



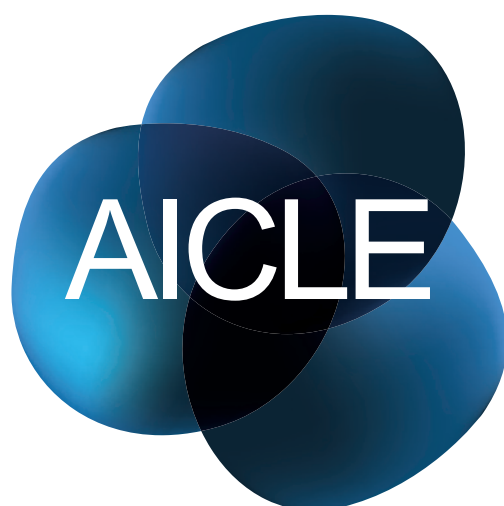
Educación Física

Secundaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	Fitness
NIVEL LINGÜÍSTICO SEGÚN MCER	A2
IDIOMA	Inglés
ÁREA / MATERIA	Educación Física
NÚCLEO TEMÁTICO	Condición física y salud, acondicionamiento físico
GUIÓN TEMÁTICO	El desarrollo de la condición física se denomina acondicionamiento o entrenamiento físico y así se mejora en la calidad de vida y en el empleo constructivo el tiempo libre. Para el desarrollo de la resistencia tenemos distintos métodos de entrenamiento. Y para el control de la misma debemos controlar las pulsaciones. Importante la mejora de la técnica de carrera. Finalmente la vuelta a la calma es una parte a tener en cuenta en la parte final de la sesión junto con la higiene personal.
FORMATO	Material didáctico en formato PDF
CORRESPONDENCIA CURRICULAR	1º de Educación Secundaria
AUTORÍA	José Ramón Arredondo Pérez
TEMPORALIZACIÓN APROXIMADA	6-8 sesiones.
COMPETENCIAS BÁSICAS	- Comunicación lingüística. - Conocimiento e interacción con el medio físico y natural . - Competencia para la autonomía e iniciativa personal. - Competencia y actitudes para seguir aprendiendo de forma autónoma. - Competencia social y ciudadana.
OBSERVACIONES	La encuesta sobre higiene personal se puede considerar actividad de ampliación. alguna actividad conllevará más tiempo por la toma de datos que requiere.

Tabla de programación AICLE

OBJETIVOS	- Conocer y aceptar el funcionamiento del propio cuerpo y el de los otros, respetar las diferencias, afianzar los hábitos de cuidado y salud corporales e incorporar la educación física y la práctica del deporte para favorecer el desarrollo personal y social - Valorar críticamente los hábitos sociales relacionados con la salud contribuyendo a su conservación y mejora		
CONTENIDOS DE CURSO / CICLO	- Condición física y salud - Desarrollo de las capacidades físicas - Juegos y deportes alternativos - Natación - Atletismo I - Fútbol - Expresión y comunicación		
TEMA	- Training programme - Cardio-vascular fitness - Heart rate - Improving your running Technique - Cool-down - Hygiene after exercise		
MODELOS DISCURSIVOS	- Relacionar capacidades físicas: resistencia con la salud - Analizar y medir la toma de pulsaciones y explicar sus efectos en la actividad física - Comparar y explicar las fases de la técnica de carrera - Ejemplificar actividades físicas de vuelta a la calma - Evaluar el grado de higiene personal		
TAREAS	- Toma de pulsaciones - Carreras. Técnicas de mejora - Cuestionario sobre la atención a la higiene corporal después de la práctica de actividad física		
CONTENIDOS LINGÜÍSTICOS	FUNCIONES: - Sumar y restar datos numéricos - Comparar datos de una gráfica	ESTRUCTURAS: - What's your heart rate? - Is it beating faster now?	LÉXICO: - cool- down - hygiene - technique - heart rate - cardiovascular fitness - training programme - toetips - metatarsus - heel
CRITERIOS DE EVALUACIÓN	- Incrementar la resistencia aeróbica a través de métodos de entrenamiento respecto a su nivel inicial - Comprobar la técnica de carrera del compañero y propia a través de Hoja de observación de la técnica de carrera por parejas (enseñanza recíproca) - Reconocer a través de la práctica, el índice cardíaco propio y del compañero comprobando que se está dentro de la zona de actividad física saludable - Comprobar el estado de nuestra higiene personal y de la importancia de la vuelta a la calma después de la actividad física, se valorará responsabilidad e implicación del alumno/a - Recopilar actividades, estiramientos y ejercicios de movilidad articular apropiados para vuelta a la calma		

