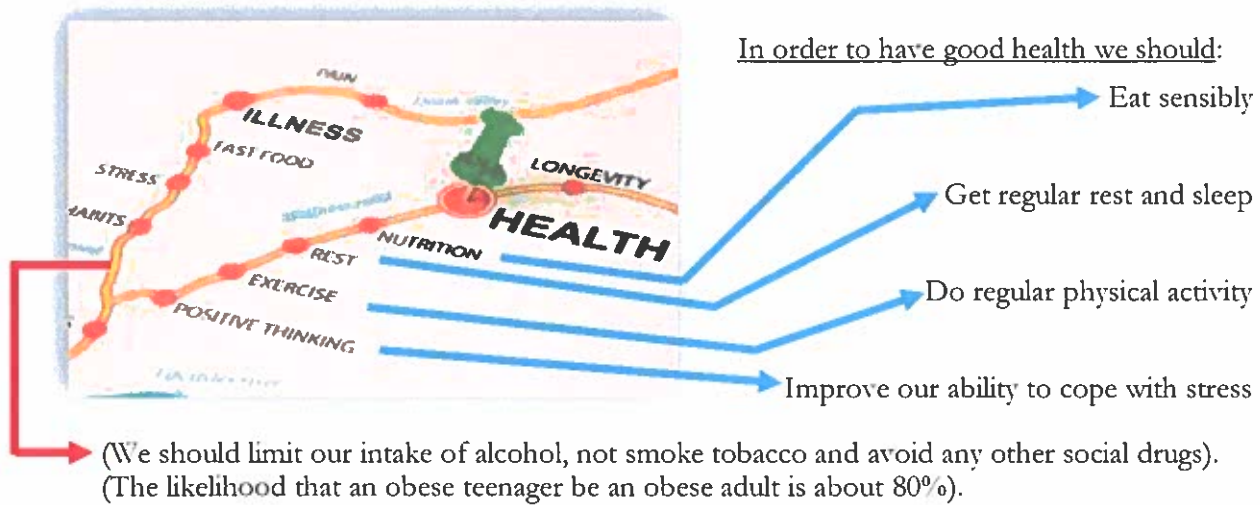


Name and surname:

Group



1.- Review:



2.- Physical activity:

It is any bodily movement produced by skeletal muscles that requires energy expenditure. These body movements are performed as part of the moments of play, work, active forms of transportation, housework and recreational activities.

3.- Recommendations on physical activity for health (according to the World Health Organization):



- Daily, adopt an active lifestyle: climbing stairs, walking, cycling to school...
- Limit passive entertainment to maximum 2h / day (TV, computer, video games...).
- Practice regular physical activity:
 - Aerobic exercises should predominate.
 - It is recommended to work endurance strength and flexibility regularly.
 - It is also recommended to do moderate or vigorous physical activity for at least one hour a day (increased volume or intensity reported greater benefits).

4.- A moment of reflection...:

- Do you usually walk quickly and for more than ten minutes to go to the high school?
- Do you use your bike, skateboard, or skates to move when possible?
- Do you climb the stairs instead of taking the elevator?
- Do you help at home with housework and errands?
- Do you practice any physical activity outside of school?
- Do you always attend Physical Education lessons, and do you always do your best?
- At high school, do you play during the break?
- Do you do any activities involving nature, such as hiking or climbing?
- If there's something you're not doing right, why don't you change your habits?



Stamina

Strength

Flexibility

Speed

1.- What is stamina?

Stamina is the ability to work for relatively long periods of time without becoming tired. It is essential in all sporting activities lasting more than a few seconds. The better our stamina is, the longer we can continue our activity, whether it is swimming, running, cycling or rowing.



Our maximum stamina or aerobic capacity is also called our VO_2 max. This is the maximum amount of oxygen that can be transported to, and used by, our working muscles during exercise.

A person with a high VO_2 max can use much more oxygen than other people. They can work their body at a higher rate for longer periods and will suffer less fatigue than people with a lower VO_2 max.

2.- Types of stamina:

Aerobic

Anaerobic

Their differences are in:

- ✿ The intensity at which we work (which we can measure with our beats per minute).
- ✿ The duration of the effort.
- ✿ Whether or not we have enough oxygen.

● AEROBIC SYSTEM

This is an exercise of long duration, low intensity, with beats between 120 and 170 (even 180) and sufficient supply of oxygen. We use an aerobic system for all light exercise, including most of our daily activities.

If we have enough oxygen, then we can do the exercise for a long time
(it is a gentle and moderate exercise)

If we can do the exercise for a long time, then the intensity has to be low
(we can't sprint for half an hour)

If the intensity is low, then our bpm would be between 120 and 170 (even 180)
(this is the heart rate for aerobic exercises)



● ANAEROBIC SYSTEM

This is an exercise of short duration, high intensity, with more than 180 beats per minute and an insufficient supply of oxygen. We use an anaerobic system for all intensive exercises like sprints or explosive movements such as jumps or throws.

What happens when we run 100 meters as fast as possible?

- We can't run at this speed for a long time.
- Our heart rate increases to more than 180 beats per minute
- Our breathing is much faster
- We need to rest before we continue exercising

To sum up:

	DURATION	INTENSITY	BEATS	OXYGEN SUPPLY	EXAMPLE
Aerobic	Long (it could last several hours)	Low or medium	120 – 170 (even 180)	Sufficient (good supply)	Marathon
Anaerobic	Short (from a few seconds up to 2 – 3 minutes)	High	More than 180	Insufficient	100m 400m

3.- How do we improve our stamina?

If what we want is to take care of our health, we should improve our aerobic stamina.

How:

- ✗ By regularly taking part in any continuous exercise involving the whole body.
- ✗ Alternate exercise days and rest days
- ✗ We should exercise at first for a minimum of 15 minutes (to improve our cardiovascular and respiratory systems), increasing this time as we become fitter.
- ✗ Exercises must be progressive, generic and individualized (depending on each person)

Aerobic
stamina

From 30' to 1
hour a day

3 days a
week to
maintain
your level

4 or more
days a week to
improve your
level

Heart rate
should be
between 60%
and 85% of
the maximum
heart rate



4.- Benefits of stamina training:

Heart size increases, so the pulse decreases when we are resting and the heart is more effective

Increases lung capacity; therefore improves respiratory efficiency

Increases the number of red blood cells; therefore there is more oxygen present in blood

Body weight is lower by mobilizing fat (over 30 min of aerobic effort)

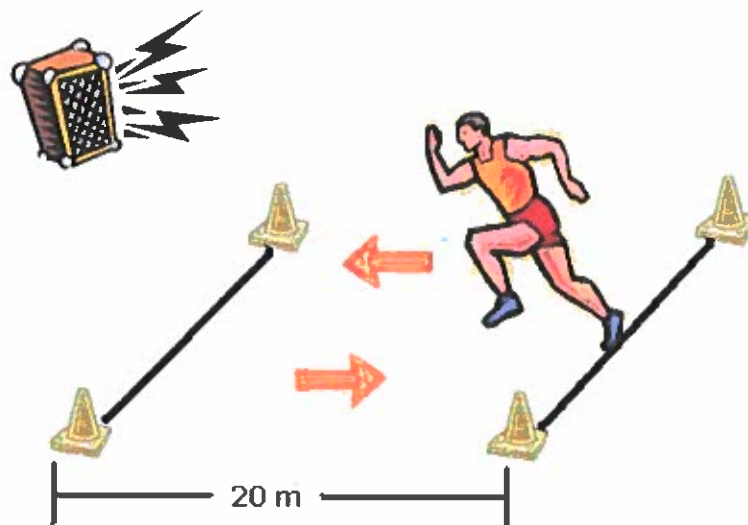
It makes the immune system stronger (body's defenses)

5.-How do we measure our stamina?

There are many tests. Two of the most famous are the following ones:

Mini Cooper 6-minute run: in this test we run the longest distance we can run in 6 minutes. The total distance run is recorded.

Multistage fitness test (beep test or Course-Navette): we run a 20 metre distance as many times as possible. A beep indicates to us when need to run another 20 metres, and after each minute the time interval between beeps get shorter so our running speed has to increase. We keep going until we can no longer keep up with the speed set by the beeps. At this point we stop and record the level.



Beep test (Course Navette)



Stamina assessment I

Name and surnames: _____ Course and group: _____

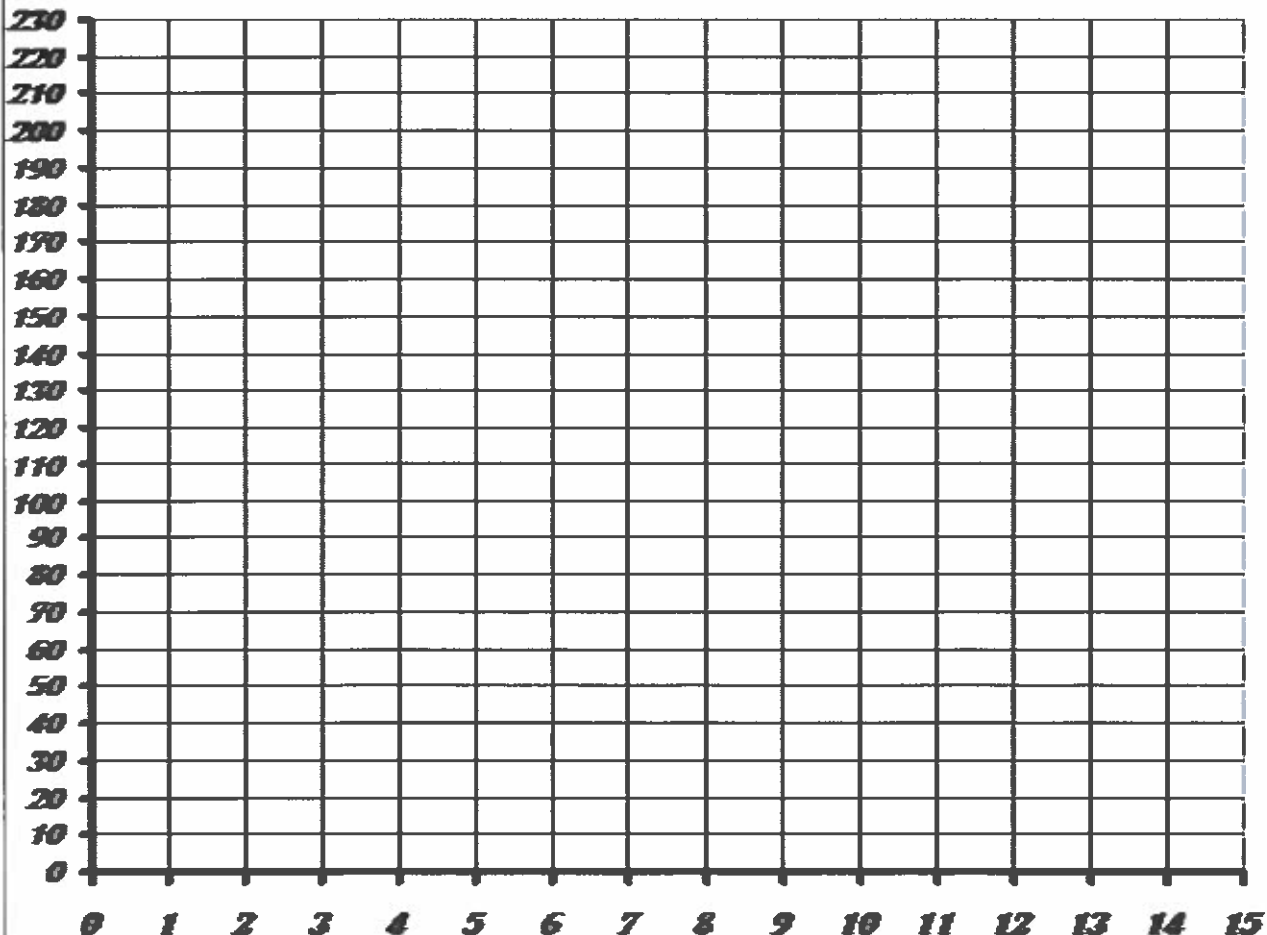
We are going to run: 2 x 8' continuous race / R: 3'

We will run two periods of eight minutes each, resting three minutes between each period. Every two minutes of continuous race we will take our heart rate: you have to write it down on this page.

