Educación Física

Secundaria

JUNTA DE ANDALUCIA

Inglés

AICLE

JUNTA DE ANDALUCIA

Identificación del material AICLE

TÍTULO	The Human Body, Physical Activity and Health
NIVEL LINGÜÍSTICO SEGÚN MCER	A2
IDIOMA	Inglés
ÁREA / MATERIA	Educación Física
NÚCLEO TEMÁTICO	Condición física y salud, el cuerpo humano y la actividad física
GUIÓN TEMÁTICO	El cuerpo humano se adapta al entrenamiento con lo que habrá unos cambios. Para conocer, realizar y valorar los rasgos que definen una actividad física saludable es necesario tener un conocimiento del sistema óseo, muscular y articular del cuerpo humano. El calentamiento general y su significado en la práctica de la actividad física. Efectos, objetivos y fases del calentamiento. Por último la ficha de condición física individual recogerá los datos biométricos, la respuesta cardiaca al esfuerzo y los tests físicos.
FORMATO	Material didáctico en formato PDF
CORRESPONDENCIA CURRICULAR	2º 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 deforma autónoma. - Competencia social y ciudadana.
OBSERVACIONES	La última parte en relación a la ficha de condición física individual se realizará periódicamente durante todo el curso académico, lo cual 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	- El cuerpo, actividad física y salud - Capacidades físicas - Actividad física y salud - Atletismo II - Actividades físicas recreativas, palas y hockey - Voleibol - Marcha, acampada y carrera de orientación
TEMA	- Relacionar conceptos y definiciones - Clasificar movimientos articulares en el ejercicio físico - Diferenciar los tipos de fibras - Ejemplificar los tipos de articulaciones - Elaborar un calentamiento
MODELOS DISCURSIVOS	- Relacionar los diferentes sistemas orgánicos que intervienen en el ejercicio físico - Diferenciar los tipos de movimiento articular - Relacionar los tipos huesos, articulaciones, músculos y de fibras musculares - Situar el calentamiento en la sesión, efectos, fases, y propuesta de ejercicios - Valorar la condición física
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: - Describir una ilustración - Describir un proceso reflejado en un dibujo -Definir conceptos técnicos ESTRUCTURAS: - Rotation is moving… - As you can see… - The picture shows… LÉXICO: Adaptation, volume, intensity, health, skeleton, rib, tibia, fibula, phalanges, vertebral column, cartilage, ligaments, tendons, joints, circunduction, muscles, fibres, trapezius, hamstring, deltoids, pectorals, gluteals, valves, fast-twitch, blood flow, stretches.
CRITERIOS DE EVALUACIÓN	- Reconocer a través de la práctica, los diferentes elementos de los sistemas muscular, óseo y articular y tipos de movimiento articular para la salud, se evaluará si el alumnado diferencia los mismos. Posteriormente en cuanto a los procedimientos se analizará si los trasfiere a la actividad física -Incrementar las cualidades físicas relacionadas con la salud trabajadas durante el curso respecto a su nivel inicial. Se pretende autoexigencia en su esfuerzo para mejorar los niveles de las cualidades físicas. Para la evaluación se deberá tener en cuenta, sobre todo, la mejora respecto a sus propios niveles iniciales y no sólo el resultado obtenido

UNIT 1

The Human Body, Physical Activity and Health

CONTENTS

1.The Human Body and Physical Activity

The human body

Physical activity

"The body adapts to training"

REMEMBER: Physical exercise needs to be controlled

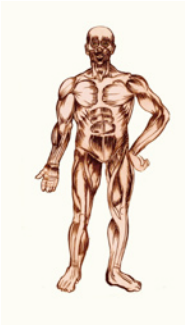
The amount of exercise = Volume

Intensity of work = rhythm or percentage of effort

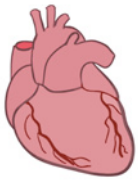
"Exercise makes your body change"

SHEET 1:

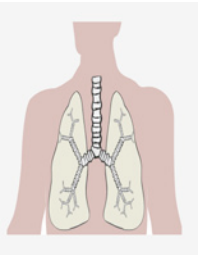
Match each body system to the corresponding picture.



- Your **heart** and **circulatory system**?



- Your **chest** and **respiratory system**?



- Your **muscles**, **joints** and **nervous system**?

