

LESSON PLAN 1

HEALTH AND FITNESS

MAIN PURPOSES: 1. Become aware about the importance to lead a healthy lifestyle

2. To enjoy and to be involved in physical games

CONTENT OUTCOMES

- To apply the rules of the different games
- To develop body control in opposition games
- To explore tactic aspects in cooperative games
- To participate or assume leadership among the different activities

COGNITION OUTCOMES

- To distinguish Health and Fitness
- To decide what games refer to the different sort of health types
- To locate social, physical and mental health
- To contrast the whole group lifestyle in order to reach a conclusion

COMMUNICATION OUTCOMES

- To use specialised terminology to give instructions during the games
- To encourage partners in order to achieve personal or collective aims
- To interpret tactics through visual signs
- To discuss the importance of teamwork in today's lesson

CULTURE OUTCOMES

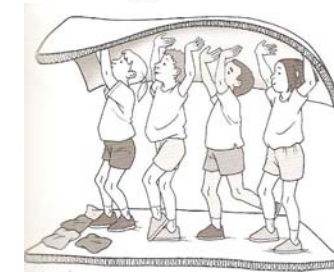
- To raise awareness about the physical activities that can be done in the daily life
- To recommend games as a way to develop social, physical and mental health
- To show respect in the use, place and collection of material

ACTIVE CHALLENGE: *Are you on the healthy track?*

LEARNING and TEACHING ACTIVITIES

- ✓ Packet game. The whole group moving around. First walking forwards and then backwards, jumping, rocking and running in different directions. While they follow these instructions they must join in groups of as many persons as the number called by the teacher. The last instruction will organise the students in groups of six.
- ✓ Each team has to cross the room carrying their treasure, standing only on the islands which are two mats per team. This will involve a stepping stone action: each team stands on one of their islands, then moves the spare mat ahead and transfers the treasure onto that mat. They then step onto the mat in front and move the mat they have just vacated ahead-and so on until they have crossed the room.
- ✓ Multi-Way Tug-of-War. Divide the class into four groups of similar strength. Students should prepare appropriately taking hand jewellery off and warming up their hands by beating against their classmates' hands or pulling a rope in traditional 1 on 1 tug-of-war. Lay out the ropes as shown in the diagram. Before starting students should know about these basic rules: first, no wrapping or tying around anyone or anything- only hold rope with hands; second, watching out for rope burn on hands- let go if rope is moving through hands; thirdly, watching out for rope burn on body- let go if you lose footing. First command is "take the strain". This is only to take up the slack. When the centre ring which joins all the ropes is stable and centered, teacher goes on with the second command "go". Then teams attempt to pull the center ring or knot over their finish line. This can rarely be achieved with strength alone and instead will require guile. Teams can swivel to cooperate as well as switch directions. All in all is a fun and demanding activity where all the teams pull against each other, requiring communication and tactics as well as strength to win. Conduct several rounds until one team earns two victories.
- ✓ Willow in the wind. In groups of about eight, one person volunteers to be the "willow" in the middle. She/he remains with the body straight, arms crossed and hands on shoulders. The little group has to be tight, should-to-shoulder, arms outstretched. In this position, hands should almost touch the person standing in the middle. This ensures that the initial fall will be very gentle. Gradually the group can ease back to allow a more expansive lean. Large and small pupils may be distributed to avoid weak points in the circle. Before leaning it's useful to create a contract between the willow and the group. It can go with willow saying "I'm ready to fall. Are you ready to catch me?", the group should answer: "we are ready to catch you. Fall away". Last step goes on with willow's "falling" word, and the group "ok". When willow has had enough, simply open eyes, stand up and thank the supporting atmosphere of the group.

DRAWING



FEEDBACK: *Have you realised that depending on the approach in PE activities we can be working on social, mental or physical health?*

- ✓ Cool-down with students sited on the floor and stretching at the same time that they try to think about the above question.