You have to take your pulse throughout ten seconds (10"), multiply by six (in order to know what your heart rate is after exercising) and write the result down on this table.

	CONTINUOUS RACE				REST			CONTINUOUS RACE				REST		
	2'	4'	6'	8'	1'	2'	3'	2'	4'	6'	8'	1'	2'	3'
bpm in 10"														
	x6	x6	x6	x6	x6	x6	x6	x6	x6	x6	x6	x6	x6	x6
bpm in 1'														

Now, put the numbers on the graph, draw the curve and answers the questions:



1.- What is the heartbeat interval in which aerobic stamina is worked?



2.- While running, have you had more beats per minute than in that interval?

3.- While running, have you had less beats per minute than in that interval?

4.- If a person would have had more beats per minute than in that interval, what does this mean?

5.- If a person would have had less beats per minute than in that interval, what does this means?

6.- Were you running at the same speed the whole session? How do you know?

7.- How is your recovery? Would you have needed more recovery time after running the first eight minutes? How can you know that? (look at your registered heart rate)



8.- If you have been within the correct heart rate during practice, write five benefits that you could get if you were to do this effort three or more times a week

9.- What is the minimum time recommended if we want to improve our cardiovascular and respiratory systems?

10.- What is the minimum time recommended if we want to lose weight?



11.- Have you been working anaerobic stamina at any time? (if so, say when). How can you know that?



Stamina assessment II

- Write seven activities in which we can improve our stamina:
- Is it possible to do an exercise for one hour with more than 180 beats per minute? If it is possible, write an example. If it is not possible, why not?
- Complete the following gaps

EXERCISE	TYPE OF STAMINA	DURATION	INTENSITY	BEATS	OXYGEN SUPPLY
Cycling 100 km					
50 m swimming as fast as possible					

- Say to what type of stamina is referred to each of the following sentences:

	AEROBIC	ANAEROBIC
After finishing the exercise, we are looking for breath _____		
We can't work it for two hours _____		
The intensity is low _____		
The heart rate is over 180 bmp _____		
We have enough oxygen _____		
It is measured in the mini Cooper test (6' running) _____		
The duration of the effort can be over 6 hours _____		
It is a gentle and moderate exercise _____		
We can't work this type of stamina running slowly _____		
If we want to lose weight, we have to work it _____		

- What type of stamina should we work if we want to keep healthy?

- Say whether the following sentences are true or false (and, if any are false, explain why):

- Doing aerobic exercises, we need at least 15' to improve our cardiovascular and respiratory systems.
- Running seven days a week is highly recommended
- If what we want is to lose weight, we should do aerobic exercises for at least 30'.
- Heart rate should be between 60% and 85% of our maximum heart rate for anaerobic exercises.
- Heart size increases with aerobic exercises, and this is really good.
- If one specific exercise is good for one person, then it is also good for any other person.
- The more oxygen our body can use, the more stamina we have.
- Our breathing is faster after running a marathon than after running 100 meters.
- Stamina training makes our immune system stronger (body defenses).



Strength

Stamina

Flexibility

Speed

1.- What is it?

Strength is the ability to overcome a resistance using muscle contraction (when we are doing strength exercises our muscles are tensed).

2.- Types of strength:

- × Maximum strength.
- × Explosive strength.
- × Endurance strength (or stamina strength).

2.1. Maximum strength:

Is the ability to overcome a maximum load (the maximum force that a muscle group can apply). In these kind of exercises muscles are in their highest tension. People such as weightlifters, who work out with heavy weights, need to improve their maximum strength.



It is not recommended to work your maximum strength before you are 18, because loads so big can make it difficult for bone growth and can increase the risk of injuries.

2.2. Explosive strength:

Is the ability to overcome loads at maximum speed. We must work this type of strength without any load (using only our own body, as it happens in jumps, push ups, squats or sit ups) or with medium or small loads (such as medicine balls).

Some examples of explosive strength exercises are: javelin throw, long jump, high jump.



2.3. Endurance strength (or stamina strength):

Is the ability to perform a strength exercise for a long time. This is the kind of strength work we must do if we want to be in good health. Some strength exercises are the following ones:



3.- Benefits:

- ▶ To maintain a good posture.
- ▶ To increase the muscle tone.
- ▶ To improve blood circulation.
- ▶ To reduce body fat.
- ▶ To strengthen bones.



4.- How do we improve our strength?

- ▶ Working endurance strength.
- ▶ Working large muscle groups.
- ▶ Working mainly with our own body as a load, or using low loads.
- ▶ Working all of our body parts (in order to avoid body decompensations).
- ▶ Movements must be fast (if we can't do it, it means the load is too large for us).

5.- How do we measure strength?

There are many different tests for measuring strength. This year we have chosen two of them:

- ▶ **Sit-up test:** you have to do as many sit-ups as you can in a minute. From the start position (lying face up, legs bent and fingers interlaced behind the head) we have to move up and down,



touching the opposite knee with our elbow.

- ▶ **Long jump test:** standing up, with toes behind a line, jump forwards as far as you can. We are going to measure the distance between the line and your heels.



6.- Strength and flexibility:

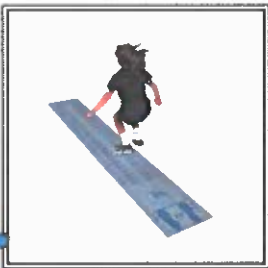
We should work out both. We all need a combination of flexibility and strength. Flexibility allows us to use our strength through a full range of movement. Strength is needed to stabilise joints and avoid injuries.

After performing strength exercises it is necessary to do some flexibility exercises with the muscles that have been training.



Strength assessment I

Say which kind of strength is used in each of the following pictures:



Strength assessment II

Write which muscle is worked on each exercise:

1	2	3	4
			
5	6	7	8
			
9	10	11	12
			
13	14	15	16
			
17	18	19	20
			

Name and surname: _____

1.- What is flexibility?

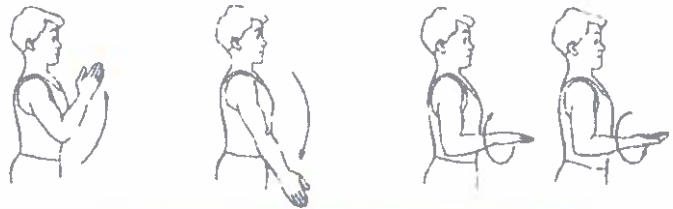
Flexibility is the ability to perform movements with significant extent. It helps us to reduce the risk of injuries by increasing the range of movement in a joint. Flexibility also allows us to use our strength through a full range of movement.

2.- Types of flexibility:

- ✗ Joint mobility.
- ✗ Elasticity of the tissues (muscles, tendons, ligaments).

2.1. Joint mobility:

It is the ability to move our joints through their full range of movement.



Reminder: A joint is a place where two or more bones meet. There are three types of joints, based on the amount of movement they allow: freely movable joints, slightly movable joints and immovable joints.

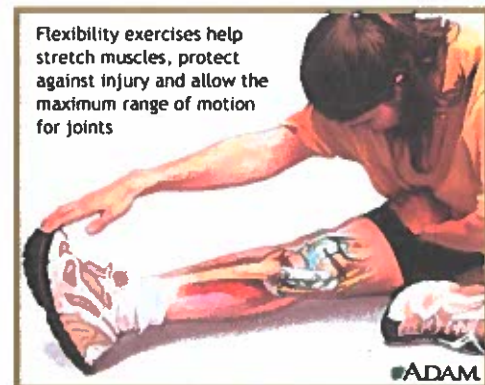
2.2. Elasticity of the tissues (muscles, tendons, ligaments):



Elasticity is the property that enables a muscle to return to its original shape after it has been stretched.

3.- Benefits:

- To avoid muscle and joint stiffness.
- To compensate bad postures (body attitudes).
- To delay muscle fatigue in an effort and improve recovery after exercise.
- To feel more "loose"; movements are more fluent and effective.
- To delay the onset of joint diseases (osteoarthritis ...).



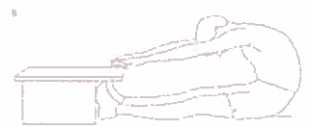
4.- How do we improve our flexibility?

- ❑ We can improve it by stretching our muscles and tendons and by extending our ligaments and supporting tissues all beyond their normal range of movement.
- ❑ We should only overload our muscles whilst we feel comfortable.
- ❑ The effects of flexibility exercises are very specific. We can, for example, be very flexible in our shoulders and yet show little flexibility in our lower limbs.
- ❑ Flexibility exercises, or stretching, should be part of training programmes.
- ❑ A person's flexibility does not depend on their shape.

5.- How do we measure flexibility?

The test used depends on the parts of the body that are going to be measured. We have chosen the following one: sit and reach test.

This test evaluates the flexibility of the hamstrings. To do it you have to sit down on the floor, legs straight, feet flat against a bench, and fingertips on the edge of a gym bench. Bend your trunk and reach forward slowly, keeping your knees straight. Hold this position for about two seconds. Measure the distance from the edge of the gym bench to the position reached by the fingertips. A person who can just reach their toes will score 0 cm.



6.- Flexibility and strength



We should work out both. We all need a combination of flexibility and strength. Flexibility allows us to use our strength through a full range of movement. Strength is needed to stabilise joints and avoid injuries.

After performing strength exercises it is necessary to do some flexibility exercises with the muscles that have been training.

7.- Physiological and environmental factors on which flexibility depends

- **Age:** we lose flexibility from birth and throughout our lives. Training stops this loss, and helps to improve flexibility. Flexibility should be developed at all ages.
- **Gender:** Women are generally more flexible than men, especially in the hips.
- **Warm up:** after warming up, a muscle is able to stretch much more than before doing it. The risk of injury decreases.
- **The temperature and time of day:** If it's cold, we will need much more time to warm up before working on our flexibility. In the morning the joints are more ossified, and the muscles are more rigid, making it more difficult to stretch them.



Flexibility assessment I
















1. What is flexibility?
2. What types of flexibility are there?
3. What is a joint?
4. How many different types of joints can we find in the human body? Write their names, and one example for each one.
5. Write whether each of the following sentences are true or false (and, if they are false, explain briefly why):
 - ❖ It is possible to work out flexibility without stretching our muscles.
 - ❖ Flexibility helps us to reduce the risk of injuries.
 - ❖ If someone has good flexibility in their legs then they should have good flexibility in their arms.
 - ❖ It is really necessary to work out our flexibility before doing strength exercises.
6. In each two cases, who has more flexibility? (explain why)
 - A boy or a girl:
 - A girl in the winter or the same girl in the summer:
 - Someone after a warm up or someone before a warm up:
 - An eighty year old or a ten year old:
 - A boy at 8.00 or the same boy at 15.00:
7. Draw or explain two different flexibility exercises for the following muscles:

Quadriceps	Hamstrings	Adductors	Gastrocnemius	Gluteals

8. Say which muscle is worked in each exercise:



Flexibility assessment II

EXERCISE	JOINT MOBILITY	STRETCHING EXERCISE	JOINT MOBILITY OR MUSCLE WORKED IN EACH EXERCISE	EXERCISE	JOINT MOBILITY	STRETCHING EXERCISE	JOINT MOBILITY OR MUSCLE WORKED IN EACH EXERCISE
							
							
							
							
							
							
							
							



Speed

Stamina

Strength

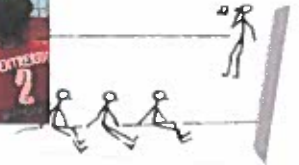
Flexibility

Speed is the ability to perform an action as soon as possible. (It is the ability to move all or part of the body as quickly as possible). Speed does not just mean running, but it is present in many sporting movements.

