

EL ESCORIAL Secondary School

Madrid



1<sup>ST</sup>

Secondary Education

*Physical Education*

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# UNIT 1 THE HEART RATE



## THE HEART RATE

SYSTOLE-DIASTOLE-SYSTOLE-DIASTOLE-SYSTOLE-DIASTOLE



What is the pulse?

The number of heartbeats in a minute.



What is the normal HR at resting?

Between **50-100 bpm**



Where to take it?

- Radial artery.
- Carotid artery.
- Heart.



Why is it taken?

Because it can detect a heart disease or how hard an effort is.



When to go to a doctor

- If the pulse goes fast most of the time.
- If it is irregular.
- If it goes slowly and you feel sick, pain, dizziness...
- If it persists over 100 bpm or below 50 bpm and if there are other symptoms involved.



How to take it?

- Take it with your index and middle finger. Do not do it with your thumb.

**6 x 10 seconds**

- The thumb has a very superficial pulse. Actually, the HR can be taken on it.



## 16 SURPRISING FACTS ABOUT YOUR HEART

Did you know...?



Your heart can weigh between 7 and 15 ounces.



Newborn babies have the fastest heart beats.



Your heart is located in the middle of your chest.



Your heart beats around 100,000 times a day.



Your heart pumps **7600 litres** of blood a day.



Heart attacks happen most often on Monday mornings.



There are **100.000 km** of blood vessels in your body.



In a 70 years life, the heart pumps **250 millions** litres of blood.



Men and women have different heart attack symptoms.



Laughing is good for your heart.



The heart works twice as hard as the leg muscles of a sprinter.



Sneezing does not stop your heart.



Your aorta is as large as a garden hose.



A "broken heart" can feel like a heart attack.



Some capillaries are ten times smaller than a human hair.



Horses can mirror a human's heart rate.

TAKE CARE OF IT AND HE WILL TAKE CARE OF YOU

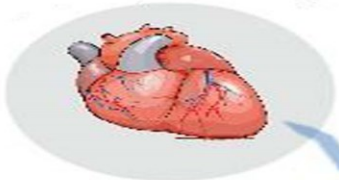
# UNIT 2 THE WARM UP

## What is the Warm Up?

Warming up is defined as 'those moderate and progressive exercises performed before an intense effort' (a physical activity as work out, a match or a competition).

### HEART

When we start a general warm up, heart rate increases for sending oxygen and nutrients faster through the body in order to be able of moving faster.



### LUNGS

Lungs have to work faster in order to get more oxygene, which we need to keep our exercise going.



### TEMPERATURE

The temperature is increased. Warming up is even more important in winter or freezing days. Increasing the temperature avoid injuries.



## OTHER EFFECTS AND AIMS

### BEATS ARE INCREASED

Our HR at resting is low. However, in exercise is much higher. Thus, warming up increases de beats gradually.



AT RESTING

50-100



EXERCISING

+120



### MENTAL PREPARATION

Warming up effects are not only physical. It help us to focus in the exercise. Therefore, anxiety decreases.

### POSITIVE EFFECTS



Our performance improves. In other words, we do our exercise far better.



It helps to avoid or prevent injuries.

## STRUCTURE

### THE WARM UP STAGES

There are two types: GENERAL AND SPECIFIC. We are going to learn the GENERAL because the **specific one is the same but adding sport techniques at the end.**

**GENERAL:** I do not know what kind of exercise I am going to do.

**SPECIFIC:** I know what kind of exercise I am going to do.



#### 1 MILD AEROBIC EXERCISES

Do not get tired. In cold days, you can start doing joint mobility before aerobic exercises.



#### 2 DISPLACEMENT EXERCISES

Do them mainly in cold days. They are joint mobility exercises to increase body temperature.



#### 3 FLEXIBILITY

Doing mobiliuty for the main joints. At the end, it is good doing some stretching exercises.



#### 4 PROGRESSIONS AND SPEED

The last exercises, where we finish our 'reshaping' and start the specific warm up. It is typical in the final part of competition sports.



### IMPORTANT:

As general rule, we will warm up 8-10 minutes in P.E, although warming up time depends on many factors.