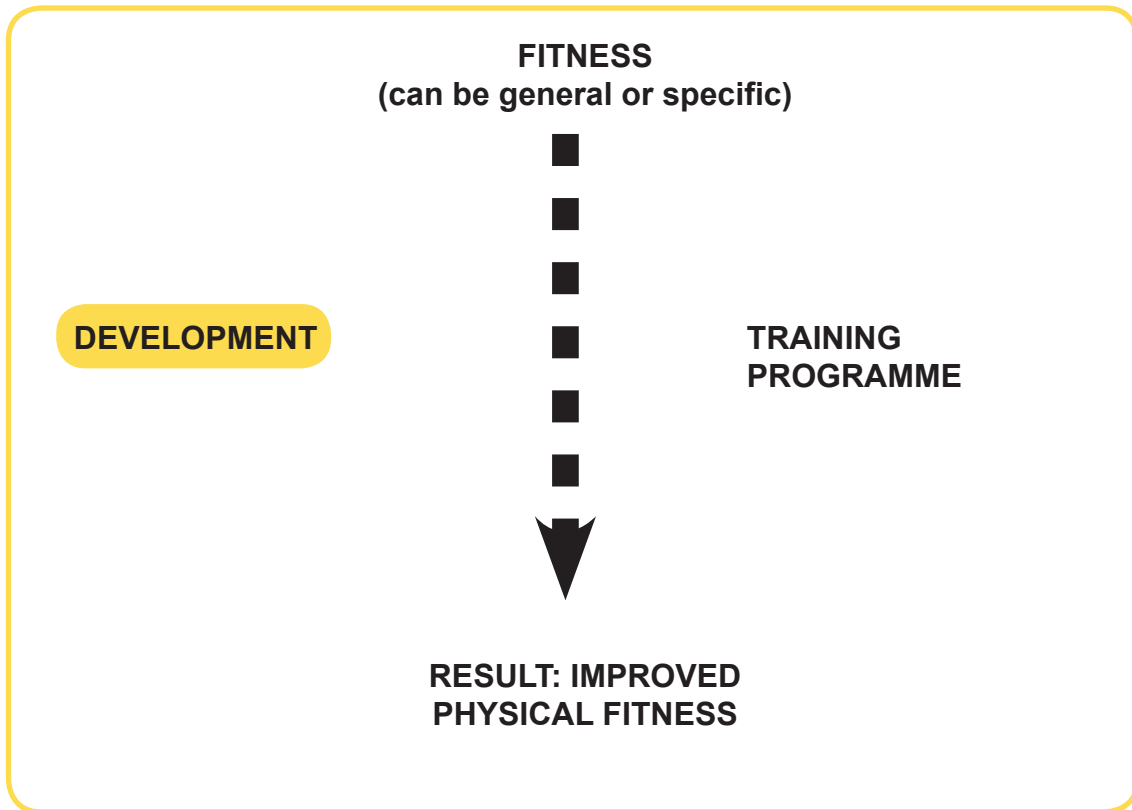
UNIT 2

TRAINING FITNESS

CONTENTS

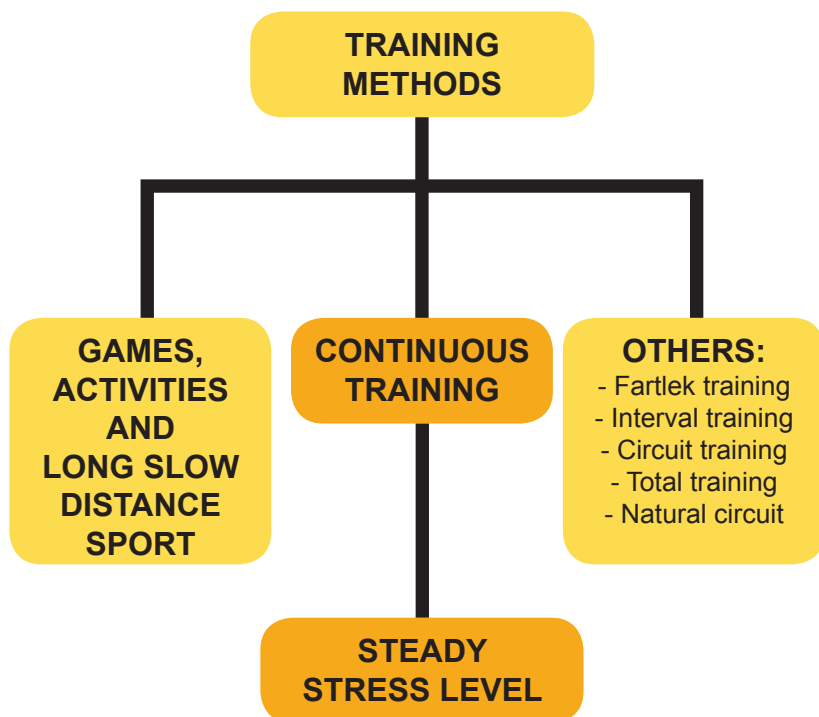
1. Training Programme
2. Cardiovascular fitness
3. Heart rate
4. Improving your running technique
5. Cool - down
6. Hygiene after exercise