These Changes Imply

PHYSICAL BENEFITS

REMEMBER: Exercise helps you physically, mentally and socially = HEALTH

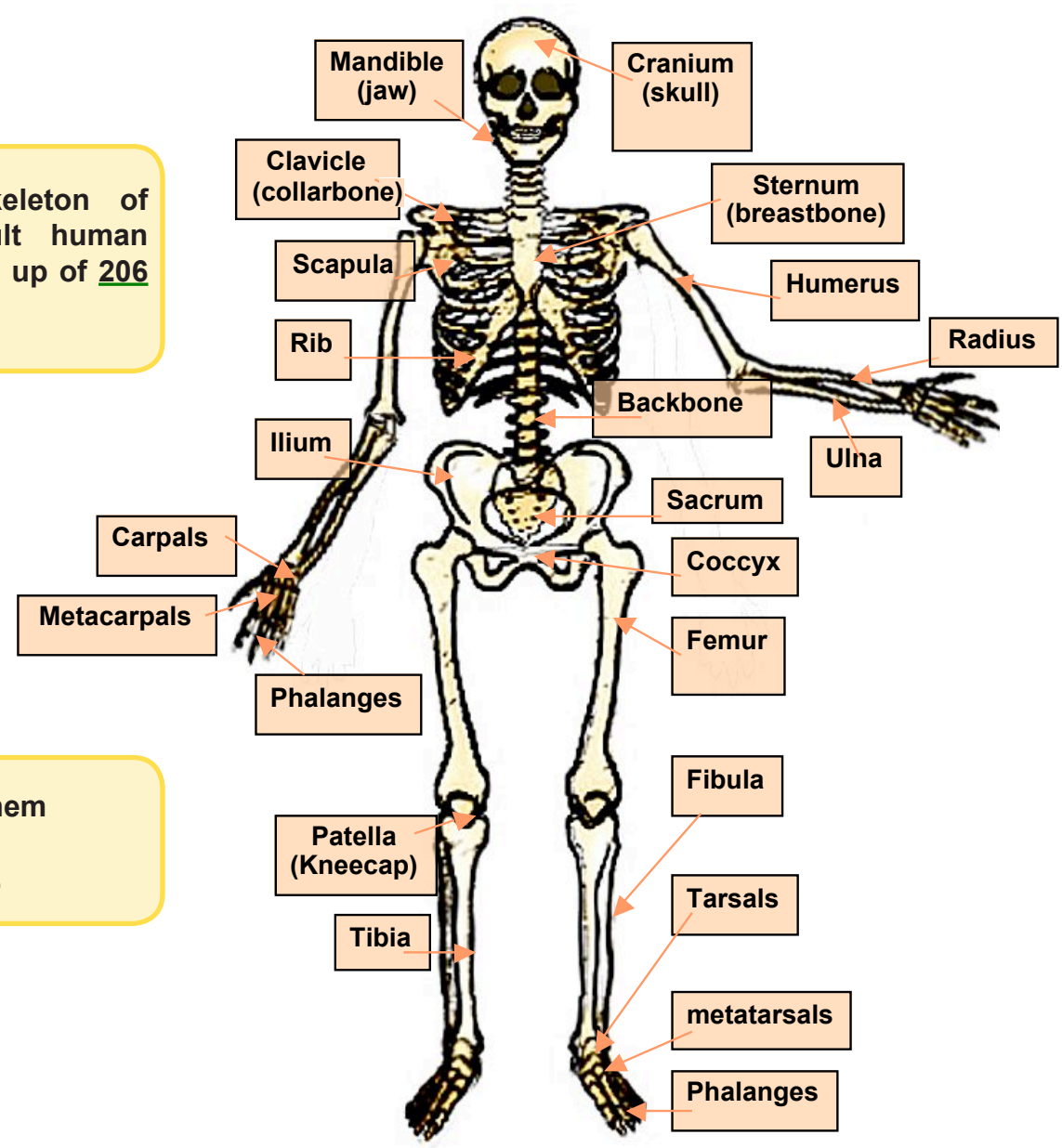
SHEET 2:

2. The skeletal system

(We also have a muscular system which will be explained later on, and the circulatory and respiratory system, which will be studied next year).

