

TASK 1 Put a number, from 1 to 5, in each picture.











1 = easy

2 = a bit difficult

3 = quite difficult

4 = very difficult;

5 = extremely difficult

 <p>A</p>		 <p>F</p>	
 <p>B</p>		 <p>G</p>	
 <p>C</p>		 <p>H</p>	
 <p>D</p>		 <p>I</p>	
 <p>E</p>		 <p>J</p>	

TASK 2

Read the text and put the headlines next to the matching piece of text.

<p>a. The area of the base of support b. The position of the centre of gravity in relation to the edge of the base c. The height of the centre of gravity</p>	
<p>The <i>centre of gravity</i> is the theoretical point where all the body weight is concentrated or the theoretical point about which the body weight is equally distributed</p>	
<p>If the centre of gravity is low, the body will have much more stability. The height of the centre of gravity varies with the age, gender and body build of the individual</p>	
<p>A state of balance is achieved when the centre of gravity is over the base of support for the body. It allows you to hold a position without wobbling or falling over.</p>	
<p>If a person has a large base of support large, his/her stability becomes greater. A person is more stable when standing on two feet than does a person standing on one</p>	
<p>Generally speaking, the centre of gravity of an adult standing erect lies within the pelvis.</p>	
<p>If a person has the centre of gravity right over the middle of the base of support the stability will be the best possible.</p>	

FACTORS AFFECTING BALANCE	HEIGHT OF THE CENTER OF GRAVITY	AREA OF THE BASE OF SUPPORT	POSITION OF THE CENTRE OF GRAVITY IN RELATION THE BASE OF SUPPORT
CENTRE OF GRAVITY DEFNITION	WHAT IS BALANCE?	LOCATION OF CG IN HUMAN BODY	


TASK 3 Relays in groups of three


HEAD	NECK	FOREHEAD	HEEL	GROIN
ARM	FOREARM	WRIST	HAND	FINGER
BACK	UPPER BACK	LOWER BACK (lumbar region)	SPINE	BOTTOM
SHOULDER	ELBOW	CHEST	ABDOMEN	STOMACH
WAIST	THIGH	HIP	LEG	KNEE
ANKLE	FOOT	TOE	BUTTOCKS	RIBS


1

¹ In this activity the students will be given the cards that are shown above and then, in groups of 3, they will have to put the cards in a body picture which will be placed 15 meters away from them. The picture, with both front and back views of the human body, is missing because it must be adapted to be used for this purpose. Besides, this activity will be part of the warming up in this lesson considering that from this moment on all the lessons will take place at the gymnasium.


TASK 4 Body positions & movements


STAND UP (STRAIGHT)	
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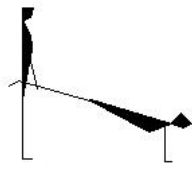
LIE ON YOUR BACK	
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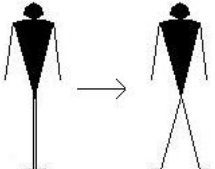
BEND OVER	
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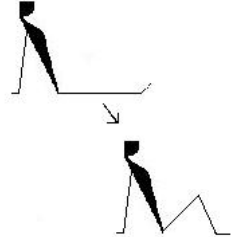
LIE ON YOUR FRONT	
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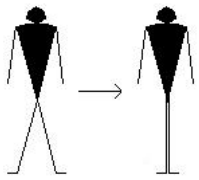
KNEEL DOWN	
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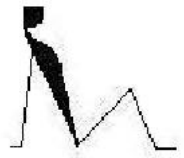
GET ON HANDS AND KNEES	
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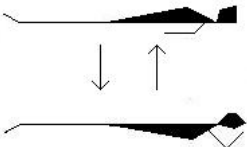
MAKE A WHEELBARROW	
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OPEN YOUR LEGS / LEGS APART	
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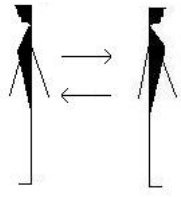
KNEES UP	
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LEGS TOGETHER	
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SIT DOWN WITH YOUR HANDS FLAT ON THE FLOOR BEHIND YOU	
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ROLL ON YOUR SIDE	
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TURN
LEFT/RIGHT



