

TEACHING NOTES 3

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 definition of strength to make students focus on strength as a component of fitness To mention different methods of improvement of strength to make students analyse pros and cons through their experience 	<ul style="list-style-type: none"> To promote effort and initiative to achieve a common target among partners. To increase students' autonomy in body control to ensure safety. To emphasise the arms and legs as used in counterbalancing the rest of the body. 	<ul style="list-style-type: none"> To formulate questions to discuss whether relative strength or maximal strength is more necessary in daily life To formulate accurate instructions to help give feedback among peers. To set an example how to encourage each other to put forth the effort to improve weaknesses 	<ul style="list-style-type: none"> To develop criticality of media advertising about how to be stronger To create a pleasant environment of appreciation for others strengths and weaknesses To promote the observation of others' performance as a tool to offer positive feedback

INTRODUCTION.

You can start the lesson with a kind of presentation about how the students own weight could mean an effort in lots of daily activities. Learners should find reasons for the necessity of feeling comfortable with their body.

[Teacher Power Point 3](#)

ASSESSMENT – Learning regulations

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.

"Is it hard for you to manage control in holding your body weight on your hands?"

That question is an introduction to relative strength and the importance of being aware of their difficulties.

2. Main part of the practice.

The following list of themes is useful to adapt the work and accentuate the aspects of movement that are important in the context of the games that are going to take place after the warm up.

- I) themes concerned with GROSS body action like travelling and stopping, weight-bearing, transferring weight from one body part to another, flight, twisting and turning.
- II) themes concerned with particular body PARTS, including use of hands and arms and use of legs and feet.
- III) SPATIAL and dynamic themes such as levels and directions, changes of speed, tension and release.

Focus on attitudes of students, it is important to assess their behaviour related with appreciation and cooperation.

Appreciation for others means developing an understanding of others' strengths and weaknesses. It is important to remind the students to not be competitive with their strengths, and to continually encourage each other to make the effort to improve weaknesses.

Cooperation is another fundamental skill that is used daily in class. The students cooperate regularly through sharing equipment and participating in games. Cooperation is a visible signature of our department and is the foundation of teamwork.

3. Feedback.

"Do you think you need machines or weight training to develop your strength?"

The teacher could ask for examples and probably students will offer a sequence of doubts arising from the practise.