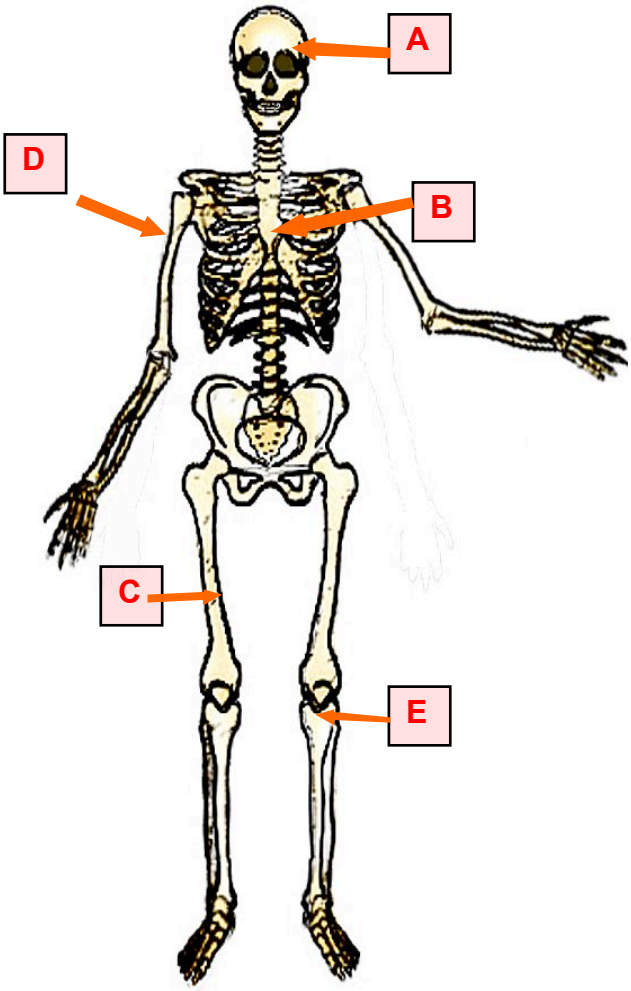
The Skeleton is Made Up of Bones

The skeleton of an adult human is made up of 206 bones



Learn them all, Sorry….

2.1. DON´T LOOK AT THE LAST PICTURE. LABEL THE BONES.



A .....
B .....
C .....
D .....
E .....

2.2. REVIEW ALL OF THE MAIN BONES THAT THE TEACHER POINTS TO.

Where are the ribs?
and the tibia?....

The **Skeleton** has Various **Functions**

- **Support**
- **Shape**
- **Protection**
- **Movement**
- **Making Blood Cells**

2.3. Can you write an example of each of these functions?

The **skeleton** has a big effect on **performance**

Strong bones are very important in sports like **rugby** or **weightlifting**

People with **long and light bones** are well suited for sports like **Basketball** or **high jump**