1.- Types of speed:

There are three types of speed:

✎ **Reaction speed:** is the ability to respond to a stimulus in the shortest possible time. This stimulus can be tactile, visual or auditory.



✎ **Movement speed:** is the ability to perform a skill or carry out a movement (like a smash in badminton, a baseball strike or a hit in fencing).



✎ **Displacement speed:** is the ability to go from one place to another in the shortest possible time (we can improve this kind of speed by running, swimming, skiing...).



2.- How do we improve our speed?

We cannot increase the percentage of fast-twitch fibres in our bodies, but we can improve our speed in sport in other ways, such as:

- ✗ Increasing strength through a programme of weight training and plyometrics. Stronger muscles will give more power and therefore more speed.
- ✗ Improving reaction time.
- ✗ Improving our agility: our ability to change speed and direction when moving quickly.
- ✗ Improving the ability to deal with lactic acid.
- ✗ Improving skill in our sport. For example, a more efficient swimming stroke will create less water resistance and lower our swim time.

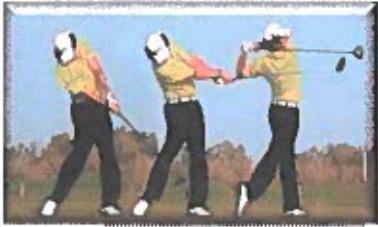
3.- How do we measure our speed?

A person speed can be measured simply by timing them over a measured distance, for example 50 metres.



Speed assessment

1.- What kind of speed are they using in each sporting action? You can mark more than one for some of them.



Speed reaction
Speed movement
Speed displacement



Speed reaction
Speed movement
Speed displacement



Speed reaction
Speed movement
Speed displacement



Speed reaction
Speed movement
Speed displacement



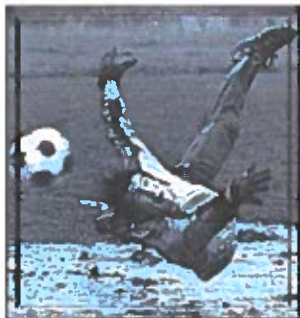
Speed reaction
Speed movement
Speed displacement



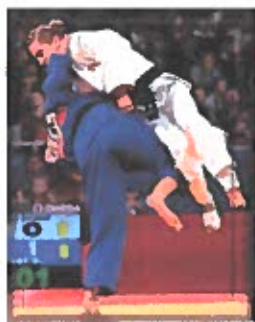
Speed reaction
Speed movement
Speed displacement



Speed reaction
Speed movement
Speed displacement



Speed reaction
Speed movement
Speed displacement



Speed reaction
Speed movement
Speed displacement



Speed reaction
Speed movement
Speed displacement

Name and surnames: _____

Class: _____

Qualification: _____



Physical condition tests

NAME AND SURNAME:

COURSE AND GROUP:

MARK

10									
5									
	1ª	3ª	1ª	3ª	1ª	3ª	1ª	3ª	
	Flexibility		Long jump		Sit - ups		Stamina		



1st TERM

Sit-ups		Long jump		Flexibility		Stamina	
result	mark	result	mark	result	mark	result	mark

3rd TERM

Sit-ups		Long jump		Flexibility		Stamina	
result	mark	result	mark	result	mark	result	mark



We need breakfast. Daily. Correctly. Why? A balanced breakfast has a positive impact in maintaining health and physical and intellectual performance.

It should provide a variety of nutrients, with more carbohydrates than fats and proteins, with vitamins and minerals such as calcium from dairy (like milk or yogurt) and fruit antioxidants.

1.- Benefits from a good breakfast:

Did you know that...?
In Spain, the average score at school of those who don't eat breakfast is 5'63, while those who do eat breakfast is 7'73.

- **It helps us to work and study better at school:** the brain consumes 25% glucose of the whole body. If we do not eat breakfast (or if our breakfast is not good enough) the brain is deprived of the fuel it needs to function at full capacity in the morning: lower concentration, lower learning capacity, lower resistance, less muscle strength...

- **Prevents us from becoming overweight:** those who eat a good breakfast eat foods based on cereals and bread, which contain fibers and promote the feeling of satiety. Those who have a bad breakfast (or don't have any breakfast) have an increased risk of becoming overweight.

Why? A person doesn't have a breakfast → they feel more hungry → they often eat badly between meals → at lunch or dinner they usually eat fatty foods.

Some people don't eat breakfast because they think that it will prevent an increase in their weight, but what actually happens is the opposite: they increase their risk of becoming overweight.

2.- Tips for a good breakfast:

- You are better to get up 15 minutes earlier than skipping breakfast.
- To whet your appetite it is advisable to start with a natural fruit juice freshly squeezed (everyone knows how to do it, and it does not require time).
- To have breakfast as a family: children sitting at the table in the company of adults usually eat a full breakfast.
- What to eat: dairy, fruit, cereals.
- Another option: breakfast in two doses: a glass of milk at home, and then different types of fruit, a yogurt or a sandwich at break time.



TEST. Answer the following questions and draw your own conclusions:

1. Do you have breakfast?
 - Sometimes B
 - Yes, every day C
 - Never A
2. What do you eat for breakfast?
 - Only one food A
 - At least 4 different foods C
 - 2 to 3 foods B
3. Do you change your breakfast?
 - Yes, almost every day / try to vary C
 - Only on weekends B
 - No, my breakfast is always the same A
4. How long does it take you to have breakfast?
 - More than 15 minutes C
 - Very little, less than 5 minutes A
 - Between 5 and 15 minutes B

1 - 6 points: You should rethink breakfast.

7 - 9 points: Not bad, but you can improve.

10 - 12 points: congratulations! Keep on with your good habit.

A = 1 points B = 2 points C = 3 points



1.- Review:

It is the assistance given to any person suffering a sudden illness or injury, with care provided to preserve life, prevent the condition from worsening, and/or promote recovery.

2.- Steps in an emergency:

- To protect
- To alert
- To help

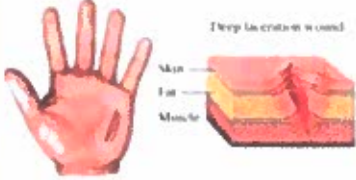

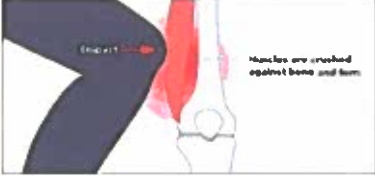

We have to protect both the victim and ourselves by making sure that a similar accident doesn't happen again.

To give the person the attention they need. We need to know what the person needs, and how to do it properly. Otherwise, we need to look for help.



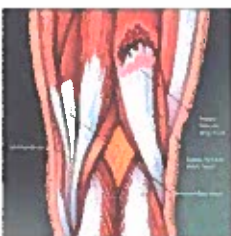

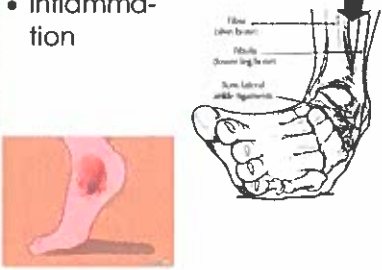
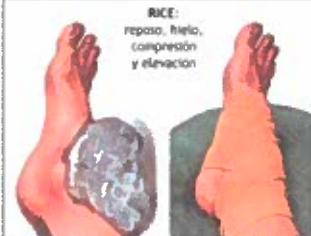

Call 1 - 1 - 2 (in all European Union countries). We have to give the following information:

- ✗ Our name and our telephone number.
- ✗ What has happened.
- ✗ Where it happened.
- ✗ What state the injured person is in:
- @ Are they conscious or unconscious?
- @ Are they breathing?
- @ Is the heart beating?
- @ What is their body temperature?
- @ Besides, we must report any unusual things we can see (maybe they are bleeding or have a broken bone...)

SOME INJURIES

Injury	Symptoms	Action
<p>Wound</p> <p>An injury to living tissue caused by a cut, blow, or other impact, typically one in which the skin is cut or broken.</p>	<ul style="list-style-type: none"> • Pain • Hemorrhage • Possible infection/inflammation • Skin irritation 	<ul style="list-style-type: none"> • Clean the wound with soap and water • Disinfect with an antiseptic (peroxide or mercromina) • Cover the wound with gauze 
<p>Contusion (bruise)</p> <p>Because of a hit, a region of injured tissue or skin in which blood capillaries have been ruptured; a bruise.</p>	<ul style="list-style-type: none"> • Severe pain • Inflammation and bruises 	<ul style="list-style-type: none"> • Remove clothes if pressing on the injury • Applying ice (no more than 20' three or four times daily the first three days) 



<p>Cramp</p> <p>A painful, involuntary contraction of a muscle typically caused by fatigue or strain</p>	<ul style="list-style-type: none"> • The muscle contracts involuntarily, causing severe pain in the affected area 	<ul style="list-style-type: none"> • Suspend physical activity you are doing • Massage the muscle until it relaxes • After relaxing the muscle, do some static stretching 
<p>Strain</p> <p>(or pulled muscle – colloquially-)</p> <p>Injury in which muscle fibers tear as a result of overstretching.</p>	<ul style="list-style-type: none"> • Violent feeling on a muscle. • Pain in the area, which increases when contracting the muscle. • Inability to move it • Inflammation of the area 	<ul style="list-style-type: none"> • Rest • Apply ice for no more than 20 minutes (don't apply ice directly to the skin) • Use a compressive bandage 
<p>Sprain</p> <p>The result of the twisting or loosening of a joint.</p>	<ul style="list-style-type: none"> • Pain in the ligaments of the affected area • Inability to move the joint • Inflammation 	<ul style="list-style-type: none"> • Applying ice (15 – 20') • Apply an anti-inflammatory • Rest • Compressive bandage 
<p>Sunstroke / heatstroke</p>	<ul style="list-style-type: none"> • High body temperature (between 39 and 41°) • Dizziness, confusion, disorientation • Excessive sweating • Redness and dry skin • Acceleration Pulse • Headache • Unconsciousness 	<ul style="list-style-type: none"> • Put the person in a cool, shaded place. • Have the person lie down and elevate their feet • Apply cold water to the joints. • Upon reaching 38 degrees, stop applying cold • Keep an eye on the temperature and, if it goes up, apply cold again 
<p>Tendonitis</p>	<ul style="list-style-type: none"> • Inflammation of the tendon caused by repetitive use or confusion • Severe pain when using the tendon 	<ul style="list-style-type: none"> • Apply ice after activity • Apply an anti-inflammatory • Rest • Compression bandage • Contrast baths (hot-cold every 5') when the area is not used

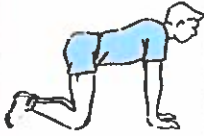
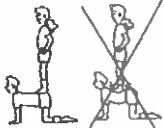






1.- Acrogym:

It is a combination of gymnastics and dancing. Working in groups, while dancing they have to do several different acrogym figures. (Sadly, we don't have enough space or mats to create a choreography).

2.- Roles:

- ▶ Base: they support the weight of the agile.
- ▶ Agile: they climb on top of the base, maintaining a static posture (usually).
- ▶ Assistant: they help both the base and the agile to do the figure or pyramid; also, they prevent falls.
- ▶ Observer: observes the work of the others, provides tips for improving the pyramid.