LESSON PLAN 2

ULTIMATE CIRCUIT TRAINING

MAIN PURPOSES: 1. To identify the different sort of fitness components developed in the lesson 2. To work intensively through a musical circuit training

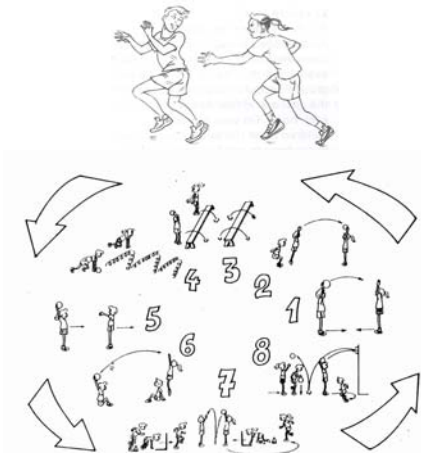
CONTENT OUTCOMES	COGNITION OUTCOMES	COMMUNICATION OUTCOMES	CULTURE OUTCOMES
<ul style="list-style-type: none"> To work hard in order to improve the self-physical condition accepting their own limitations To become aware of the right body position to avoid injuries using correctly the rest time between stations To cooperate with the partner and respect the classmates' difference fitness level To try to carry all the exercises out during the time of work 	<ul style="list-style-type: none"> To analyse whereas the session follows the principles of overload, progression, specificity, reversibility and variance. To understand the principles of training To identify the muscular work in every station and the stretching To select components of fitness that have been developed in the circuit To identify the circuit as a method of collective training that can be set for individual targets 	<ul style="list-style-type: none"> To name the exercises of the circuit To distinguish several actions by telling the phrasal verbs To use the body language to reproduce the actions written in the laminated sheets Giving reasons for or against the use of musical support in PE classes 	<ul style="list-style-type: none"> To discuss the advantages and disadvantages of circuit training To justify this method as a useful tool to develop fitness in different sports To link the current lesson with the theoretical contents about health and fitness To show responsibility in leaving the hall sport in the same way they have found it

ACTIVE CHALLENGE: *Have you ever watched a circuit training session of Barcelona FC Handball team?*

LEARNING and TEACHING ACTIVITIES

- ✓ Personal warm up in little groups led by one voluntary. Meanwhile, teacher put laminated sheets with a draw of the exercise.
- ✓ Once the group in charge of material helps to distribute mats, cones, benches and the rest of materials through the sports hall, the whole group meets to listen to the explanation of how the method works.
- ✓ Teacher explains that a circuit is made up of several activities. Each activity is given its own space in the gym; this space is called station. Each activity is completed as many times as possible, these are called repetitions. There is a set time for each activity; 60 seconds. In this time and according with the physical condition of every student, as many repetitions of the activity are performed as possible. The time to rest and move on the other station will be 30 seconds. When all exercises at each station are completed, the circuit is finished.
- ✓ After a break to drink water we'll repeat the circuit. The intensity will be increased because the time of work will be reduced to 30 seconds and the time of rest will be 15 seconds. During all the lesson the music will accompany the work combining the lively music during the work and a calm one for the transition.
- ✓ The last step will consist in carrying the circuit out by stretching the muscles that has been worked in a mainly way in each station. Calm music will go on an students should decide in groups of work which are the muscles than they must stretch. We'll provide one laminated sheet to check the stretching.
- ✓ When the round is over, students will collect the material of their last station and the persons in charge will organize and tidy in the room.

DRAWING



FEEDBACK: *Have you work in a competitive way trying to achieve more repetitions than others?*

- ✓ In a circuit, beginners and fitter people can work at the same time because they can work within the same limits, but they each complete a different number of repetitions
Start thinking how would you prepare a circuit training to be realized by your classmates
- ✓ Students join in mixed groups of four or five and debate about what materials they can use to carry a circuit training out and how will they manage to record the music.
- ✓ Teacher explain that they will realized the circuit in three weeks time.