1. Training Programme



2. Cardiovascular

- "The ability to perform strenuous activity over a long period of time"
- Cardiovascular fitness = Stamina = Endurance
- The word "cardiovascular" relates to:
 - Cardio - heart
 - Vascular - blood vessels



3. Heart rate



MEASURING YOUR HEART RATE: COUNTING THE BEATS



On your chest (heart)

**HOW?
Put your fingers..
WHERE?**

ON YOUR NECK (CAROTID ARTERY)

**HOW?
Put your fingers..
WHERE?**



SHEET 1: MEASURING YOUR HEART RATE

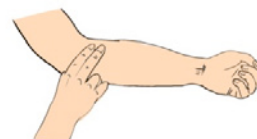
1.1. Put your first two fingers on one of these three pulse points:



1) **CAROTID ARTERY** - On your neck, to the side of lumpy bit in the middle.



2) **RADIAL ARTERY** - On your wrist, by the base of your thumb



3) **HEART**- On your chest



Count the beats for **fifteen seconds** (17) or **six seconds** (7).

Multiply that number **by four** ($17 \times 4 = 68$) or **by ten** ($7 \times 10 = 70$) to get your beats per minute- that's your heart rate (heart rate is 68 or 70 beats per Minute)

1.2. Now repeat the exercise with your partner

SHEET 2: MEASURING YOUR HEART RATE

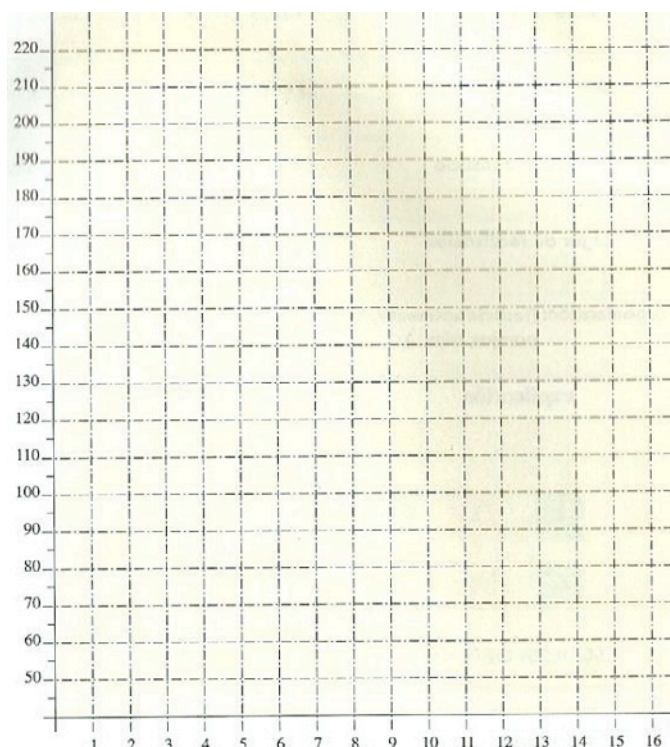
“Our heart is a muscle. It beats to pump blood and its contents around the body”



DRAW A GRAPH, show your heart rate at different moments.
Here is an example:

- 1) At rest (blue)
- 2) Before running 5 minutes (green)
- 3) 1st minute
- 4) 2nd minute
- 5) 3rd minute
- 6) 4th minute
- 7) 5th minute

- After running for 5 minutes (red)
- After 1 minute of rest
- After 3 minutes of rest
- After 5 minutes of rest



REMEMBER!!