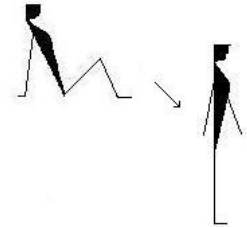
DO A
HANDSTAND



DO A
HEADSTAND



GET UP

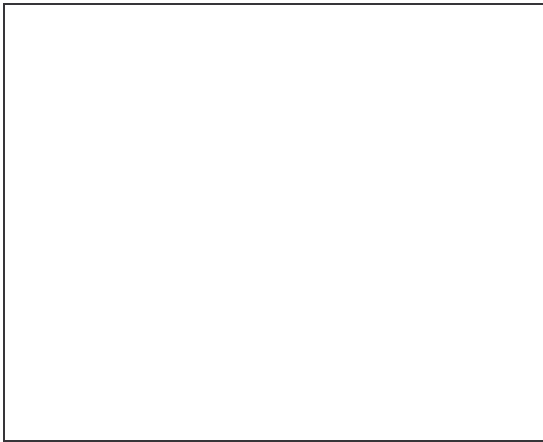


GIVE A PIGGY
BACK



TASK 5

Describe step by step one of the figures using the substitution tables below. First of all, try to make a drawing of the figure



- Partner A's name:
- Partner B's name:
- Assistant:

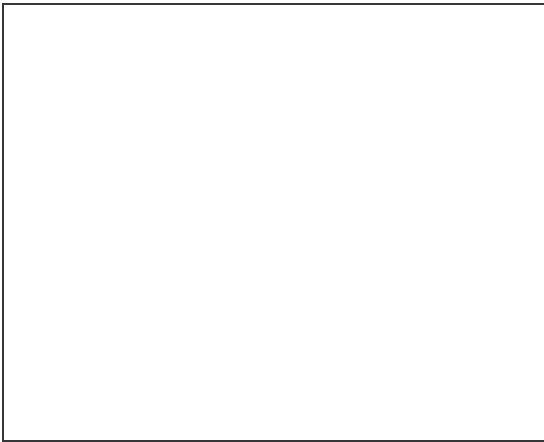
Partner A Partner B (...)	put puts	his her their	(left/right) hand / hands (left/right) foot / feet bottom (left/right) knee / knees	on	partner's A partner's B partner's A & B	upper back lower back waist knee (...)
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Partner A Partner B Partner A & B (...)	sit/sits down lie/lies down stand/stands up kneel down kneels down get/gets on hands and knees	on	his her their the mat	back front
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- _____
- _____
- _____
- _____
- _____
- _____

TASK 6

Design a figure made of 3 persons. Use the substitution table to give instructions.



- Partner A's name:
- Partner B's name:
- Partner C's name:
- Assistant:

I you he she we they	put puts	my your his her our their	(left/right) hand / hands (left/right) foot / feet bottom (left/right) knee / knees	on	my your his her our their	upper back lower back waist knee (...)
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I you he she we they	sit/sits down lie/lies down stand/stands up kneel down kneels down do/does a handstand do/does a headstand make a wheelbarrow get/gets on hands and knees	on	my your his her our their	back front
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TASK 7

Describe step by step the figure that your group has created using the substitution tables below. First of all, try to make a drawing of the figure



- Partner A's name:
- Partner B's name:
- Partner C's name:
- Assistant:



Partner A Partner B (...)	put puts	his her their	(left/right) hand / hands (left/right) foot / feet bottom (left/right) knee / knees	on	partner's A partner's B partner's A & B	upper back lower back waist knee (...)
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Partner A Partner B Partner A & B (...)	sit/sits down lie/lies down stand/stands up kneel down kneels down do/does a handstand do/does a headstand make a wheelbarrow get/gets on hands and knees	on	his her their the mat	back front
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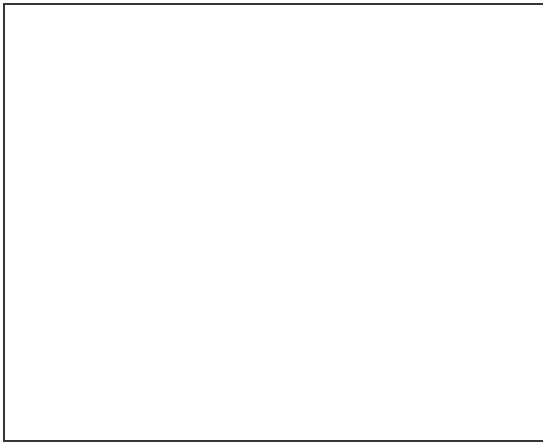
TASK 8

Put a mark as in the example for each figure to show what you liked and what you did not like about them.