LESSON PLAN 3

PLIOMETRY AND SELF-WEIGHT WORK

MAIN PURPOSES: 1. To develop control in holding the body weight over different surfaces and parts

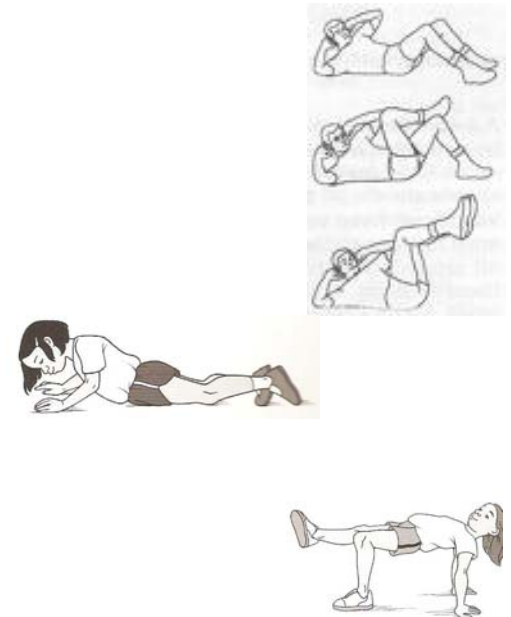
CONTENT OUTCOMES	COGNITION OUTCOMES	COMMUNICATION OUTCOMES	CULTURE OUTCOMES
<ul style="list-style-type: none"> To develop control in holding the body weight over different surfaces and parts. Experiment to find how many sorts of jumps there are To strengthen legs to gain skill in their use To recognise static and dynamic work of strength, pros and cons. To understand the main characteristics of the strength as one component of fitness 	<ul style="list-style-type: none"> Analyse the loss of strength in the low extremity along the human evolution To recognise the harms of machine weight work in the adolescence To become more bodily aware by experiencing the easy or difficulty of supporting the body weight. To concentrate the attention of the class on the importance of the work of legs as the main means of body support and travelling 	<ul style="list-style-type: none"> To discuss what are daily more necessary, the relative strength or maximal strength To promote care and control in self-weight exercises by formulating property information 	<ul style="list-style-type: none"> Determine what sort of daily situations implicate the self-weight work To compare free weight training sessions with machine weight training sessions To be critical with media advertising about how to be stronger

ACTIVE CHALLENGE: *Do you think you are working harder as more reps you do in every exercise?*

LEARNING and TEACHING ACTIVITIES

- ✓ Every student travel around the hall among different directions.
- ✓ Teacher suggests walking, then galloping, skipping or hopping. Moreover, teacher has prepared a huge repertoire of individual movements to be introduced at the same time that they travel. This sort of repertoires must be accompanied by a physical show to help to understand all the self-weight exercises.
- ✓ From time to time teacher makes commands that all the students should follow until another command of "trot" allow them to change into a relaxed movement of walk or galloping.
- ✓ Seal walk; begin to "walk" on arms, keeping legs straight up, thus causing body to stretch out, and gagging legs held straight.
- ✓ Tip-up balance; Place hands on floor, palms down, forward and sides of feet. Tip the body forward slightly, head up, the arms bearing the entire weight. Bend the elbows slightly. At the same time, bend the knees and place them on the inner side of the arms, upper-elbow area. Keeping head raised and toes pointed, achieve balance.
- ✓ Supine Arch; Extend arms backward; place hands well behind buttocks, fingers pointing toward or away from buttocks. They must raise body slowly; head arched and legs straight with toes pointed. They should maintain this position until back is fully arched.
- ✓ Push up; adopt the front support position, arms extended, shoulder width apart. One repetition is when chest quite touches the ground, then arms fully extend.