2.4. What kind of bones is a handball player likely to have?

_____

And a volleyball player?_____

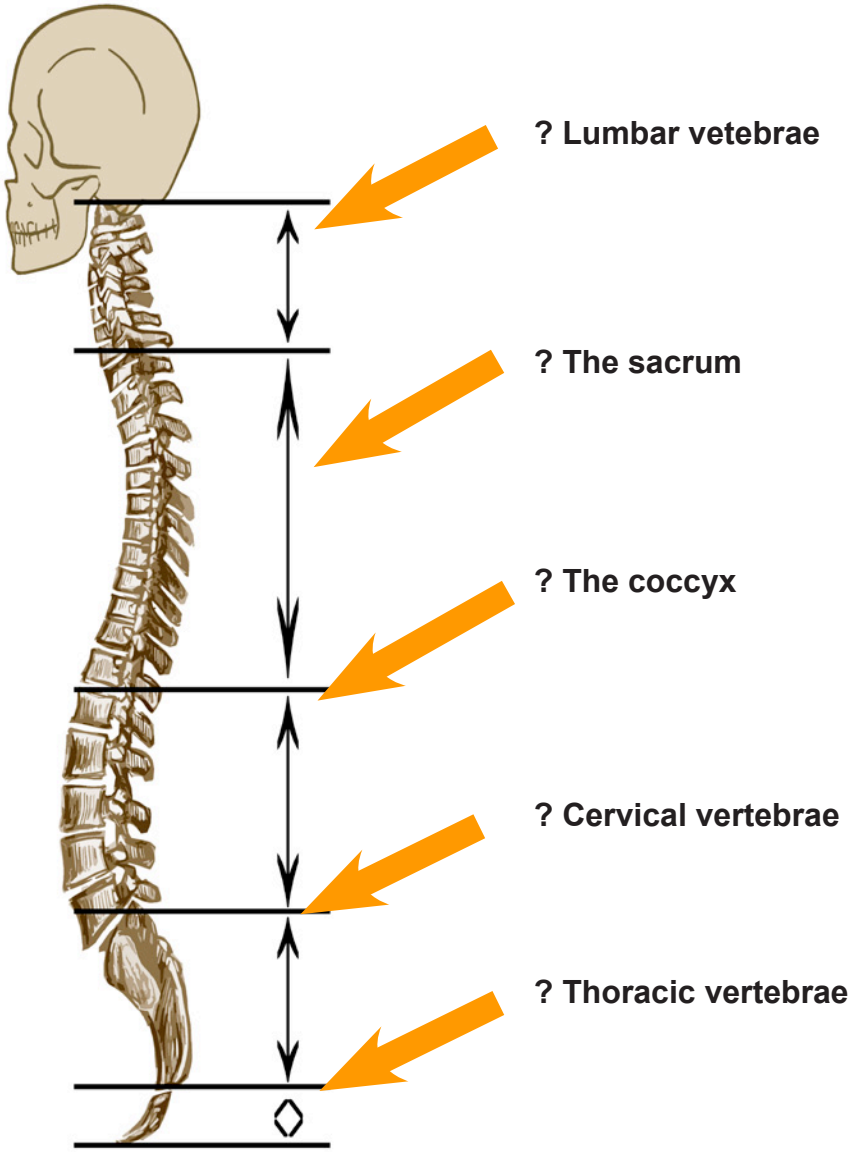
And finally, what sports would you be good at (taking into acount your bone structure)?

_____

SHEET 3:

3. JOINTS

The spine has Five **Different Sections**, Each one contains bones called vertebrae (each bone is a "vertebra")

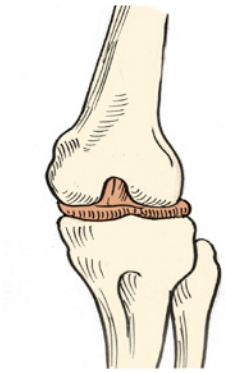


3.1. Draw an arrow matching the parts of the spinal column with the names.

SHEET 4: JOINTS

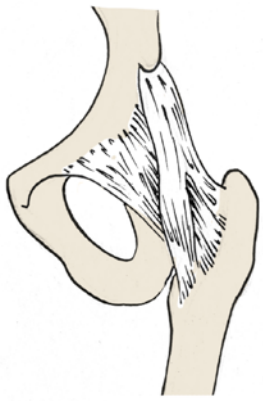
Connective Tissues Join Muscle and Bones

CARTILAGE



Cartilage forms cushions between bones to stop them from rubbing

LIGAMENTS



Ligaments are like very strong string that holds bones together

TENDONS

Tendons attach muscles to bones (or to other muscles)

Don´t confuse tendons and ligaments …
REMEMBER – ligaments connect bones with bones; tendons connect bones with muscles.

4.1. Complete the table below

Connective Tissues	Function
Cartilage	
Ligaments	
Tendons	

SHEET 5: JOINTS

There are **Three** Different Types of **Joints**

1

Immovable joints ...like between bones in the **cranium**

2

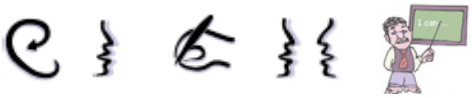
Slightlly movable joints.
.. bones that can move a little bit - **vertebrae**

3

Freely movable joints … the **shoulder**

5.1. Draw the joints mentioned above and point out the differences between them.

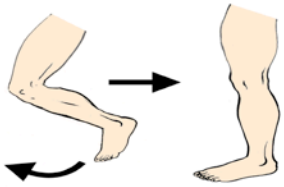
SHEET 6: JOINTS



There are **Six Kinds** of Joint **Movements**

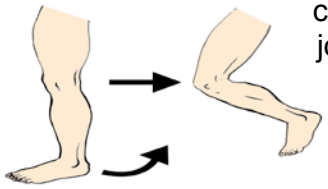
EXTENSION

Opening a joint.



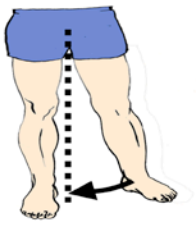
FLEXION

closing a joint.