- Try to keep your stress level steady.
- Can you remember what your pulse rate was during low intensity exercise?
- Measure your heart rate again in one week after doing continuous training. Is your heart rate higher or lower? What about after you do high intensity exercise? Is it the same?
- Is this true? “The harder we exercise, the faster our heart beats”

SHEET 3:

Fill in the chart with your heart rate at different moments (before you get up, after lunch, after exercise) during the week.

	BEFORE GETTING UP		AFTER LUNCH		AFTER EXERCISE	
						
	in 6"	in 1"	in 6"	in 1"	in 6"	in 1"
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
Average for the week						

- When is your heart rate the highest? And the lowest?
- Why?

SHEET 4:

Write down your heart rate over two months, **before you go to sleep (red).....**
and **after you wake-up (green)**



	FIRST MONTH				SECOND MONTH			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								
Total media (Week)								

- When is your heart rate the highest? And the lowest?
- Why?

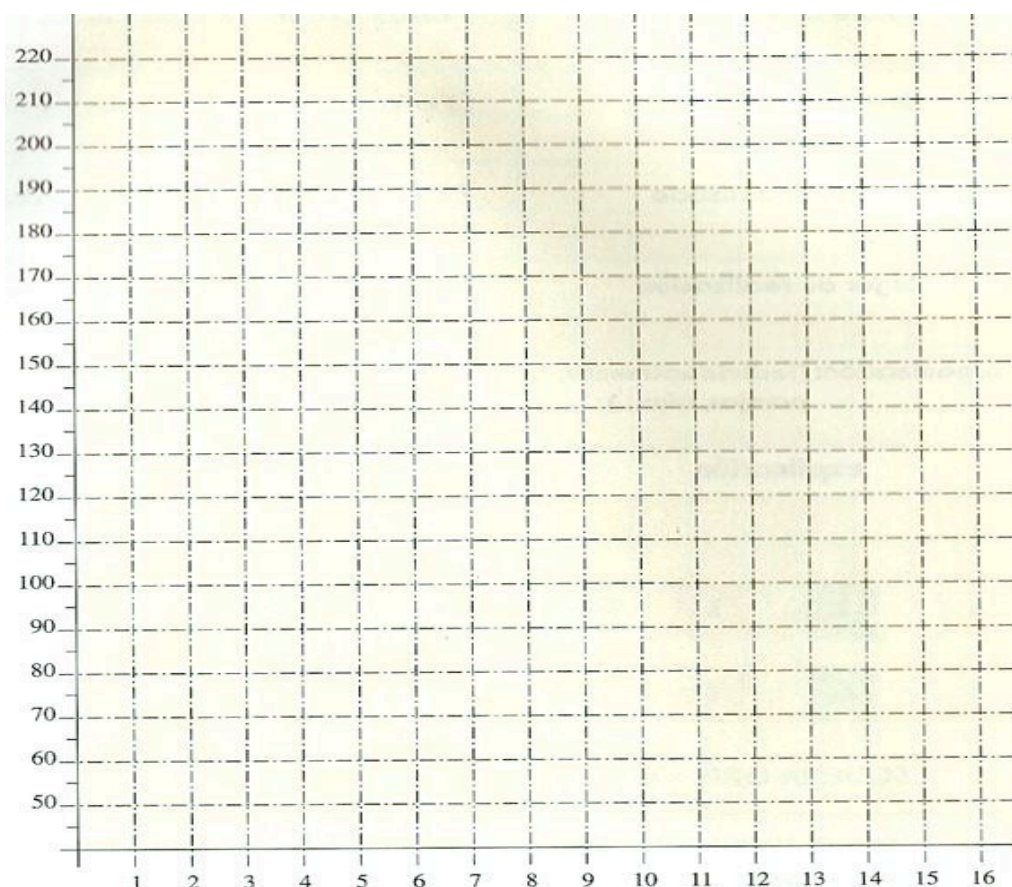
SHEET 5:

Work with a partner. IN your notebook, record your hear rate for 15 minutes, every day, over the course of three weeks. Use a POLAR TESTER (PULSOMETER) and record data for each of the 15 minutes: 1st week (green), 2nd week (blue) and 3rd week (red)

NAME:

GROUP:

DATE OF BIRTH:



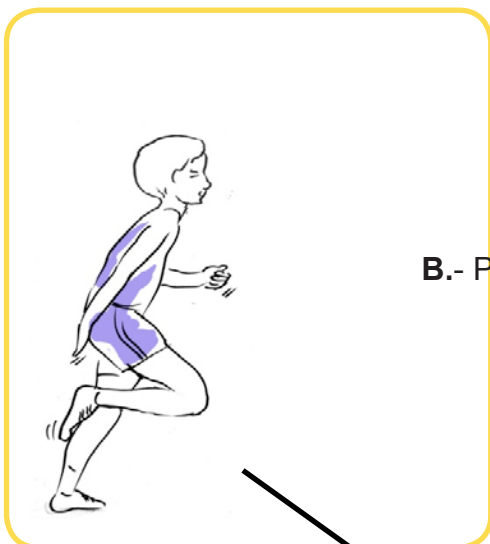
REMEMBER:

1st week (green), 2nd week (blue)

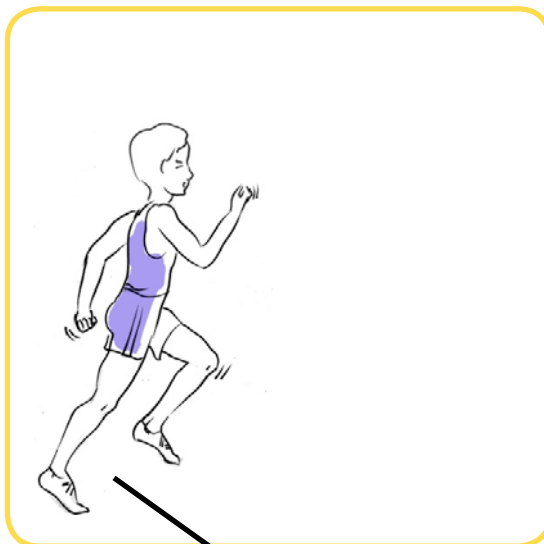
- Which week was your heart rate the lowest?
- Why?

4. IMPROVING YOUR RUNNING TECHNIQUE

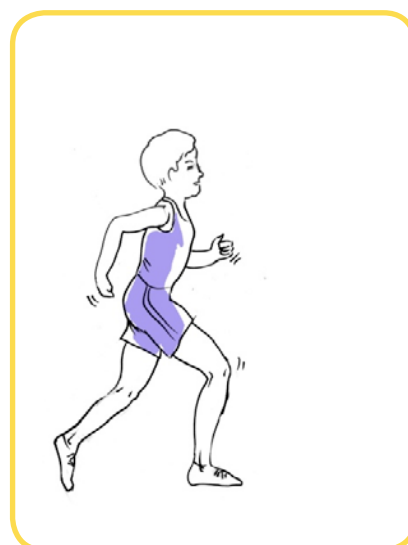
A.- GROUND CONTACT PHASE



B.- PUSH OFF PHASE



C.- AIR PHASE



HEAD: Looking straight ahead

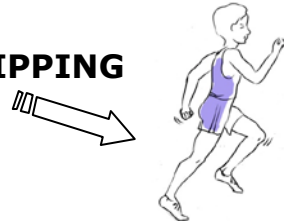
TORSO: Upright and slightly leaning forward

ARMS: keeping the arms at a right angle

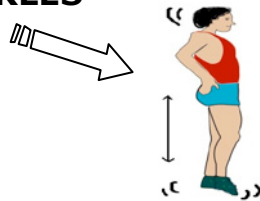
Arms: coordinated with the legs

EXERCISES TO IMPROVE RUNNING TECHNIQUE

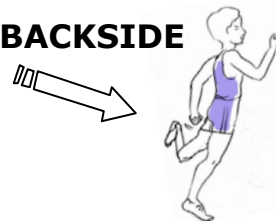
LIFTING THE KNEES / SKIPPING



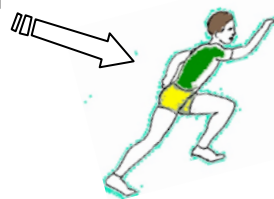
ANKLES



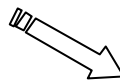
LIFTING THE HEEL TO THE BACKSIDE



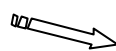
JUMPING



RUSSIAN SKIPPING



SCISSORS



SHEET 6:

Look at the two photos of a speed runner and a long distance runner and write the differences in the placement of each body part:

	Head	
	Body inclination	
	Leg contact	
	Free leg	
	Elbows angulation	
	Knees	
	Ankles	

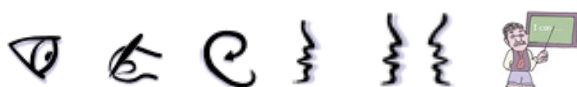


OBSERVATION CHECKLIST FOR RUNNING

OBSERVER'S NAME: : _____

PERFORMER'S NAME: _____

SHEET 7:



A.- GROUND CONTACT PHASE

- | | | |
|--------------------------------------|------------------------------|-----------------------------|
| 1. Wide and fluid. | Yes ☐ | No ☐ |
| 2. Support metatarsus. | Yes ☐ | No ☐ |
| 3. Lifting the heel to the backside. | Yes ☐ | No ☐ |



B.- PUSH OFF PHASE

- | | | |
|---|------------------------------|-----------------------------|
| 1. Extension ankle -knee-hip (Tamden). | Yes ☐ | No ☐ |
| 2. Knee of the free leg is at hip height. | Yes ☐ | No ☐ |



C.- AIR PHASE

- | | | |
|---|------------------------------|-----------------------------|
| 1. Trajectory center of gravity straight. | Yes ☐ | No ☐ |
| 2. No ground contact. | Yes ☐ | No ☐ |



ARMS

1. Arms are at a right angle Yes ☐ No ☐

2. Arms coordinated with the legs Yes ☐ No ☐

HIPS

1. The sensation of having high hips, they don't swing Yes ☐ No ☐

TORSO

1. Upright and slightly leaning forward Yes ☐ No ☐

HEAD

1. Looking ahead Yes ☐ No ☐

FRONTAL OBSERVATION:

HEAD: 1. Looking ahead Yes ☐ No ☐

ARMS: 1. Don't cross the chest Yes ☐ No ☐

FEET: 1. Pointing forward Yes ☐ No ☐

"RUNNING OBSERVATION ASSESSMENT"

