

TEACHING NOTES 2



TEACHING OBJECTIVES

What I plan to teach focusing on **basic competences**:

METHODOLOGICAL COMPETENCES	PERSONAL COMPETENCES	COMMUNICATIVE COMPETENCES	SPECIFIC COMPETENCES OF LIVING
<ul style="list-style-type: none">• To introduce the principles of overload, progression, specificity and reversibility with examples.• To recall the importance of warming up properly.	<ul style="list-style-type: none">• To favour the choice of the starting point according to students' fitness level• To encourage the leadership of warm up exercises among peers	<ul style="list-style-type: none">• To foster visual strategies to organize the distribution of material• To introduce specialist vocabulary to name the exercises	<ul style="list-style-type: none">• To provide a variety of examples to increase awareness of the advantages and disadvantages of circuit training• To promote respect for the equipment



INTRODUCTION.

You can start the lesson with a kind of presentation about how coaches and physical trainers of top teams work the physical condition through circuit trainings. We can give examples of different sport specialities [Teacher Power Point 2](#)



ASSESSMENT

Worksheet is a good tool to check their understanding. The main theoretical aspects are dealt with in depth.

There are three moments to observe their participation:

1. Active Challenge.

"Have you ever watched a circuit training session in Handball FC Barcelona on TV?"

Using as example some famous team we can ensure they will connect with the new topic of circuit training. They probably will mention other examples of their favourite teams. Moreover, the vast majority of students are probably members of a club and they can compare their circuits.

2. Main part of the practice.

It is essential that the placement of the material is done as quickly and carefully as students are able. Persons in charge of the placement will have the help of teacher indications and a laminated sheet with the distribution around the hall.

Meanwhile, the rest of the group are warming up led by volunteers that will be assessed as well as the way their classmates respect them.

It would be interesting to write some observations about the performance of students around the whole circuit. We will see considerable differences in the way every teenager faces up the practice.

When calm music sounds we must remind students to leave the material in the right place to allow next group starts quickly.

3. Feedback.

"Have you worked in a competitive way trying to achieve more repetitions than others?"

Students can realized that circuit training can mean a huge physical effort if you attempt to do your best. However, they probably have checked that they have enjoyed working in their fitness level without having feelings of inferiority, just trying to complete the exercises without stopping.

"You will be asked to prepare a circuit training with several classmates. Start thinking about who will be in your mixed group".

They should discuss in order to answer next week who will be the members of the group.