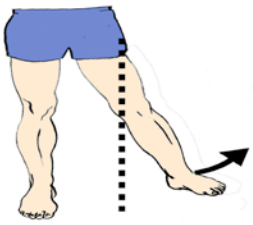


ADDUCTION

Moving Towards an Imaginary Centre line.



ABDUCTION



Moving away from an imaginary centre line.

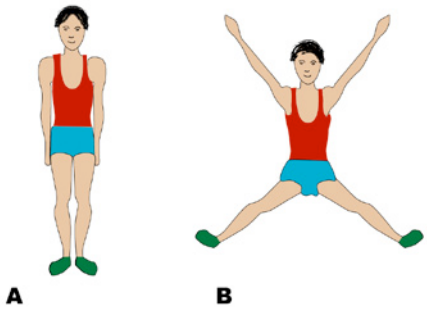
ROTATION

turning a limb clockwise or

Also CIRCUNDUCTION is a combination of extension, flexion, abduction and adduction - for example when you move your finger in a circular motion.

6.1. Explain different stretching techniques using these words: EXTENSION, FLEXION, ABDUCTION, ADDUCTION, ROTATION and CIRCUNDUCTION

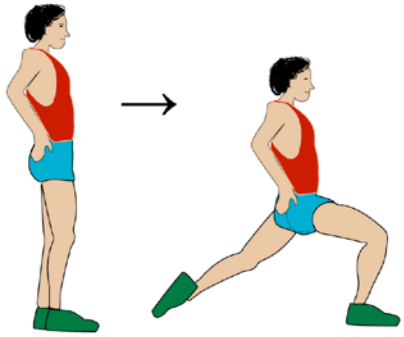
6.2. Can you explain this movement in terms of joint movements in the hips and arms?



_____

_____

6.3. and this movement for the hip, knee, and left and right ankle joints?