BASIC POSITION	DESCRIPTION	WHERE TO SUPPORT
On all fours 	Hands and knees on the floor; hands under shoulders, and knees under hips in order to provide a firm basis. The back has to be straight. Don't bend your elbows.	We can only put our weight over our partner's hips or shoulders. To avoid injuries we should never put weight on their back. 
Truck 	Keep your abs and gluteals contracted. Shoulders should be above hands. The body has to be completely straight. Don't bend your elbows.	Over our partner's shoulders. If we are going to raise someone in a truck, never bend your back: keep it straight and bend your knees, take the truck by their feet and stand up.
Support on thighs 	Both grab each other wrists. The "agile" has their body straight, the same as their arms, and feet over partner's thighs. The "base" can bend their elbows if needed (he is in charge of controlling the balance of the figure), and should keep their knees bended about 90°.	Feet of the "agile" close to the knees of the "base". Important: take care of hand grip. 
Support on hips  a b	The "base" always has their knees bent, thighs almost parallel to the floor, and back straight. a) Both bases hold one agile's leg by pressing against the leg with their shoulder and their forearm. b) The "agile" has their knees bent and resting on the back of the "base", and the rest of their body straight.	Feet on hips, never on thighs. In the final position, the hands of the "agile" are not on the body of the "base".

Pyramids Combination of the positions. A group of people, usually placed on at least two levels, in order to create a common figure. A pyramid is considered successful when we can maintain a stable position (safe and sound) for at least three seconds.

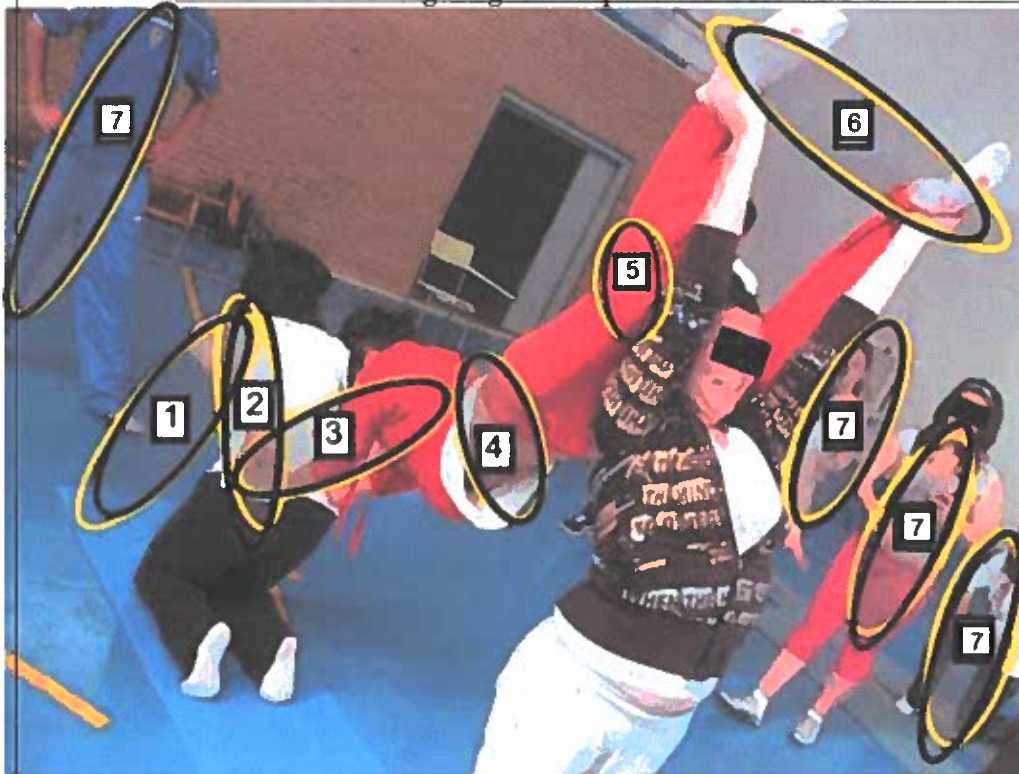


3.- Prevention and safety:

- Ⓢ Everybody must know perfectly how an exercise must be done before putting it into practice.
- Ⓢ Stop exercising and start the exercise again whenever support is not correct, or there is a risk of falling. Maintain constant communication among all members of the group.
- Ⓢ Do not perform a more complicated exercise until the previous step is mastered.
- Ⓢ Changing from one position to another slowly, always controlling the movement. Prevent falls.
- Ⓢ Do not perform an exercise without assistance when it is needed.
- Ⓢ Do not perform any exercise if you are injured or in pain.
- Ⓢ Remove shoes every time a person is going to get on top of another.
- Ⓢ Avoid exercise if there is a possibility of collision with objects or people (place mats away from walls, banks or other peer groups).
- Ⓢ Take care where we put our weight on others.

AcrogyM assessment I

Look at the following image and explain which are the seven mistakes:



1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____



Acrogym assessment II

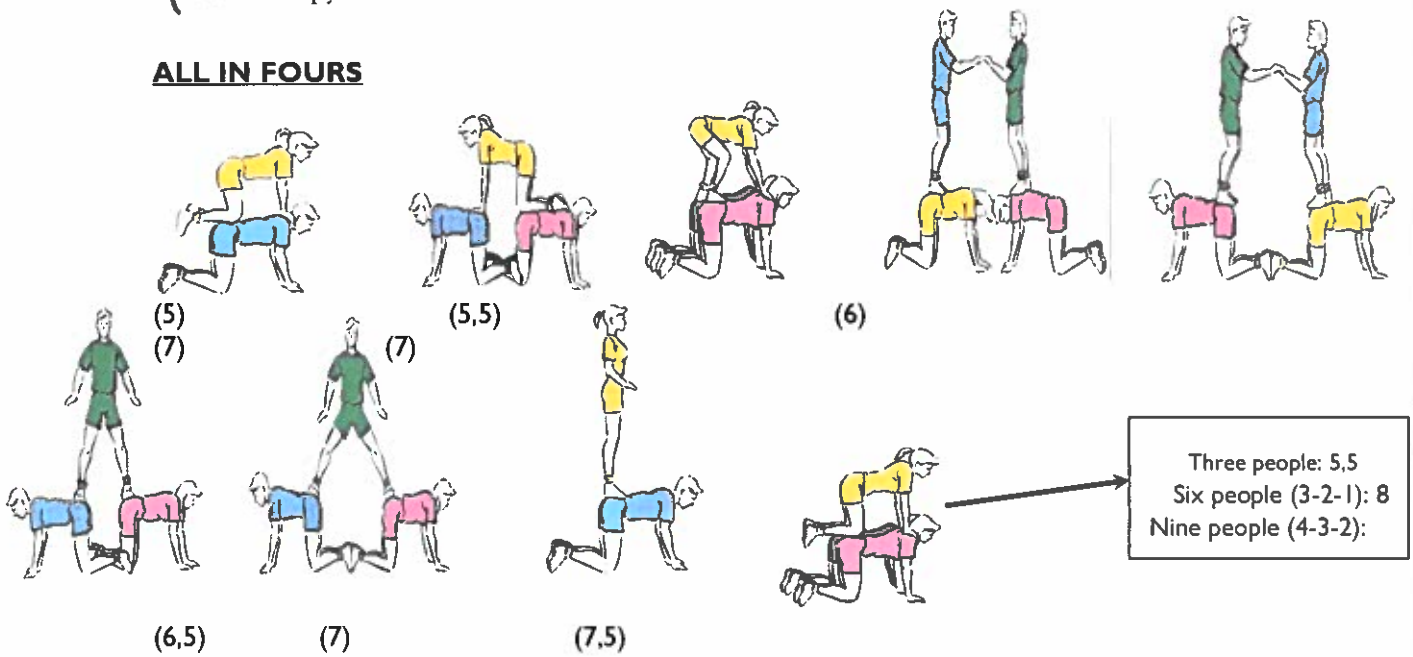
Each student must perform, at least:

(The rating of each figure is indicated in parentheses).

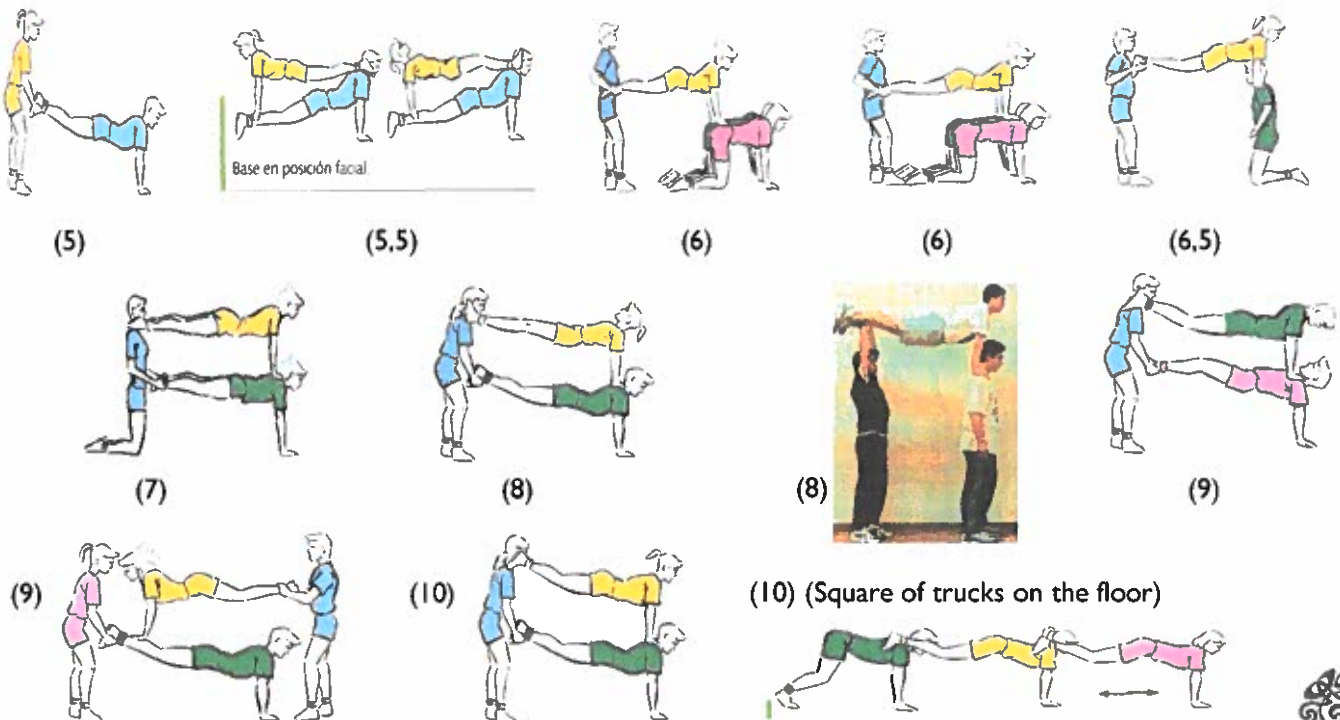
(If supporting points are removed, always safely, your final score increases).

- ⊙ One position on all fours
 - ⊙ One truck
 - ⊙ One support on thighs
 - ⊙ One support on hips
- (the role in these exercises could be the base or the agile)
- ⊙ One of the following exercises:
 - Support on feet.
 - Support on tibia.
 - Handstand / Balance invested over the body of another person.
 - ⊙ Two pyramids.