DRAWING



- ✓ Although we are focus on a weight work, we'll introduce three games to provide variety and relaxation of some muscles. So, we put the whole group into six teams. Every couple of teams will compete against each other in three different pre-sportive games.
 - ✓ Football-hand, ten balls and mini football. In the first one all the participants start bending the body at waist, keeping legs straight as hands are placed and palms down on the floor, in front of feet. With arms and legs kept straight, their target is to score a goal just touching the ball with their hands, always respecting the start position.
 - ✓ Ten balls consist in achieve ten throws among your team avoiding that ball fall on the ground, neither the other team intercept the ball.
 - ✓ Mini football is a match following the five-a-side football rules but in a smaller place.
 - ✓ The common aspect in all the games is that every time the game or the match stop due to a foul, a ball that fall on the ground or an out, all the participants in that game must realise a self-weight exercise (ten reps) learned in the warm up above and that it will be read in a laminated sheet.
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- ✓ In the second part of the class we move onto a low extremity work of Pliometry. We will organize this method preservation the same six groups. We will work now in a reduced place in order to join the group and provide the right listening of the instructions.
 - ✓ Every group stands in front of another group with a wide space between them. Every couple of teams will work the same kind of pliometry that the opposite team trying to observe their technical.
 - ✓ We prepare desks, ropes moreover ladders and rings that correspond to the first, second and third space. This space is shared for every couple of teams.
 - ✓ Teams do a rotation after several minutes working in each station.

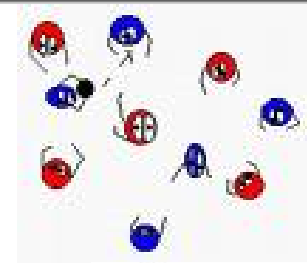


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FEEDBACK: Do you think you need machines weight training to develop your strength?

LESSON PLAN 4

PARTNER WORK AND MEDICINE BALL

MAIN PURPOSES: 1. To use appropriate communication to negotiate and resolve conflict

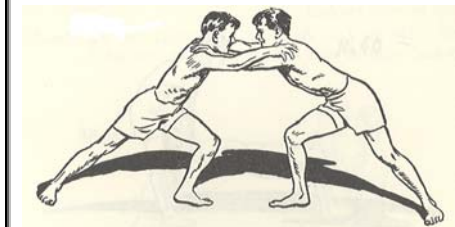
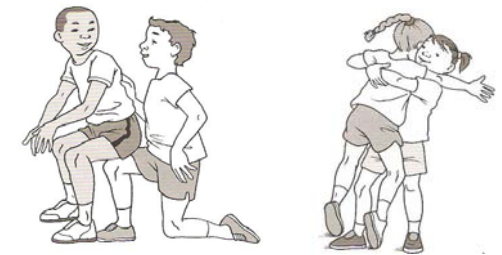
CONTENT OUTCOMES	COGNITION OUTCOMES	COMMUNICATION OUTCOMES	CULTURE OUTCOMES
<ul style="list-style-type: none"> To develop the strength through lifting, carrying, pulling and pushing a partner Apply the rules of lifting, pushing and pulling in the partner work 	<ul style="list-style-type: none"> To select the best technique for each exercise. 	<ul style="list-style-type: none"> To provide a variety of expressions to refer to lifting, carrying, pulling and pushing To show respect and positive communication skills with others. To use appropriate communication to negotiate and resolve conflict. 	<ul style="list-style-type: none"> To solve tasks by collaborative learning To recognize lifting, carrying, pulling and pushing as everyday activities

ACTIVE CHALLENGE:

LEARNING and TEACHING ACTIVITIES

- ✓ We start with a chasing warm up game. One voluntary is an "it" and the rest of the group spread around the hall running to avoid to be caught. Teacher explains that there will be lots of possibilities to avoid to be the "it". Every few seconds teacher will command actions that must be realized in pairs during five seconds more or less. If the couple manage to remind in the right position the "it" should go to another direction to catch someone else. On the various commands listed below, participants should carry out an appropriate action in pairs. Teacher should remain that every time the command change they must change the partner.
- ✓ Horses; one student gets down on all fours and the other stands astride their back to sit on their bum.
- ✓ A lots of love: one student lifts the other from the floor in either an arm lift or piggy back
- ✓ Sitting on a chair: one student drops onto one knee and provides a seat with the other knee; the partner sits on the raised knee
- ✓ Princess; One player hold the other with one hand an arm lift and the other by the legs. Princess may embrace the partner neck
- ✓ Roly-Poly: Two players adopt the front support position side by side and shoulders touching. One rolls over his partner's back, sideways and backwards, to drop into the front support position on the opposite side.
- ✓ Body cross; The couple must lay down quickly on the floor backwards one on top of the other forming a cross.
- ✓ While the group forms a circle to stretch a little bit, teacher use this time to explain that probably they have felt more comfortable with some partners because of confidence and physical similarities. For that reason they must choose a partner to work the strength. We list some exercises.
- ✓ Leg lift. Partners sit facing each other with feet astride and arms folded. One leg is placed over and the other under the opposite legs of his partner. On the signal each tries to lift the other's leg, at the same time keeping his own on the floor.
- ✓ Elbow wrestle. Partners sit back to back with knees bent, elbows locked, one over and one under that of his partner. Partners then try to force each other's trunk sideways so that his elbow touches the floor
- ✓ Arm wrestle. Partners lie head to head, facing each other and supported on the right elbow. They decide if they are using the right or left hand. Hands are clasped and on the signal each tries to force his opponent's hand to the floor.
- ✓ Chinese boxing. Partners stand facing each other grasping the opponent's left wrist with the right hand. Each tries to hit the other with the right hand.
- ✓ Cock fighting. Partners sit facing each other with knees bent and hands clasped under the knees. Using the feet only, each tries to roll the other backwards.
- ✓ Knee boxing. Partners assume a boxing stance, but crouched forward. Each tries to slap his opponent's knees.
- ✓ Hand tug. Students stand right hands clasped and right feet forward and touching. They either push or pull in an effort to make the opponent move the fixed foot.
- ✓ Leg tug-of-war; Partners stand facing each other with right legs raised forward and feet interlocked behind the ankles. They use this leg grip to pull each other.

DRAWING



- ✓ Duck Fighting. Partners face each other in knees full bend position. By hopping and dodging each tries to push the other backwards.
- ✓ Shoulder push. Partners stand facing with hand on each others shoulder. They try to push each other backwards.
- ✓ Chinese getup. Partners sit back to back with elbows linked. They stand up and sit down, by pressing backwards against one another.
- ✓ Turn the turtle. One player spreadeagles himself face downwards on the floor. His partner tries to turn him over by gripping an arm and leg.
- ✓ Front support contest. Partners face each other in the front support position, feet astride. They try to snatch each other's wrists away, so as to cause a collapse.
- ✓ After this set of partner activities we propose that students form mixed groups of five or six and to sit on the floor waiting to receive a medicine ball from the person in charge. Teacher will command the list below.
- ✓ With legs astride, they throw a medicine ball from one to the other in an effort to make the catcher overbalance.
- ✓ As in exercise before, except that the students hop in knees full bend position.
- ✓ Intercepting the medicinal ball. Four or five players moving freely pass a ball, while one person tries to intercept it.
- ✓ Flick the ball. Students stand facing the partner who is working with them. One gripping a medicine ball between his feet. By quickly jumping and raising his legs upward he tries to flick the ball to the partner. This student repeat the action with the next one.
- ✓ Last challenge; As many player as they can place their right or left hand on the medicine ball and in side support positions they try to walk round.