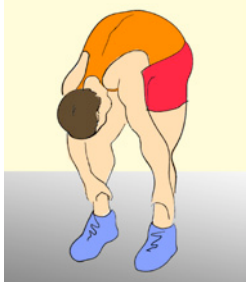
_____

_____

_____

_____

6.4. Write the joint movements that you see in the following drawings:

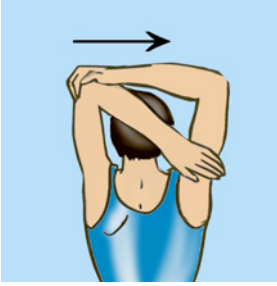


_____

_____

_____

_____



_____

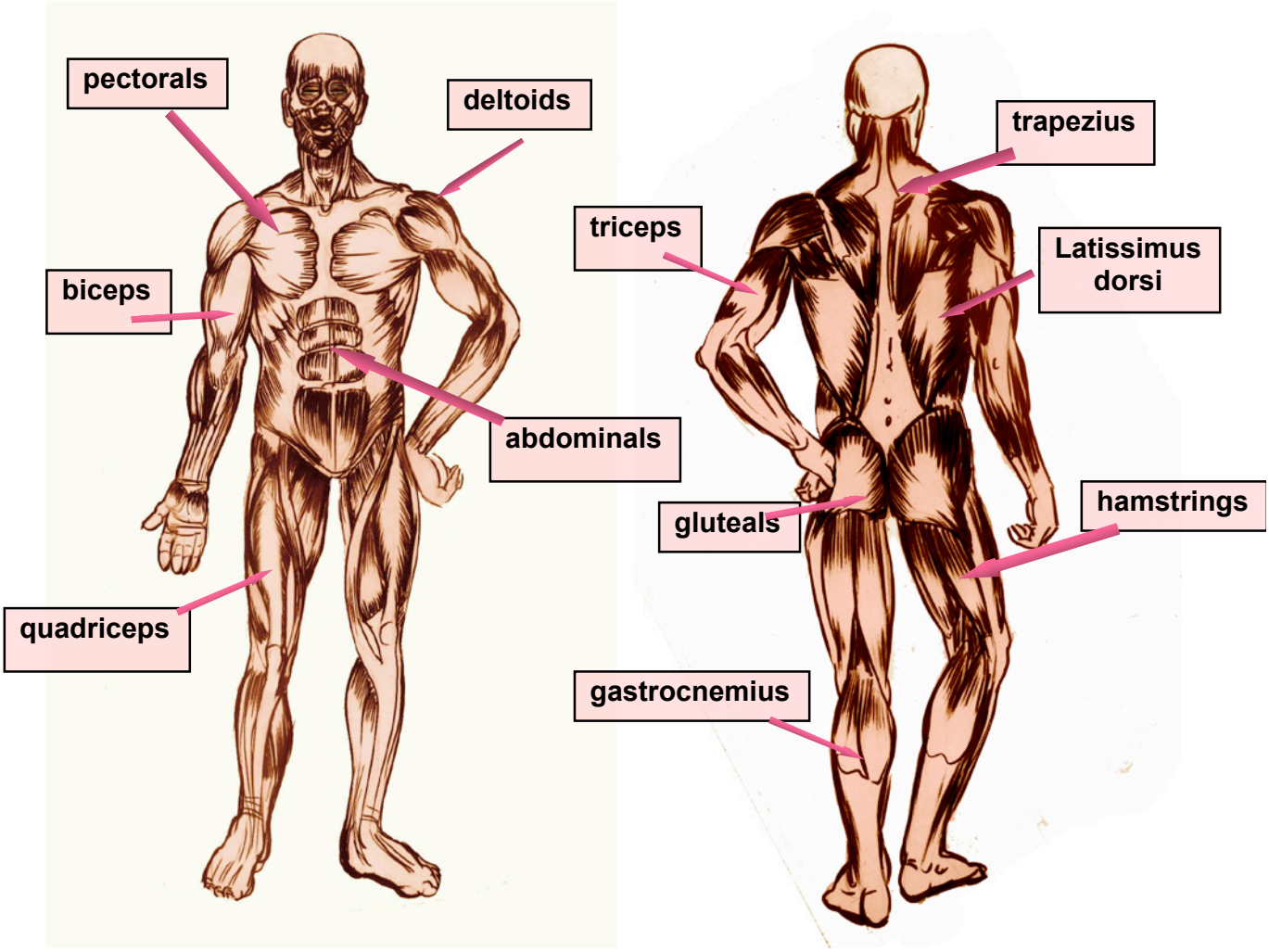
_____

SHEET 7:

4.Muscular System

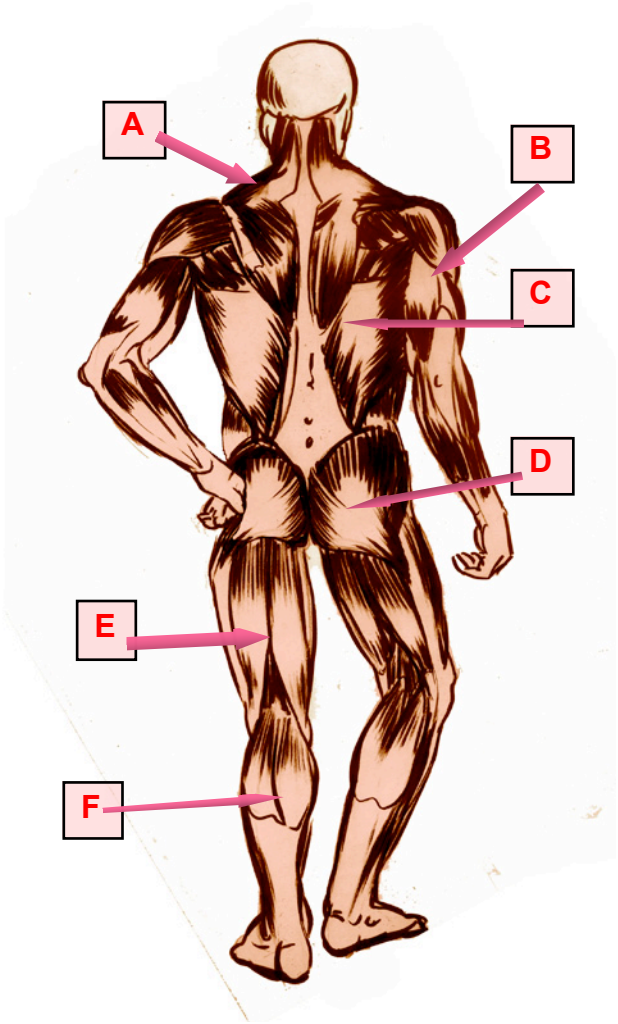
(We also have a circulatory and respiratory system which will be studied next year).