ALL IN FOURS



TRUCKS



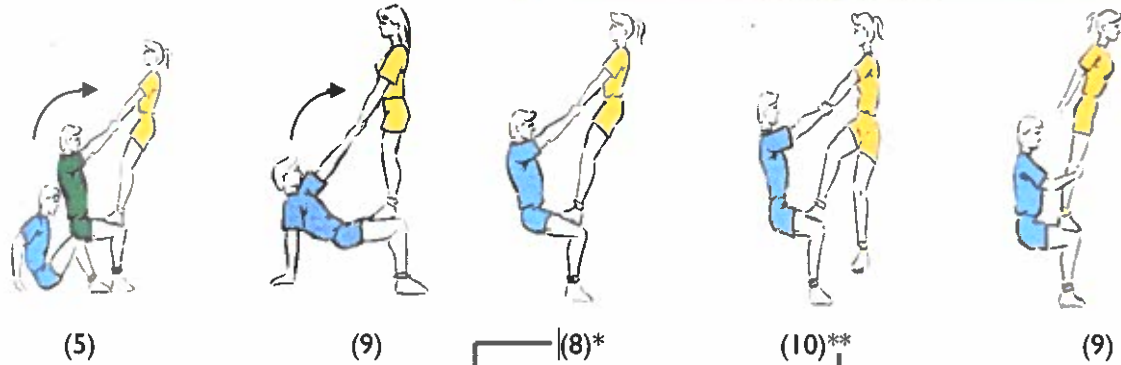
SUPPORT ON THIGHS



(5,5)

Four people (two agiles and two bases) (6,5)

Six people (three agiles and three bases) (7,5)



(5)

(9)

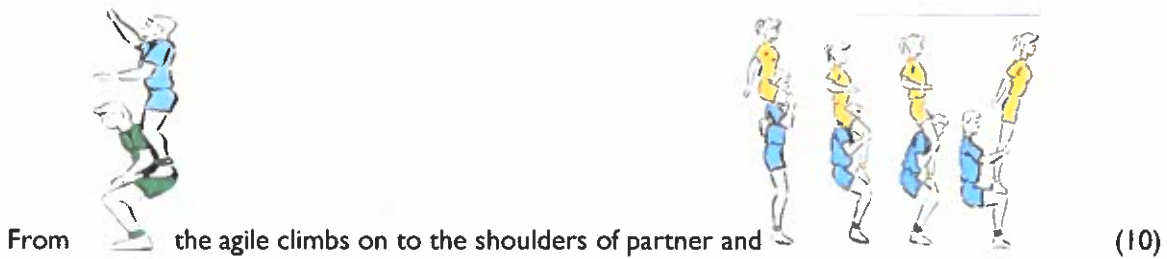
(8)*

(10)**

(9)

* Starting face to face, both standing

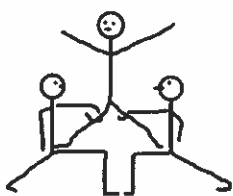
** Instead of removing a foot, a hand can be released: 9



From the agile climbs on to the shoulders of partner and

(10)

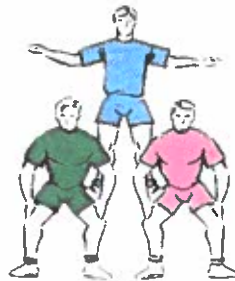
SUPPORT ON HIPS



(5)



(6)



(6)



(7,5)

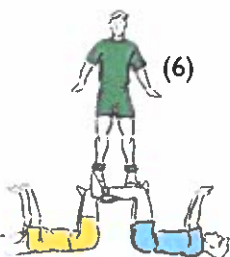


(10)

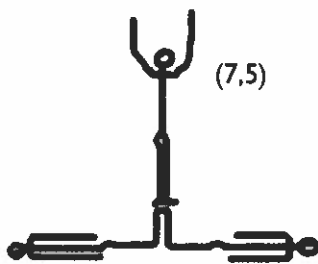
Support on hips: pyramid of four people (6)
Pyramid of eight people (8,5)

Pyramid of six people (7)
Pyramid of ten people (or more)(10)

SUPPORT ON FEET, SUPPORT ON TIBIAS

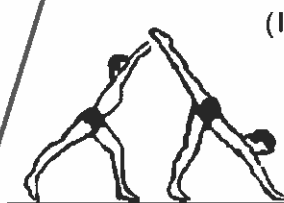


(6)



(7,5)

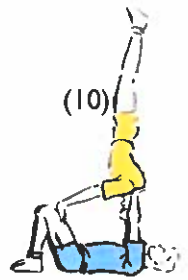
HANDSTAND



(10)



(8)



(10)



1.- A bit of history:

Almost all sports that use a stick are known as hockey, differing from each other mainly by the surface on which they are played (on grass, ice or roller hockey -Track duration). Floorball originated in the US in the 50s, but its development and popularization occurred in Sweden in the late 60s, mainly through schools. The impossibility of being outdoors in Sweden in the winter months, combined with the materials that both the stick and the balls were made from (plastic, cheaper and less dangerous than those required for other types of hockey), favored such popularization.



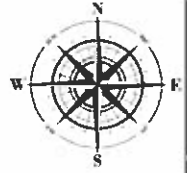
2.- Basic floorball rules:

- ❑ Playing court: the court should be 20 m x 40 m, with rounded corners. The goal area measuring 4 m x 5 m (no player, except the goalkeeper, can stay inside it).
- ❑ Duration of the game: three intervals of twenty minutes each.
- ❑ Number of players: six per team. Substitutions can be made at any time, without any limit.
- ❑ Use of stick: it is used to hit the ball; you can hit it with either of the two sides of the stick. The stick cannot be raised above knee height (to avoid possible accidents).
- ❑ What is allowed: using the stick to play the ball; stopping the ball with the foot; taking the ball from the opponent; running with the ball, passing the ball or shooting the ball to the goal.
- ❑ What is forbidden: passing the ball with the foot; using any part of the body to hit the ball (except the foot, to stop it); staying inside the small goal area; pushing opponents; hitting the opponent, or hitting their stick; moving the goal during play; throwing the stick; arguing with the referee.
- ❑ Goal: a goal is scored when the ball crosses the goal line. No goal is acceptable if an attacking player has moved the goal from its position and the ball enters it. But if the one who has moved the goal is a defending player, and the ball enters and crosses the goal line, the goal is accepted.
- ❑ Foul: happens when any player do something which is forbidden. The ball is played again from the place where the foul took place, and you are not allowed to throw the ball directly to the goal. The other players have to stay three meters away from the ball.
- ❑ Penalty: when a foul prevents the scoring of a goal, the player who takes the penalty begins with the ball from the center point of the field. The goalkeeper is on the goal line at the start of a penalty. (The rest of the players must be outside the pitch). If the goalkeeper commits any offense during the penalty shot, the attacker will be given a new one. The player taking the penalty shot may play the ball an unlimited number of times, but the ball must be moving forward throughout the penalty. When the goalkeeper touches the ball, the player who shot it can't touch it again.



1.- Review (and some new things):

Orienteering is knowing where we are in relationship to the four cardinal points: north, south, east and west.



We can use natural elements (sun, polar star, snowdrifts, moss, felled tree rings, migrations of birds, nesting trees, moon...) and artificial elements (map, compass).



What is a map? A map is a scale representation of reality, which means that the distances on a map and distances in the real world are proportional.

If a map has a scale of 1: 25000, it means that a unit of measurement on the map is equal to 25,000 of that same unit of measurement in reality.

For example, if there are forty six kilometers between Madrid and El molar, and there are ninety two kilometers between Madrid and Somosierra, then El Molar is right in the middle of this route. Then, if we view a map of all this area, and on the map the distance







In this case, 1 cm on the map is equal to 25000 centimeters in reality.

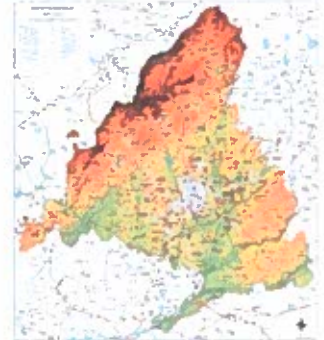
Scale 1:25000 → 1 cm in the map = 25000 cm in reality = 2500 decimeters in reality = 250 meters in reality.

Scale 1:100000 → 1 cm in the map = 100000 cm in reality = 10000 decimeters in reality = 1000 meters in reality.

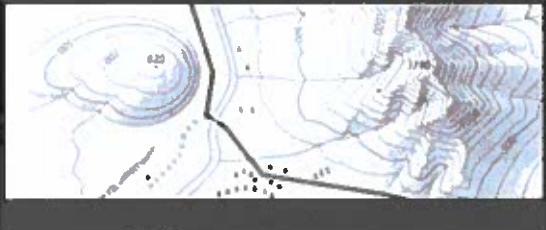
A map uses symbols, signs and drawings to express objects and elements that are in real world. If we don't know what these symbols mean, we need to look at the Map Key.

Map Key: explains the symbols, signs and drawings that we are going to find on the map. To help us, as a rule, every color has a different meaning:

-  Green: vegetation
-  Brown: mountains.
-  Yellow: open ground with good visibility.
-  Blue: water.
-  Black: constructions made by humans (such as roads, buildings, train tracks...).
-  Red: overprinted symbols of an orienteering courses (starting point, control points, control numbers, finish point).



(The darker the colors are on the map, the higher the mountain, or the deeper the water, or the thicker the vegetation).



How to use a map? To use a map we need to know both where the real north is, and where the north is on our map. This one (the north on our map) is usually on the top of the page but, in case it isn't there, there is always a sign which shows us where it is. Here are some of these signs:

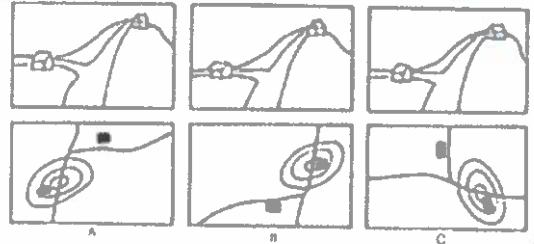


Therefore, when we know where both north in the real world and the north on the map are, what we have to do then is put both of them together (we should point the north on our map towards the real north).



Orienteering assessment

1. Which of the following maps is well oriented?



2. In which map is there a river to the north of the city?
 In which map is there a river from the south to the east?
 In which map isn't there any river on the east?
 In which map can we see the eastern bridge over a river?