1. EXCELLENT ☐ 10

2. GOOD ☐ 8

3. ACCEPTABLE ☐ 6

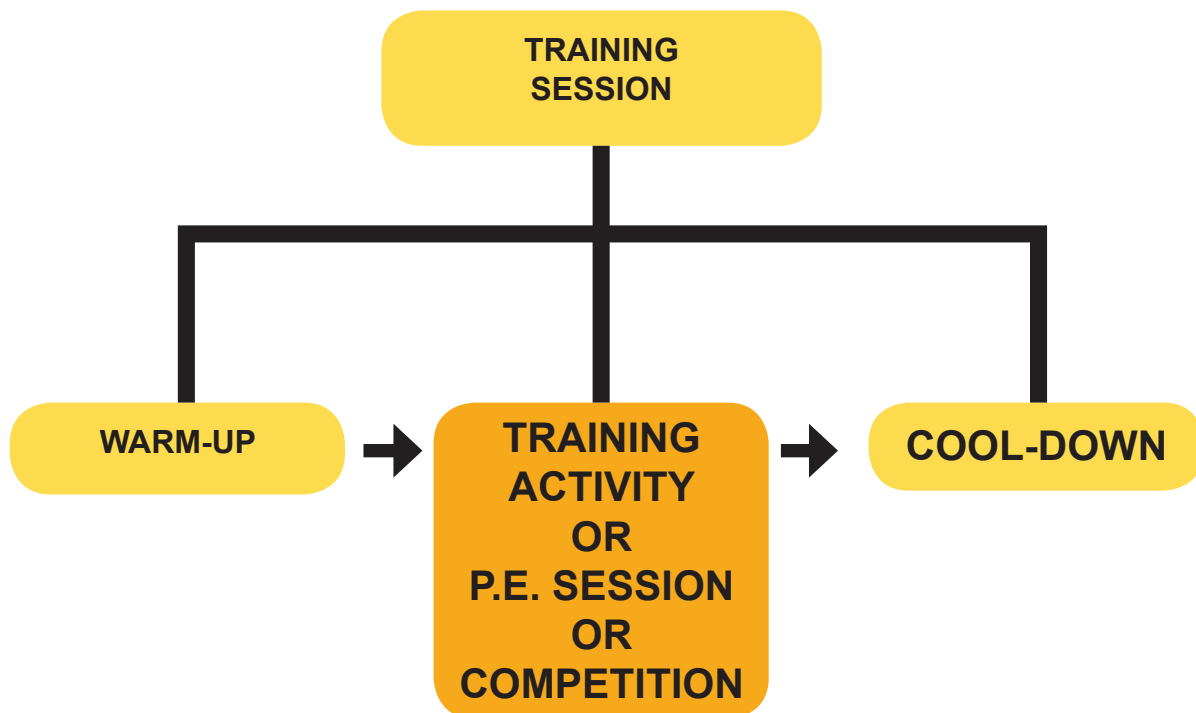
4. REGULAR ☐ 5

5. CAN IMPROVE ☐ 3

COMMENTS:

5.COOL-DOWN

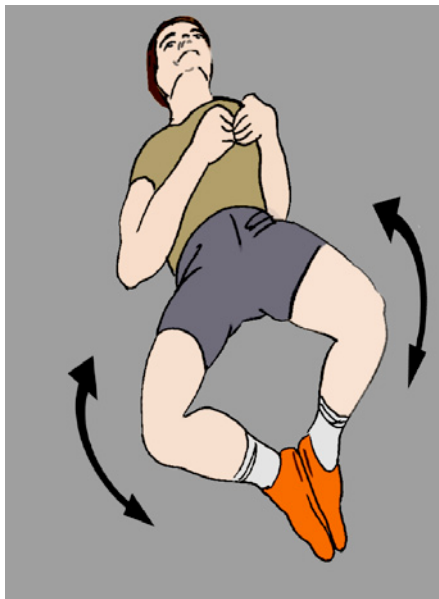
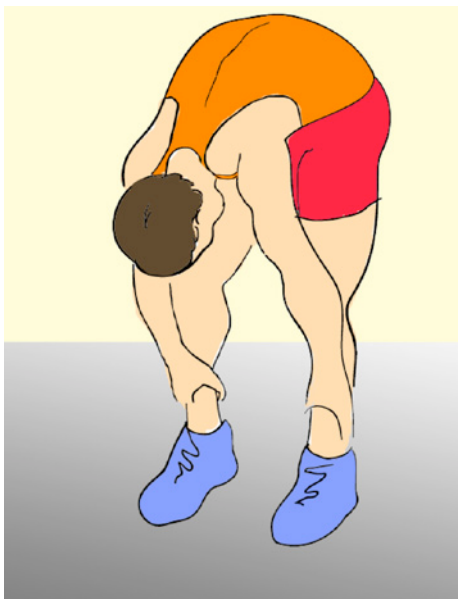
Always Cool Down **afterwards**