Muscles are Made up of Loads of Small Fibres



An adult human has more than 600 muscles

7.1. DON´T LOOK AT THE PREVIOUS PICTURE. LABEL THE MUSCLES



A .....

B .....

C .....

D .....

E .....

F .....

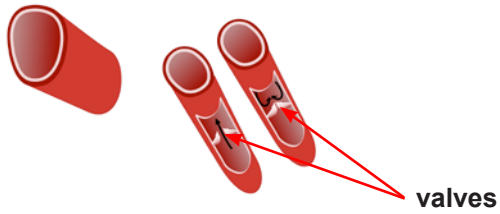
7.2. REVIEW THE MUSCLES THAT THE TEACHER POINTS OUT.

SHEET 8: MUSCLES

There are Three Different Types of Muscles

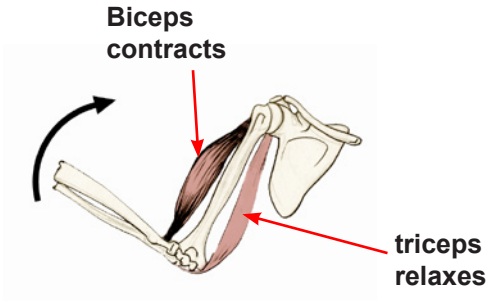
1

Heart Muscles
..only in the heart



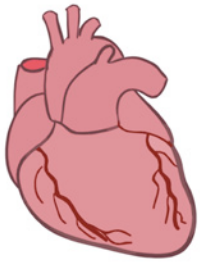
2

Involuntary Muscles ..intestines and blood vessels



3

Voluntary Muscles
… used for movement



8.1. Match the types of muscles with the drawings.

SHEET 9: MUSCLES

Fast-Twitch for Power, Slow-Twitch for Endurance
(White) (Red)

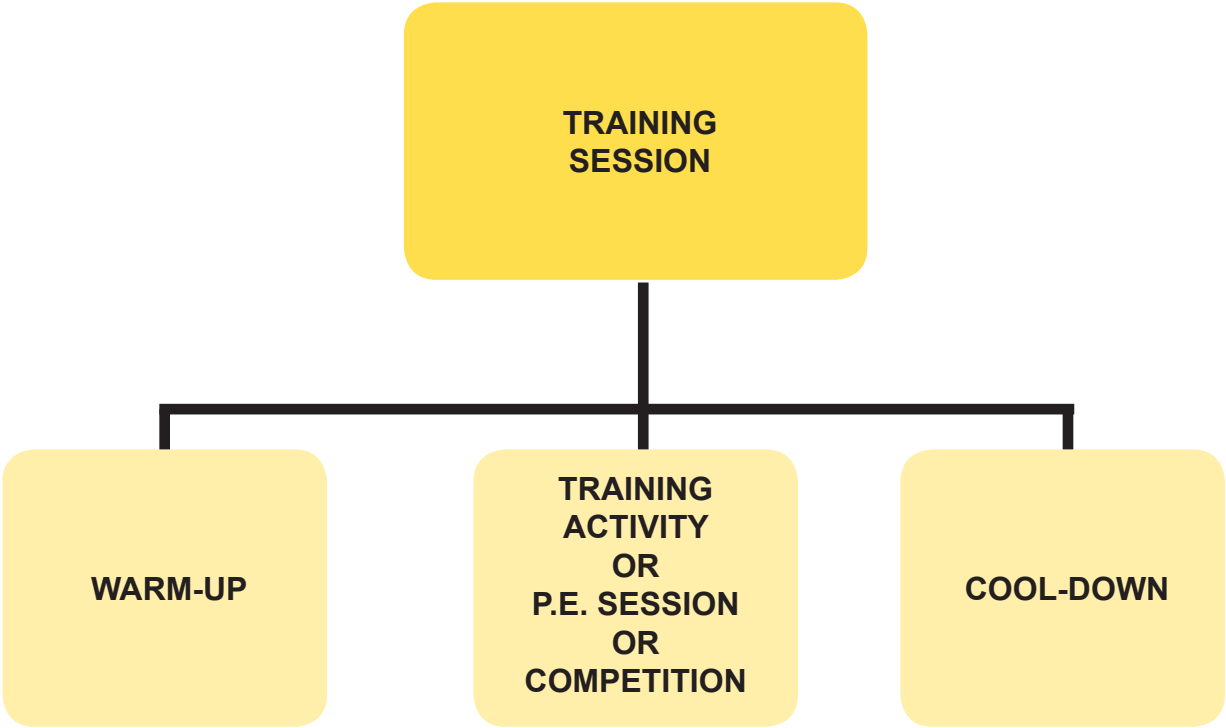
Fast-Twitch for
Sprinters, shot-putters

Slow-Twitch for
Long-distance runners

SHEET 10:

5. Organising a general warmup

Always warm up first and cool down afterwards



These are vital to every training session, but should be done in a gentle and progressive way.

WARM-UP- gradually gets your body ready for training.

WHY IS IT SO IMPORTANT?:

1) It increases the temperature of the body, and increases blood flow to the muscles - so they can work well later on in the training

2) It stretches the muscles, moves the joints and increases the range of movement - so you´re ready to work and less likely to injure yourself

3) It concentrates the mind on training

STAGES OF A WARM UP

You should warm-up your cardiovascular system first.

Do some gentle exercise, like jogging, until you are just out of breath.

Then stretch

And then, play a game, such as a short distance run to increase your pulse rate

1. JOGGING

2. STRETCHING

3. GAMES

10.1. GENERAL WARM-UP. Review and improve the warm-up you prepared last year. Keeping in mind the parts of a general warm-up, design a warm-up with order and progress in the order that you see on the sheet. Use the names of the muscles that you have just learnt

GENERAL WARM-UP

DESCRIPTION OF THE ACTIVITY	DRAWING	MUSCLES, BONES AND JOINTS INCLUDED	TIME
1) JOGGING:			
2.) STRECHING and JOINT MOVEMENT. **2.1.Ankles:** **2.2.Knees:** **2.3.Hips:** **2.4. Torso:** **2.5.Shoulders:** **2.6. Elbows:** **2.7. Wrists:** **2.6.Neck:**			
3.) DYNAMIC ACTIVITY / GAME:			

SHEET 11:

6. Individual physical condition card

YOUR INDIVIDUAL PHYSICAL CONDITION CARD WILL HAVE 3 PARTS:

- BIOMETRIC INFORMATION. YOUR HEIGHT, WEIGHT AND BODY MASS INDEX

- THE RESULTS OF THE RUFFIER TEST (30 SQUATS)

- THE RESULTS OF THE PHYSICAL CONDITION AND COORDINATION TESTS

11.1. Can you remember the names of the 7 physical tests that you did last year and will do again this year?

Practise them **in the PE class and** compare **your results with last year's.**

1) Biometric information. Your height, weight and body mass index

BODY MASS INDEX (B.M.I.): This is done by dividing a person´s weight by their height squared.

$$\textbf{B.M.I} = \frac{\text{WEIGHT (in kg.)}}{\text{HEIGHT 2 (in m.)}}$$

For example: Your weight is 75 kg and your height is 1.50:
B.M.I (kg. /m2.)= 75 / 2,25 (1.50 x 1.50) = 33,33.

0 18 25 30 35 40

← …. SLIM…….NORMAL…..OVERWEIGHT.....OBESITY….. →

11.2. Calculate the Body Mass Index.
Do this in PE class, write them down and compare your B.M.I. results with last year's.

	WEIGHT	HEIGHT	B.M.I.
Last year			

Month	WEIGHT	HEIGHT	B.M.I.
Octuber			

2) MEASURING YOUR HEART RATE AND RUFFIER TEST (30 SQUATS)

RUFFIER TEST (30

11.3. Calculate your results for the RUFFIER TEST.
Practise it in PE class and write down your results comparing them with last year's.

	HEART RATE AT REST	H.R SQUATS	H.R REST 1´	EVALUATION
Last year				—

	HEART RATE AT REST	**H.R SQUATS**	**H.R REST 1´**	**EVALUATION**
October				—
December				
April				
June				

EVALUATION:

EXCELLENT……= < 1
GOOD.....= 2 to 6
NORMAL.....= 3 to 9
BELOW NORMAL...= + 10

FORMULA: HEART RATE AT REST+ H.R SQUATS + H.R. RATE 1´- 200 / 10

SELF ASSESSMENT Read and tick ✓ where appropriate		YES	NOT YET	NOT SURE
	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.			