A

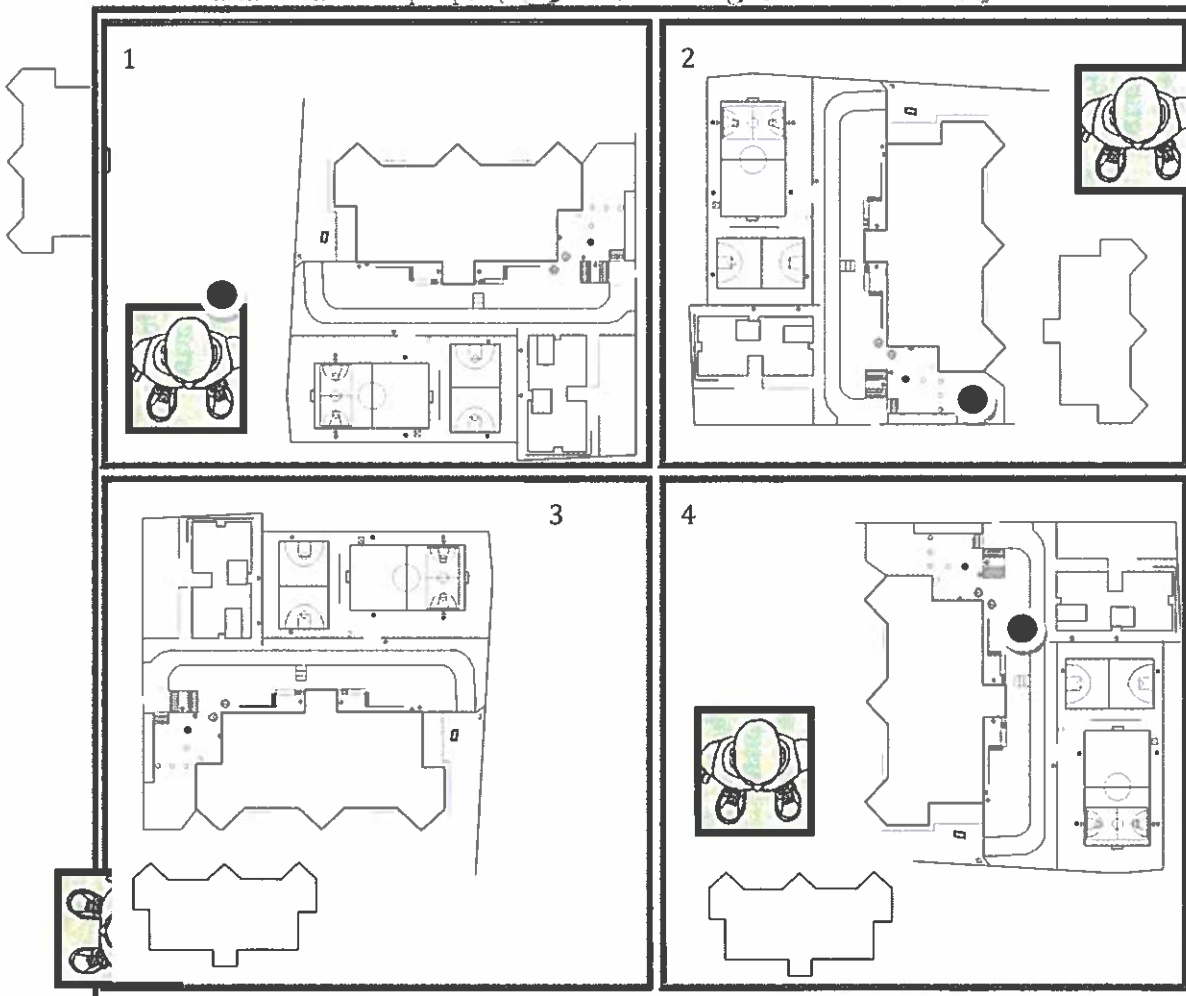


B

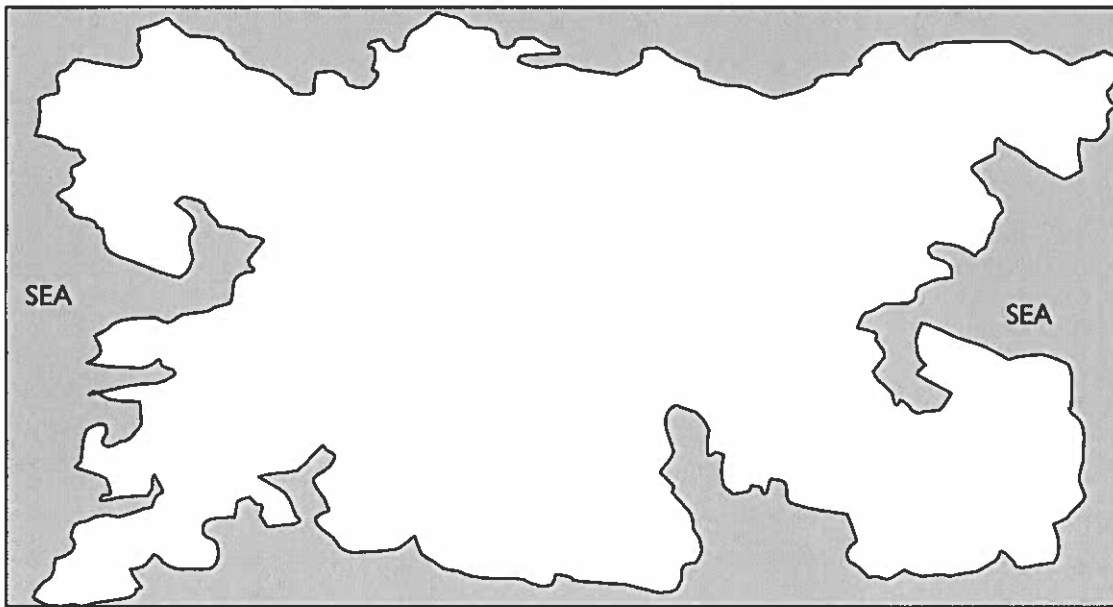


C

3. Which of the four people (●) in the drawing) is oriented correctly?



4. Draw (on the map) the following items at the cardinal points which are indicated, using the symbols of the legend (with appropriate colors: read page 49)



Map key

Mountains	Forest	River	City	House	Road

- 4.1.- Draw mountains in the North West of the map and name them: _____
- 4.2.- Draw a forest occupying the middle area of the South and name it: _____
- 4.3.- Draw another mountains in all the South East and name them: _____
- 4.4.- Draw a river that is born in the northern mountains of the map, and that has its river mouth in the south western point of the map, and name it: _____
- 4.5.- Draw three cities:
 - 1.- Place the first one in the north eastern point of the map, and name it _____
 - 2.- Place the second one in the south western point of the map, and name it _____
 - 3.- Place the third one in the center of the map, and name it _____
- 4.6.- Draw a road from the southern point of the north western mountains to the northern city.
- 4.7.- Draw a house in the Eastern point of the map.
- 4.8.- Assuming that the map has a scale of 1:100.000, calculate the following distances (you must show your working):

1.- Distance in meters between city 1 and city 2.

2.- Distance in kilometers between city 2 and city 3



1.- A bit of history:

Even though there are some ancient games more or less similar to our current football, or that there were other games in which a ball was hit with the foot in the Middle Ages, or of the existence of the calcio in the XVI century in Florence (a violent form of football played in the Piazza Santa Croce), the origins of this sport as we know it today are in the XIX century, in England. First written rules of the game are from 1848. In 1863 the first Football Association is founded, and from 1872 there are international matches. The first football club in Spain, founded by English workers in 1880, is the Recreativo de Huelva.



Ancient Greek
football player; 400-375 BC



Song dynasty painting.
1130-1160



Calcio fiorentino. 1688



Recreativo de Huelva

2.- Football rules: there are only seventeen rules in football. These are:

1. **Field of play:** it must be rectangular (length between 90 - 120 meters, width between 45 - 90 meters), with natural or artificial grass, green color.

2. **The ball:** it must have a circumference of 58 - 71 cm.

3. **Number of players:** each team has eleven players on the field (three substitutions are allowed).

4. **Player's equipment:** players must wear a jersey, shorts, stockings, shin guards and footwear.

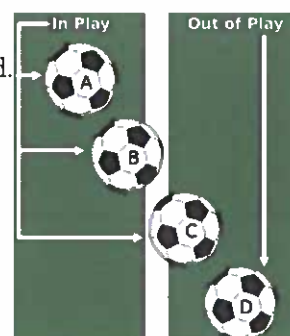
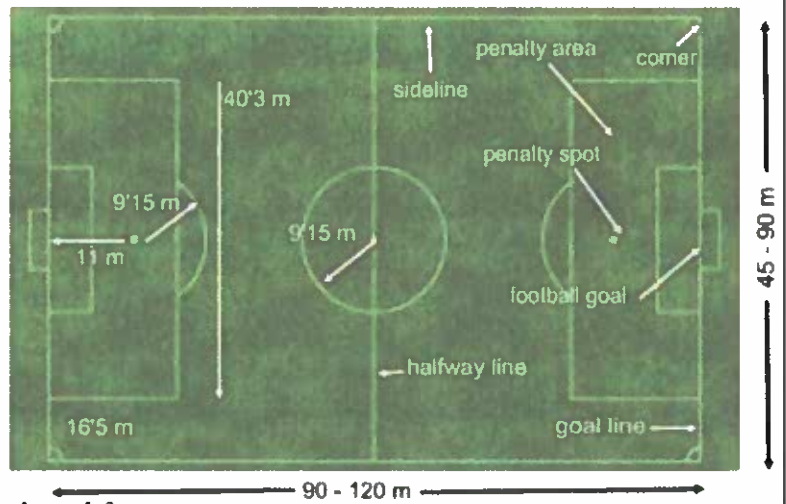
5. **The referee:** is responsible for enforcing the rules of the game.

6. **The assistant referees:** there are two, each one in the opposite sidelines. They help the referee.

7. **Duration of the match:** two halves of 45 minutes each.

8. **The start and restart of play:** from the center of the field (the same after a goal). Every team has to stay on their own midfield.

9. **The ball in and out of play:** the ball is out of play when it completely crosses the goal line or the sideline (or touchline).

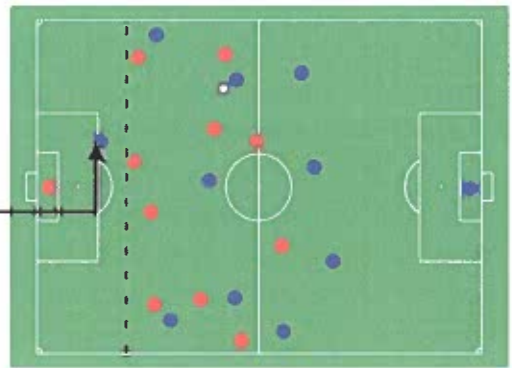


10. **Scoring:** a goal is scored when a ball completely crosses the goal line, between the goalposts

11. **Offside:** a player is offside when receiving a pass from a teammate if these two situations occur simultaneously:

- ✓ At the time the pass is made this player is closer to the goal than the ball.
- ✓ This player doesn't have at least two opposing players between their position and the goal.

OFFSIDE



12. **Fouls and misconducts:** kicking, grabbing or pushing another player, touching the ball with your hands (except the goalkeeper), etc, are penalized with free kicks.

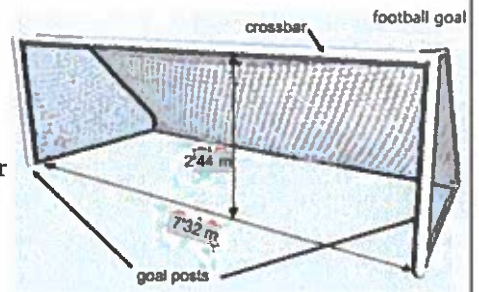
13. **Free kicks:** the ball is stopped. The player can not touch the ball again until another player touches it. All opponents must be at least 9.15m away from the ball. There are direct and indirect free kicks.

14. **Penalty kicks:** if there is a foul inside the penalty area, the sanction is a penalty kick.

15. **The throw in:** it occurs when a ball crosses the sideline. The player catches the ball with both hands and throws it over their head.

16. **Goal kick:** it occurs when the ball crosses the goal line (not through the football goal) and last player touching it was an attacking player.

17. **Corner kick:** it occurs when the ball crosses the goal line (not through the football goal) and last player touching it was a defending player.



2.- Basic football skills:

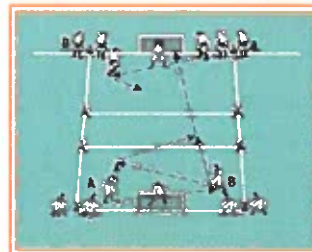
3.1.- **Control of the ball:** it is the action by which a player takes the ball leaving it in a position to be played in the way they wish to. To do it we use our feet, thighs, chest and head



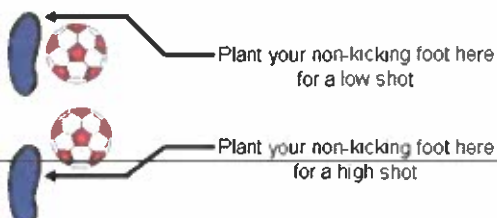
3.2.- **Displacements with the ball:** to go from one place to another while retaining control of the ball.