	Group A	Group B	Group C	Group D	Group F
<i>Balance</i>					
<i>Difficulty</i>					
<i>Posture</i>					
<i>Originality</i>					
<i>Safety measures</i>					

TASK 10

Design 4 figures made of 5 persons. Use the substitution table to give instructions.



- Partner A's name:
- Partner B's name:
- Partner C's name:
- Partner D's name:
- Partner E's name:
- Assistant 1:
- Assistant 2:

I you he she we they	put puts	my your his her our their	(left/right) hand / hands (left/right) foot / feet bottom (left/right) knee / knees	on	my your his her our their	upper back lower back waist knee (...)
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I you he she we they	sit/sits down lie/lies down stand/stands up kneel down kneels down do/does a handstand do/does a headstand make a wheelbarrow get/gets on hands and knees	on	my your his her our their	back front
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TASK 11

Describe step by step each of the 4 figures that your group has created using the substitution tables below. First of all, try to make a drawing of the figure



- Partner A's name:
- Partner B's name:
- Partner C's name:
- Partner D's name:
- Partner E's name:
- Assistant 1:
- Assistant 2:











Partner A Partner B (...)	put puts	his her their	(left/right) hand / hands (left/right) foot / feet bottom (left/right) knee / knees	on	partner's A partner's B partner's A & B	upper back lower back waist knee (...)
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Partner A Partner B Partner A & B (...)	sit/sits down lie/lies down stand/stands up kneel down kneels down do/does a handstand do/does a headstand make a wheelbarrow get/gets on hands and knees	on	his her their the mat	back front
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- _____
- _____
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- _____
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- _____

TASK 12 Rate the other group's performances following the instructions you are given.

What are we going to rate?

BALANCE	DIFFICULTY	AESTHETICS	ORIGINALITY	SAFETY MEASURES
				
Do they keep their balance well?	Is it difficult?	Are their bodies keeping a good posture?	Do you think it is different to the figures practised before?	Do they follow all the safety measures given?
				
Not well (0) Quite well (1) Well (2) Very well (2,5)	Not difficult (0) Quite difficult (1) Difficult (2) Very difficult (2,5)	Not good posture (0) Quite good posture(1,5) Good posture (2,5) Very good posture (3)	Not very different (0) Quite different (0,5) Very different (1)	Not well (0) Well (0,5) Very well (1)











(use the numbers to rate each figure)

1				
2				
3				
4				

TASK 13

Watch the video with the recording of your performance. Put a mark in each box to assess your own performance.

What are you going to rate?

BALANCE	DIFFICULTY	AESTHETICS	ORIGINALITY	SAFETY MEASURES
				
Do you keep your balance well?	Is the figure difficult?	Are your bodies keeping a good posture?	Do you think it is different to the figures practised before?	Do you follow all the safety measures given?
				
Not well (0) Quite well (1) Well (2) Very well (2,5)	Not difficult (0) Quite difficult (1) Difficult (2) Very difficult (2,5)	Not good posture (0) Quite good posture(1,5) Good posture (2,5) Very good posture (3)	Not very different (0) Quite different (0,5) Very different (1)	Not well (0) Well (0,5) Very well (1)

(use the numbers to rate each figure)

1					
2					
3					
4					

TASK 14 ANSWER THE FOLLOWING QUESTIONS ABOUT THIS UNIT.

- Was it difficult for you to understand the explanations in English?
a) Not at all b) A bit difficult c) Quite difficult d) Very difficult
- Did you use English to do the activities when you were asked to?
a) Always b) Often c) Sometimes d) Never
- From your point of view, do you think it was useful doing PE classes through English?
a) Very useful b) Quite useful c) A bit useful d) Useless

If so, what makes you think it was useful?

- Have you learnt any words or expressions that you didn't know before doing this PE unit through English? Make a list writing as many as you can.

(continue overleaf if necessary)