COOL-DOWN Gets your body back to normal

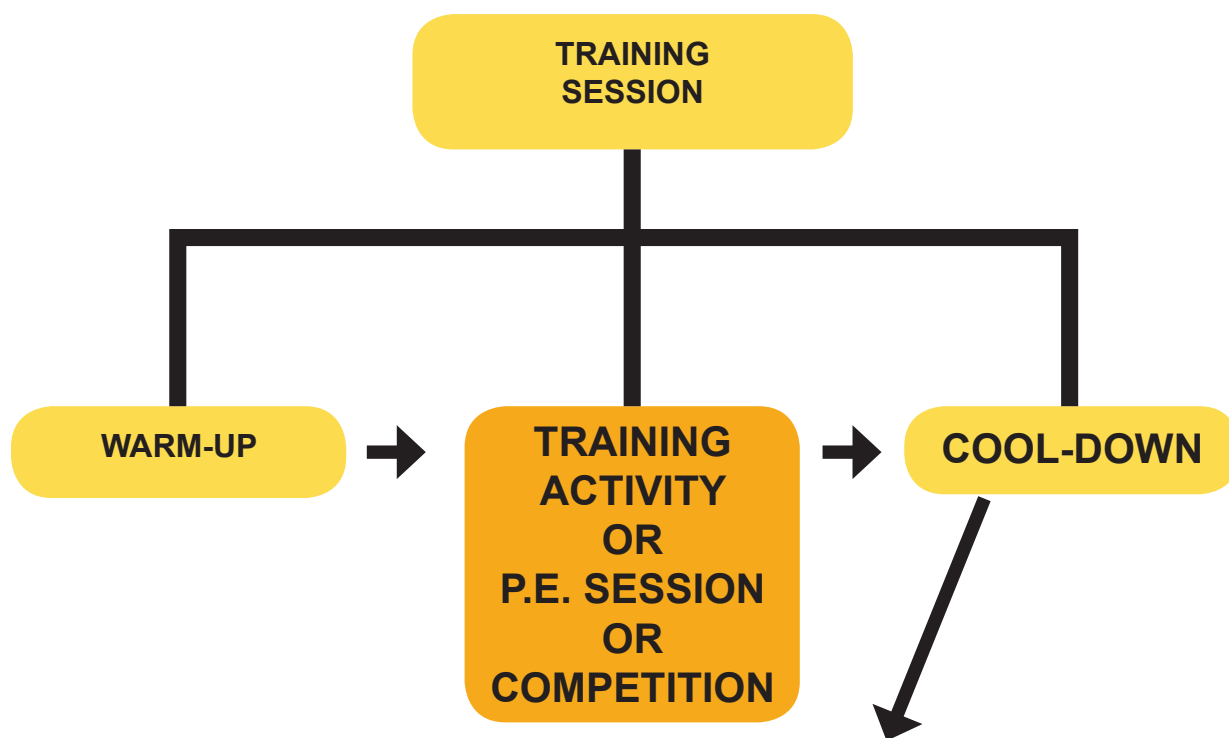
COOL-DOWN

- Helps **repay the oxygen debt** in your muscles and **remove waste products** such as lactic acid.
- Gets rid of the **extra blood** in your muscles, and stops it from **pooling** in your veins. Blood pooling can make you feel **dizzy** and **weak** if you stop exercising suddenly.



SHEET 8:

Keeping in mind that we must always do a cool-down, draw a cool-down chart with low intensity exercises meant to work the following parts of the body:

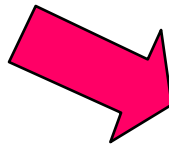


STRETCHING & JOINT MOVEMENT

1. Ankles:
2. Knees:
3. Hips:
4. Torso:
5. Shoulders:
6. Elbows:
7. Wrists:
8. Neck:

6. HYGIENE AFTER EXERCISE

- RETURN THE MUSCLES TO A RELAXED STATE.
- DRINK LIQUIDS DURING EXERCISE



HYGIENE

- SHOWER WITH SOAP OR
- BASIC CLEAN UP: USE SOAP AND A TOWEL TO GET CLEAN
- ALWAYS CLEAN CLOTHES AFTERWARDS

HYGIENE:

GOOD PERSONAL HYGIENE HELPS YOU TO AVOID INFECTION AND MAKES YOU FEEL GOOD

Your hygiene routine should include paying attention to:

- Washing

Have a regular shower or bath and dry yourself properly to avoid dirt and grime building up, B.O (Body Odour), and infections.

- Teeth

Brush your teeth at least twice a day, and get them checked regularly by a dentist to avoid tooth decay, gum disease and bad breath – especially as you get older.

- Clothes

Change your clothes often, and especially after playing sports, to avoid body odour.



SHEET 9:



QUESTIONS:

1. Do you do stretching and joint movements after exercise?

Yes= 1 sometimes=2 no=3

2. Do you drink any liquids after exercise?

Yes= 1 sometimes=2 no=3

3. Do you have a regular shower or bath after exercise?

Yes= 1 sometimes=2 no=3

4. Do you brush your teeth at least twice a day?

Yes= 1 sometimes=2 no=3

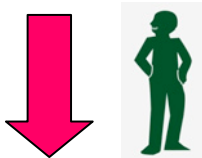
5. Do you get your teeth checked regularly by a dentist?

Yes= 1 sometimes=2 no=3

6. Do you change your clothes after exercising?

Yes= 1 sometimes=2 no=3

Add the totals for your answers. Use this number to refer to the following table.



From 15 to 18	You have a bad personal hygiene after exercise. Make the decision to change, so you don't get an infection.
From 10 to 14	Your personal hygiene after exercise is balanced. Pay more attention to your hygiene routine.
From 6 to 9	You have good personal hygiene after exercise. It makes you feel good.

SELF ASSESSMENT		YES	NOT YET	NOT SURE
Read and tick ✓ where appropriate				
	I can recognize spoken and written words and expressions related to the content of the lesson.			
	I can report information from this unit both orally and in writing.			
	I can talk about different aspects of this unit providing my own opinion or views.			
	I can speak about some of the relevant themes in the unit.			
	I can write and do projects about the topics in the unit.			