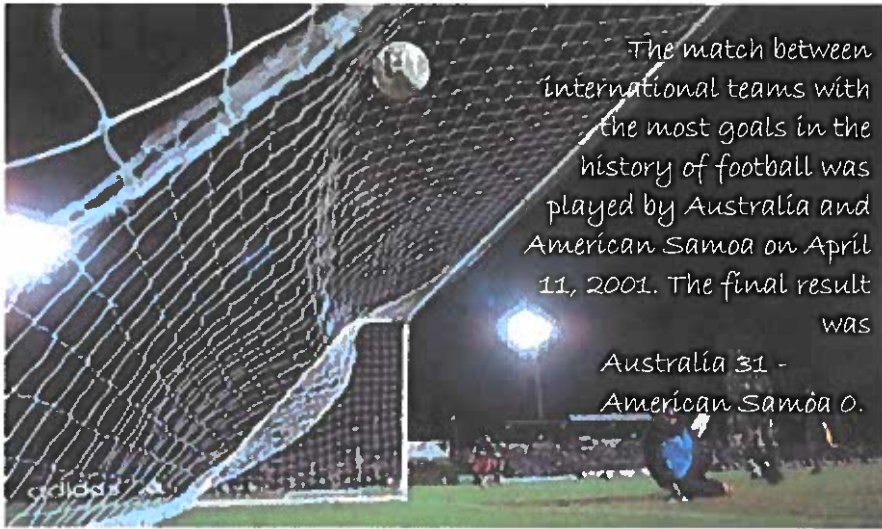
3.3.- **Passing:** action that allows to establish a relationship between two or more game players by striking the ball.



3.4.- **Shooting (on target):** it is a hit of the ball that is done with the intention of scoring.



3.- Some anecdotes at all important. Did you know that...?



The match between international teams with the most goals in the history of football was played by Australia and American Samoa on April 11, 2001. The final result was Australia 31 - American Samoa 0.



The first football match that was broadcast on television, in 1937, was Arsenal against their reserve team



Only four teams have won the women's World Cup: USA (1991, 1999 and 2015), Germany (2003 and 2007), Norway (1995) and Japan (2011).

The women's soccer team with the most leagues in Spain is the Athletic de Bilbao

Team	Titles
Real Madrid CF	33
FC Barcelona	25
Atletico Madrid	10
Athletic Bilbao	8
Valencia	6
Real Sociedad	2
Deportivo La Coruña	1
Real Betis	1
Sevilla FC	1

Team	Titles
Athletic Club	5
Levante UD	4
FC Barcelona	4
Athletic Club	3
Oroquieta Villarreal	3
Atletico de Madrid	3
Rayo Vallecano	3
BCD Español	1
CF Iruya Poble	1
Peña Barcelonista Barcelona	1
Ovartza KE	1
Malaga CF Femenino	1

The men's soccer team with the most leagues in Spain is the Real Madrid

World championships teams	
Brasil	5 (1958, 1962, 1970, 1994, 2002)
Germany	4 (1954, 1974, 1990, 2014)
Italy	4 (1934, 1938, 1982, 2006)
Argentina	2 (1978, 1986)
France	2 (1998, 2018)
Uruguay	2 (1930, 1950)
England	1 (1966)
Spain	1 (2010)

Up to eight teams have won the men's World Cup



Spanish Football Federation

Web site: www.rfef.es
 C/Ramón y Cajal s/n. 28230. Las Rozas (Madrid).
 Telephone number: 91 495 98 00.

Madrid Football Federation

Web site: www.rfmadrid.es
 C/ Benjamín Palencia 27. 28038. Madrid. Telephone number: 91 779 16 10

XII Movement, body expression and choreography

1.- Body:

Take care of the gesture, the posture, the look ...

Body segments, what to move (the whole body, only one segment, several parts of the body at a time, while others remain still static...).

Intensity of the gesture, muscle tone.

Tension / relaxation of the muscles.



2.- Space

Direcciones: delante – atrás; izquierda – derecha; arriba – abajo.

Trayectorias: recta, curva, quebrada, circular



3.- Time:

Duration.

Speed: fast, medium, slow. Movements in acceleration, deceleration, explosives ...



4.- Ways to work in group:

Unison: all together doing same movements and at the same time.

Lead & follow: one person does a movement or a sequence of movements, and the rest of the group copy it, doing exactly the same.

Canon: working in a group, person 1 does different movements; person 2 start to do the first movement when person 1 is doing the second one; person 3 dos the first movement when person 1 is doing the third movement, and person 2 is doing the second movement, and so on...

Action – reaction: one person does a movement or a sequence of movements, and it provokes in the rest of the group another movements.

Mirror: one person does a movement or a group of movements, and a partner (or the rest of the group) act as if they were the reflection of a mirror (if the leader raises their right arm, then the other people do exactly same movement, but with their left arm).

Contrast: everybody is doing one movement or a group of movements at the same time, but all movements are different.

Backward – forward: a sequence of movements can be done backward and forward (so the last movement doing the sequence forward is the first movement doing it backwards).



Each person must complete five exercises, chosen from the list given below:

5 points

Person 1 enters, jumps once, then the rope does a full rotation with nobody inside; person 2 enters and do the same, then person 3...

- A) One person enters, jumps ten times, then exits.
- B) Two people enter (one from each side), they jump ten times together whilst moving around each other to end up in their original starting position.
- C) One person enters, jumps twice, then the rope does a full rotation with nobody inside; person 2 enters and do the same, then person 3...
- D) Same as (C) but with no rests in between rotations. One person must leave while the next person is entering.
- E) Entering from both sides, two people must meet in the middle, jump together twice, then exit. Leave one rotation empty... and then repeat.

7 points

- F) Person 1 enters, jumps twice and exits. Then with no rests in between rotations person 2 enters, and so on... Repeat until everybody has jumped (including those who were holding the rope!).
- G) Person 1 enters, then person 2 enters and then person 3 enters... 1st person jumps and rotates 180 degrees (persons 2 and 3 do not rotate); 2nd person jumps and rotates 180 degrees (persons 1 and 3 do not rotate); 3rd person jumps and rotates 180 degrees (persons 1 and 2 do not rotate). Then immediately after, starting with person 1 again, everybody does same jumps and rotations. So then once everyone is facing in the original starting direction, person 1 exits, then person 2 exits, and then person 3 exits.
- H) Person 1 enters, person 2 enters, person 3 enters... they are jumping in a line/row. Person 3 then advances to the front of the queue, then person 2 and then person 1. While the person at the back is advancing to the front of the queue, the other two people should move backwards slightly to create more space.
- I) Two people enter together from opposite sides and jump twice, then exit. Without any break the next two people enter and do the same thing. Everyone in the group must jump once (including those who were holding the rope)
- J) Two people enter together from opposite sides and jump together four times. They must be on the opposite side by the end of the fourth jump, and then exit together. Then repeat for the following people in the group without any break.

10 points

- K) One person enters and does only one jump and then exits. Without pausing the next person enters... and repeat until everyone has jumped (including those who were holding the rope!).
- L) One person enters, jumps twice, and then while they are doing their second jump the next person enters and does their first jump... and repeat. The method dictates that there are always two people skipping inside the rope at the same time, and during each rotation there is always one person changing (entering, skipping or exiting).
- M) One person enters, does one jump and then exits. Without pausing the next person enters from the other side. Repeat until everyone (including those who were holding the rope) have jumped. When each person exits they need to return to the side they started on. Each person has to do the whole routine twice.
- N) The 1st person enters, then the 2nd, then the 3rd, then the 4th. One by one, everyone jumps and rotates 180 degrees to face the opposite direction. Then everybody jumps again and rotates 180 degrees (again, and one by one again) to face the original direction. The person 1 exits, person 2 exits, person 3 exits, and person 4 exits.
- O) The 1st person enters, then the 2nd, then the 3rd, then the 4th. Person 4 advances to the front of person 1 and then everyone else does the same thing, continuing to advance/jump to the front of the queue. As everybody is moving to the front of the queue, everyone else should move slightly backwards in order to leave space.



Having a go (pastime)

Match each expression related to sport with their meaning.

The ball is in your court

Call the shots

Get a head start

Give it your best shot

Keep one's head above water

To be on the ball

Blow the competition away

Have the upper hand

To throw in the towell

Keep the ball rolling

It's a race against the clock

They're not in the same league

Saved by the bell

Be skating on thin ice

Start before everyone else

Try not to fall behind in work or other duties

To give up

Not nearly as good as something or someone else

It's your decision or responsibility to do something now

Have a better chance of winning or succeeding

Short of time

Something that you say when a difficult situation ends suddenly before you have to do or to say something that you don't want to

To do something that is dangerous or involves risks

Make the decisions

Win easily

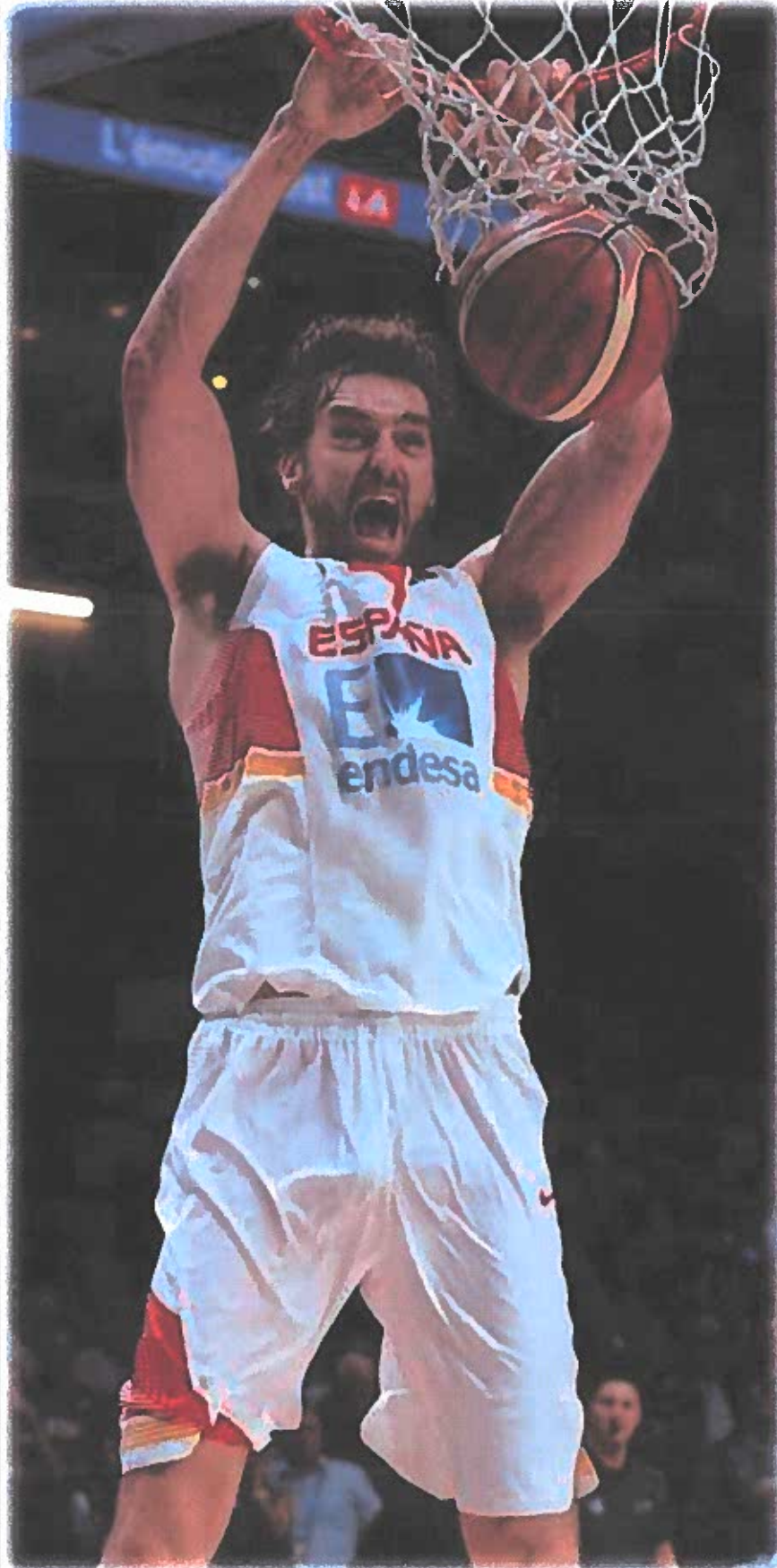
Ready and able

Try your hardest

Continue with the activity

Small reading

Thomas Edison said he never failed, he just founded 10,000 ways that will not work. Michael Jordan, the athlete I have most admired in my life, also said: "I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed".



