

TEACHING OBJECTIVES

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

METHODOLOGICAL COMPETENCES	PERSONAL COMPETENCES	COMMUNICATIVE COMPETENCES	SPECIFIC COMPETENCES OF LIVING
<ul style="list-style-type: none"> • To focus on stretching after strength work • To foster visual support to locate muscles stretching • To recall methods of strength's work • To prepare visual material (drawings) to synthesise technical vocabulary (muscles) • To encourage mastery identifying muscles with their stretching • To motivate to work productively to achieve their personal aims. 	<ul style="list-style-type: none"> • To provide a variety of stretching techniques to allow the choice of the learners • To enhance problem solving skills connecting muscular work, stretching and location of muscles • To promote personal enjoyment through movement and music. • To ask to think critically about the necessity to stretch 	<ul style="list-style-type: none"> • To prioritise to participate in the plenary though with short answers • To introduce the language for pass body feelings • To produce information to support an accurate language for locate injures and pain in muscles. • To demonstrate understanding for differences among people in physical activity settings 	<ul style="list-style-type: none"> • To increase students awareness of the necessity to locate properly muscular pain • To increase students feelings of satisfaction through circuit training performance • To go over respectful behavior and peer's empathy. • To exhibit a physically active lifestyle • To make students demonstrate responsible sharing material.

INTRODUCTION.

You can start the lesson with a kind of presentation about how important is to be able to explain exactly where there is painful after an injure. They should understand that to identify the locaton and say properly the muscle has a target. It would be easier for PE teacher, coaches and physiotherapists to deal with the rehabilitation and to avoid exercises that could damage muscle. We are looking for mastery in the body awareness.

[Teacher Power Point 4](#)

ASSESSMENT – Learning regulations

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

There are three moments to observe their participation:

1. Active Challenge.

"Have you ever injured a muscle?"

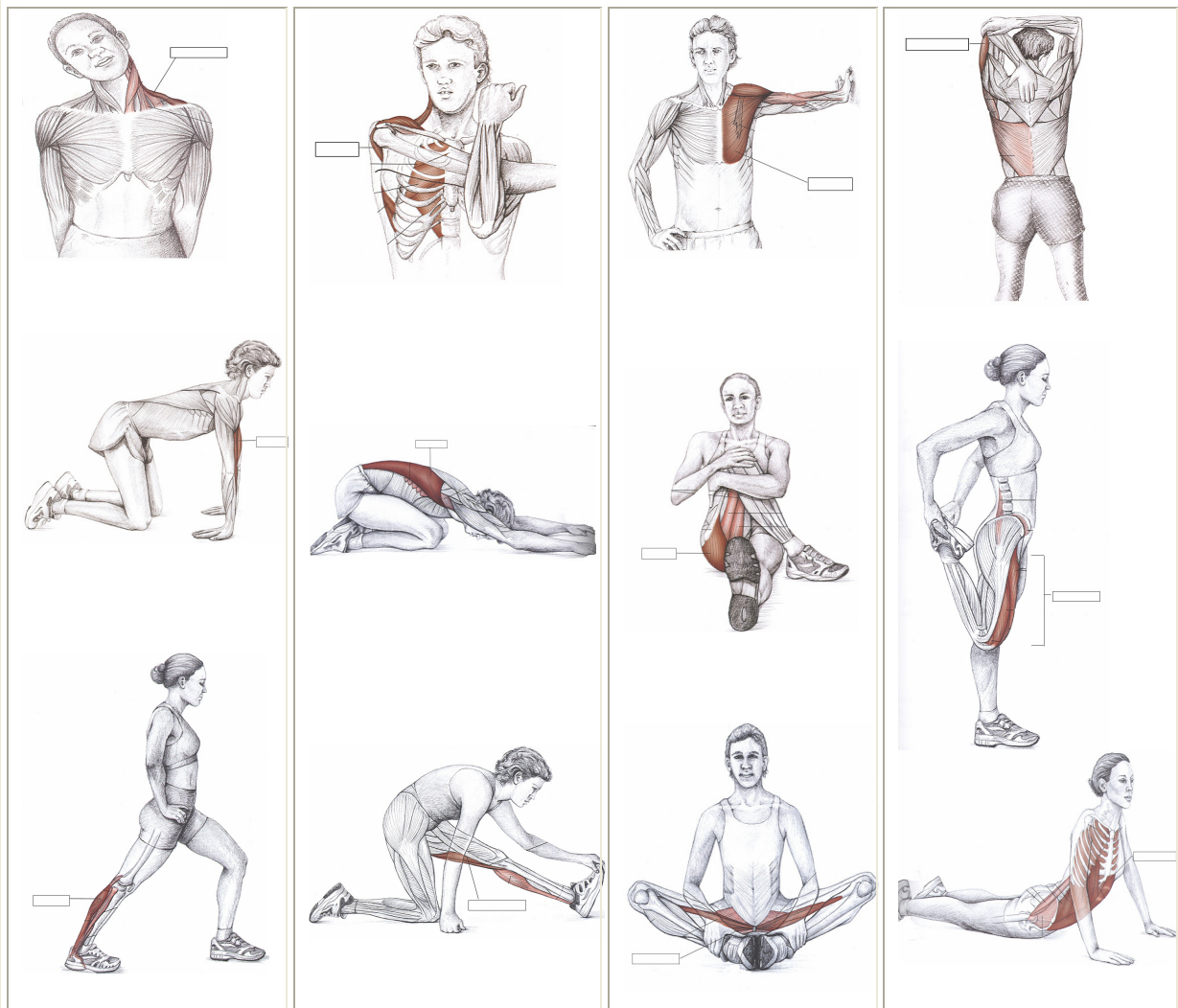
We can monitoring the answers by giving them some easy ways to start their contribution to the topic. We must promote short answers in order to avoid everyone to express their experience.

"How do you explain it to the physiotherapist?"

Students probably tell that they point on the place where they have pain and doctor decide which is the joint, tendon or muscle affected. However it is really suitable to have a bit knowledge about some principal parts of the body.

2. Main part of the practice

About stretching: we will attempt that students will recognize at least twelve muscle groups and they will learn how to stretch. So the following card could be a help to use next to the station when then work. Even more, you can add some physical exercise to join the name with the drawing giving one card to each learner



3. Feedback.

"Are you now ready to communicate properly about your muscles?"

Using the plenary, we will play a game meanwhile they are stretching. The teacher says the name of a person and sign a muscle of their body. The student will answer with the muscle and follow making a question to another peer. We can just name the muscles or to attempt to carry out the stretching that corresponds to a muscle quoted.