FEEDBACK: *Teacher could congratulate the effort of learners, so they are practising with different classmates. We'll promote to accept the difficulties of working with other weights with confidence.*

LESSON PLAN 5

READY TO STRETCH

MAIN PURPOSES: 1. To be autonomous in carrying out strength exercises

2. To recognize stretching as an essential part of strength work

CONTENT OUTCOMES

- Demonstrate progress towards mastery in identifying muscles
- understand how to breathe properly while stretching
- Recognize and participate in activities that enhance fitness and conditioning
- relate stretching to the prevention of injuries.

COGNITION OUTCOMES

- To apply knowledge gained about muscles and exercise to classify exercises and their effects on muscles
- To distinguish between stretching through a drawing

COMMUNICATION OUTCOMES

- To practice the peer conflict resolution process to solve disagreements during organized physical activity
- To use language from the recent lessons to describe and explain the purpose of movements and exercises

CULTURE OUTCOMES

- promote own health and well-being by engaging in health promoting behaviours
- Understand the role of and responsibility for informed decision making

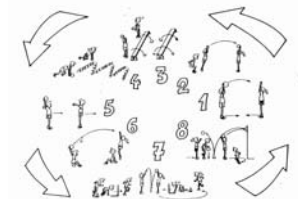
ACTIVE CHALLENGE: *Have you ever injured a muscle?*

How do you explain it to the physiotherapist?

LEARNING and TEACHING ACTIVITIES

- ✓ Today we'll repeat the distribution of the circuit training materials among the stations in the same way that we did in lesson plan 1.
- ✓ To facilitate the placement of the material, students will work in groups. One group will take charge of each station where the teacher will put a laminate sheet with the drawing of the stretching and the name of the muscle that is supposed to be worked on at this station. The groups must select the correct equipment.
- ✓ Station 1. Calves; Stand upright and lean against a wall. Place one foot as far from the wall as is comfortable and make sure that both toes are facing forward and your heel is on the ground. Keep your back leg straight and lean towards the wall.
- ✓ Station 2. Triceps; Stand with your hand behind your neck and your elbow pointing upwards. Then use your other hand to pull your elbow down.
- ✓ Station 3. Quadriceps; Stand upright while balancing on one leg. Pull your other foot up behind your buttocks and keep your knees together while pushing your hips forward.
- ✓ Station 4. Stomach; Lie face down and bring your hands close to your shoulders. Keep your hips on the ground, look forward and rise up onto your elbows.
- ✓ Station 5. Chest; Stand with your arm extended to the rear and parallel to the ground. Hold on to an immovable object and then turn your shoulders and body away from your outstretched arm.
- ✓ Station 6. Hamstring; Sit with one leg straight out in front and toes pointing upwards. Bring your other foot towards your knee. Let your head fall forward and reach towards your toes with both hands.
- ✓ Station 7. Transversus abdominis; Lie face down and bring your hands close to your shoulders. Keep your hips on the ground, look forward and rise up by straightening your arms. Then slowly bend one arm and rotate that shoulder towards the ground.
- ✓ Station 8. Biceps; While crouching on your knees with your forearms facing forward and hands pointing backwards, slowly move rearward.
- ✓ Station 9. Gluteus; Sit with one leg straight and the other leg crossed over your knee. Turn your shoulders and put your arm onto your raised knee to help rotate your shoulders and back.
- ✓ Station 10. Lumborum; Lie on your back and use your hands to bring both knees into your chest.
- ✓ Students must discuss in fours or fives to find one exercise for each muscle. They have some minutes to decide and then they turn to the next station. They should not only talk but try to do the exercise, so teacher may need to help them.
- ✓ After going round and checking the station equipment with classmates and teacher, we'll start to work with music. 45' of work and 30' of stretching after every station.

DRAWING



FEEDBACK: *Are you now ready to communicate properly about your muscles?*

- ✓ Using the plenary, students try to recognize the name of the muscle pointed to by the teacher or by a volunteer
Preparing their own circuits!!
- ✓ Teacher write the names of the groups that are preparing altogether a circuit training for the next three lessons