After all these years at the top of international basketball, I have learned to better manage success and failure. Both elite sport and in the different facets of life, people who get more glory are, without exception, those who interpret failures as opportunities to learn and reinvent themselves, to get up and try again. The most advanced societies value hard work, sacrifice and the ability to innovate after failures over the perception of infallibility.

The nice thing about my job is that after finishing a game, in a few days, sometimes the next, comes a new time: another chance to redeem mistakes, another time to apply everything I have learned. It is a circle that in 18 years as a professional could have come to get tired me. At the end of the day is a routine like any other. But no, there is always another milestone to reach. At 35, like when I was a kid, the passion for playing and winning is still my engine. Every day I appreciate more how lucky I am having the privilege to love what I do and, at the same time, to inspire others.

Pau Gasol. *"Del éxito y el fracaso"*. El País Semanal, 5 de junio de



CRITERIOS DE CALIFICACIÓN DEL DEPARTAMENTO DE EDUCACIÓN FÍSICA

La calificación final será la media obtenida entre los siguientes apartados, según el porcentaje atribuido.

Evaluación de los aspectos cognitivos o conceptuales: 30%

* Pruebas teóricas (exámenes y controles). Para poder hacerse media con los restantes apartados, cada alumno ha de obtener al menos un 3,5 (si no es así, la evaluación estará suspensa al considerarse que el alumno no ha asimilado los conocimientos mínimos necesarios).

* Fichas y trabajos escritos.

Evaluación de los aspectos procedimentales: 40%

* Pruebas prácticas/ habilidades de cada Unidad Didáctica

En caso de NO realizar una prueba práctica y justificarla adecuadamente ésta se llevará a cabo con otro grupo, o bien se utilizará la hora del recreo previo acuerdo con el profesor/ a (es responsabilidad del alumno/ a la solicitud de una nueva fecha).

ALUMNOS LESIONADOS

En el caso de no poder realizar la clase o alguna prueba por prescripción médica, el profesor evaluará al alumno de todos los contenidos que estén en condiciones de realizar, con un nivel de exigencia adaptado a sus posibilidades, con ayuda del departamento de Orientación en caso necesario. En cualquier caso, los alumnos deberán: acudir a clase; realizar aquellas actividades prácticas que le sea posible realizar sin perjudicar su estado; tomar nota de los contenidos teóricos que se expongan; realizar el trabajo teórico que el profesor le solicite (tomar nota de la clase, lecturas, fichas, etc); asimismo, deben colaborar con la clase en los momentos en que se precise su ayuda (para la utilización del material, arbitraje, música, toma de tiempos, medidas, etc).

Evaluación del aspecto actitudinal: 30%

* Comportamiento, participación, interés, constancia y esfuerzo.

* Asistencia a cada sesión con la indumentaria deportiva adecuada (ropa y calzado). Cambiarse de camiseta y asearse al finalizar cada sesión.

RECUPERACIÓN DE EVALUACIONES PENDIENTES

Si se suspende alguna evaluación ésta podrá recuperarse de la siguiente forma mediante la repetición de las pruebas suspensas (caso de las pruebas prácticas o el examen escrito) o la mejora en su actitud, esfuerzo y trabajo (caso de la parte actitudinal).

RECUPERACIÓN DE MATERIAS PENDIENTES DE CURSOS ANTERIORES

Los alumnos que hallándose en 2º, 3º o 4º E.S.O. con la materia suspensa de uno o varios cursos precedentes aprueben el curso en el que se encuentran recuperarán asimismo el precedente y, por tanto, dejarán de tener la materia pendiente. Podrán asimismo recuperar dicho curso precedente si aprueban las dos primeras evaluaciones del curso en el que se hallen.

No obstante, los alumnos que tengan la materia pendiente (y no hayan aprobado las dos primeras evaluaciones del curso actual) tendrán la oportunidad de realizar un examen teórico en la última semana de abril o principios de mayo para superar los contenidos teóricos mínimos del curso anterior, siendo evaluada la parte de procedimientos con los resultados obtenidos en el curso donde se encuentre, pero baremados a niveles de exigencia del curso pendiente.

Finalmente, todos aquellos alumnos que no superen la materia por la vía ordinaria deberán presentarse a las pruebas de carácter extraordinario en el mes de junio.

PRUEBA EXTRAORDINARIA DE JUNIO

Los alumnos que no hayan aprobado la asignatura de Educación Física tras las tres evaluaciones ordinarias deberán realizar una prueba extraordinaria en junio. Ésta constará de un examen escrito (cuya nota mínima para hacer media con la prueba práctica habrá de ser de 5), la prueba de flexibilidad de

flexión anterior de tronco y una prueba práctica de resistencia aeróbica de carrera continua durante un determinado tiempo previamente estipulado (y durante el cual no se permite la mera marcha: en el momento en el que el alumno deje de correr se dará por finalizada dicha prueba). Las calificaciones se obtendrán de acuerdo con los siguientes baremos:

PRUEBA DE RESISTENCIA						
NOTA	Nacidos en 2005	2004	2003	2002	2001	2000
0	<5'	<5'	<10'	<10'	<15'	<20'
1	7'	8'	13'	14'	19'	24'
2	9'	11'	16'	18'	23'	28'
3	11'	14'	19'	22'	27'	32'
4	13'	17'	22'	26'	31'	36'
5	15'	20'	25'	30'	35'	40'
6	17'	22'	27'	34'	39'	44'
7	19'	24'	29'	38'	43'	48'
8	21'	26'	31'	42'	47'	52'
9	23'	28'	33'	46'	51'	56'
10	25'	30'	40'	50'	55'	1 h

PRUEBA DE FLEXIBILIDAD (hombres)						
NOTA	Nacidos en 2005	2004	2003	2002	2001	2000
0	-12	-11	-10	-9	-8	-7
1	-10	-9	-8	-7	-6	-5
2	-8	-7	-6	-5	-4	-3
3	-6	-5	-4	-3	-2	-1
4	-4	-3	-2	-1	0	1
5	-2	-1	0	1	2	3
6	1	2	3	4	5	6
7	4	5	6	7	8	9
8	6	7	8	9	10	11
9	8	9	10	11	12	13
10	10	11	12	13	14	15

PRUEBA DE FLEXIBILIDAD (mujeres)						
NOTA	Nacidos en 2005	2004	2003	2002	2001	2000
0	-8	-7	-6	-5	-4	-3
1	-6	-5	-4	-3	-2	-1
2	-4	-3	-2	-1	0	1
3	-2	-1	0	1	2	3
4	0	1	2	3	4	5
5	2	3	4	5	6	7
6	5	6	7	8	9	10
7	9	10	11	12	13	14
8	12	13	14	15	16	17
9	14	15	16	17	18	19
10	16	17	18	19	20	21

Recibí criterios de calificación del Dto. De Educación Física

Familia del alumno/a:

Fdo:

FICHA MÉDICA

APELLIDOS _____ **NOMBRE** _____ **CURSO:** _____

EN LA SIGUIENTE FICHA (DE CARÁCTER CONFIDENCIAL Y USO EXCLUSIVO POR EL DEPARTAMENTO DE EDUCACIÓN FÍSICA), DEBE SEÑALAR SI O NO. SOLO SI LA RESPUESTA ES AFIRMATIVA, ROGAMOS CONTESTE A LAS PREGUNTAS. ¡GRACIAS POR SU COLABORACIÓN!

1ª ¿PADECE SU HIJO/A ALGÚN TIPO DE ENFERMEDAD O PROBLEMA CARDIOVASCULAR? SI NO EN CASO AFIRMATIVO, SEÑALE CUÁL Y DE QUÉ TIPO

2ª ¿PRESENTA SU HIJO ALGÚN TIPO DE ALERGIA (DE PRIMAVERA U OTRO TIPO) ? SI NO SEÑALE CUÁL

3ª ¿PADECE SU HIJO/A ALGÚN TIPO DE ASMA O PROBLEMA RESPIRATORIO? SI NO EN CASO AFIRMATIVO SEÑALE CUÁL Y DE QUÉ IMPORTANCIA

4ª ¿PADECE SU HIJO/A ALGÚN TIPO DE LESIÓN O ENFERMEDAD DEL APARATO LOCOMOTOR EN MÚSCULOS, HUESOS Y ARTICULACIONES SI NO EN CASO AFIRMATIVO, SEÑALE CUÁL

5ª ¿PADECE SU HIJO/A ALGÚN TIPO DE DESVIACIÓN O PROBLEMA EN LA COLUMNA? SI NO SEÑALE DE QUÉ TIPO Y GRADO:

POR ÚLTIMO ¿EXISTE EN LA ACTUALIDAD ALGÚN OTRO TIPO DE PROBLEMA DE SALUD QUE HAGA QUE SU HIJO/A DEBA ACCEDER A UNA ADAPTACIÓN CURRICULAR POR PARTE DEL DEPARTAMENTO DE EDUCACIÓN FÍSICA, PARA CURSAR LA ASIGNATURA DE EDUCACIÓN FÍSICA? SI NO

EN CASO DE RESPUESTA AFIRMATIVA EN ALGUNA DE LAS CUESTIONES ENUMERADAS ANTERIORMENTE, Y CON EL OBJETO DE ACCEDER A UNA ADAPTACIÓN QUE PERMITA AL ALUMNO/A CURSAR LA ASIGNATURA EN LAS MEJORES CONDICIONES, DEBE PRESENTAR ANTE EL DEPARTAMENTO DE EDUCACIÓN FÍSICA UN CERTIFICADO MÉDICO OFICIAL EN EL QUE CONSTE: -PATOLOGÍA Y/O ENFERMEDAD -CONTRAINDICACIONES HACIA EL EJERCICIO FÍSICO (QUE TIPO DE EJERCICIOS, DEPORTES Y A QUE INTENSIDAD PUEDE REALIZARLOS) - Y DURACIÓN (SI ES TRANSITORIA) DE LA PATOLOGÍA QUE PROVOCA LA ADAPTACIÓN CURRICULAR.

OTRAS CONSIDERACIONES A EXPONER:

NOMBRE DEL PADRE/MADRE O TUTOR _____

DNI: _____

(EL ABAJO FIRMANTE CERTIFICA QUE TODOS LOS DATOS REFLEJADOS EN EL PRESENTE DOCUMENTO SON VERDADEROS) FIRMA (DEL PADRE/MADRE O TUTOR)

EN _____ A _____ DE _____ DE _____