

# TEACHING NOTES 4

## 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"> <li>To propose exercises to maintain balance against resistance</li> <li>To develop memory to achieve carrying out quickly different instructions of movements</li> <li>To show the use of a partner as a support or counterbalancing agent.</li> <li>To go over with methods to develop the strength</li> </ul>	<ul style="list-style-type: none"> <li>To extend proprioception and kinaesthetic sense working in pairs</li> <li>To provide experiences to become more bodily aware by experiencing the security or insecurity of supporting the partner's body weight</li> <li>To enhance body awareness and body schema</li> </ul>	<ul style="list-style-type: none"> <li>To go over learnt vocabulary of body positions</li> <li>To make students use a variety of expressions to refer to lifting, carrying, pulling and pushing</li> <li>To promote communication to negotiate and resolve conflict</li> <li>To ensure safety through technical expressions among peers in medicine ball exercises</li> </ul>	<ul style="list-style-type: none"> <li>To foster the idea of the use of a partner to control body in weight-bearing situations where falling would otherwise occur.</li> <li>To recommend the personal selection of the most suitable method according with the experience</li> <li>To point out the weakness of the back promoting the care of it especially when bent</li> </ul>

## INTRODUCTION.

You can start the lesson with a kind of presentation about how important is lifting, carrying, pulling and pushing in everyday activities. We can present different situations and encourage them to add others.

[Teacher Power Point 4](#)

## ASSESSMENT – Learning regulations

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

There are three moments to observe their participation:

1. Active Challenge.

*“Are you aware how important could be your help to the other's improvement of fitness?”*

*“How could you help peers physically and in a communicative way to achieve this target?”*

We can introduce the body control as an essential aspect to pay attention when we work with our weight. Moreover this care must increase when students are working with classmate's bodies.

## 2. Main part of the practice.

As students have read in their worksheets, the techniques of lifting, pulling and pushing should be quite simple. Consequently, it is essential that these techniques are taught before anyone attempts to move the partner. Firstly, the main rule of lifting is to think before acting. If the weight cannot be lifted with confidence, it should not be lifted at all. Instead, help should be sought. Secondly, often the best way to push is to lean backwards against the partner and push with the hips straightening the legs. In this way the spine is not used. Thirdly, pulling must be done with care avoiding injuring joints.

All these techniques may be explained and demonstrated by correct movements.

In medicine ball section is important that students develop a sense of responsibility in terms of self safety and peers safety by using techniques of accurate catching.

## 3. Feedback.

*"Do you think that, despite the safety of a machine, it can be compared to the help from a partner?"*

Despite the necessity to share the same target in an exercise we can notice how some students show rejection of physical contact. We must focus on how to respect each other's space and comfort.