# GENERAL WARM UP EXAMPLE

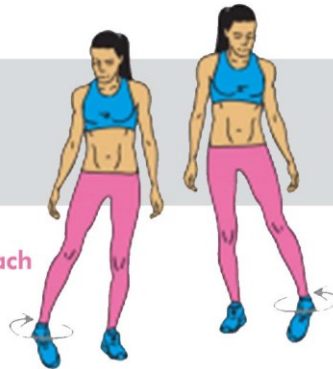
Aerobic



2-3 minutes  
(mild)

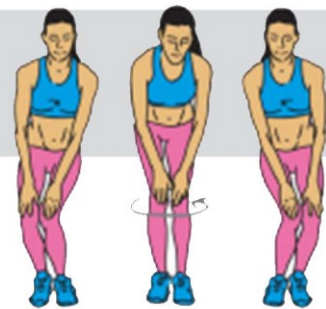
Ankle  
Mobility

8-10 in each  
direction



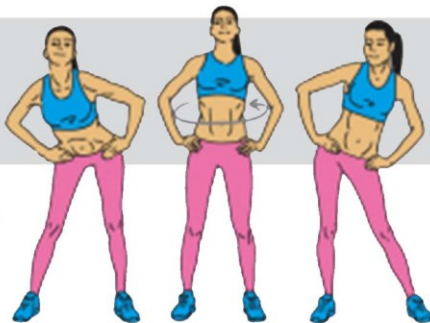
Knee  
Mobility

8-10 in each  
direction



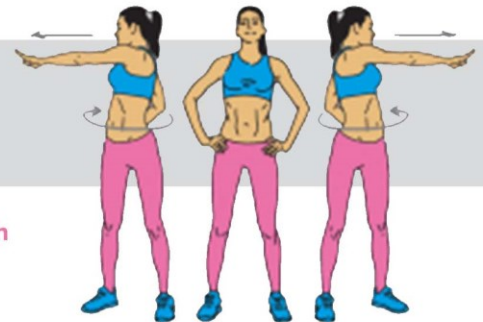
Hip  
Mobility

8-10 in each  
direction



Spine  
Mobility

8-10 in each  
direction



Elbows  
Mobility

8-10 in each  
direction



Shoulder  
Mobility

8-10 in each  
direction



Neck  
Mobility

8-10 in each  
direction



Quadriceps  
Stretching

20 sseconds  
each leg



Hamstrings  
Stretching

20 sseconds  
each leg



Adductors  
Stretching

20 seconds



Triceps Stretching

20 seconds each arm  
(choose only one exercise)



As explained, all the warming is not last more than 8 minutes.

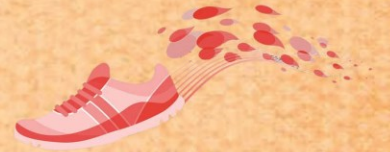
On specific sport days, the teachers will tell you which areas to focus more on.



# UNIT 3 BASIC PHYSICAL ATTRIBUTES

**FITNESS** can be described as 'the ability to do a daily effort with effectiveness, delaying fatigue, with the less energy waste, and avoiding injuries'.

Therefore, the better is personal fitness, the higher will be the capacity of doing not only any physical activity but also an intellectual one.



## BASIC PHYSICAL ATTRIBUTES

### STRENGTH

Strength is defined as the capacity of moving or holding an object by muscular contraction.



### STAMINA

Stamina is the capacity of doing a physical exercise as long as possible.



### HEALTH

- MILD STAMINA, STATIC FLEXIBILITY AND STRENGTH ARE RECOMMENDED.
- THEY IMPROVE YOUR HEALTH WITH NO RISK.



Speed is the capacity of doing movements or gestures, with or without displacement, as fast as possible.

### SPEED



Flexibility is the capacity of doing a movement until the end of its amplitude.

### FLEXIBILITY

## EXAMPLES

#### STRENGTH



WEIGHTLIFTING BODYBUILDING

#### STAMINA



MARATHON

BIKING

#### SPEED



100 METERS



BOXING PUNCHES

#### FLEXIBILITY



RYTHMIC GYMNASTIC



# UNIT 4. Motor Skills

## MOTOR SKILLS

Besides BPA, human being has other skills called MOTOR SKILLS. These skills, as well as BPA, are developed during the growing up process, but they can also be improved through specific training. All of them are very important when we are learning any sport.

## A GILITY

It is defined as the skill of moving the whole body in the space. Being agile requires strength and coordination.



## B ALANCE

It is the skill of holding the body against the gravity law. The rate of this skill will depend on gravity, based gait and gravity line.



## C OORDINATION

It makes possible that we can solve difficult movement situations effectively with the less energy waste as possible.



# UNIT 5. Health and exercise

## Physical activity benefits everyone



BENEFITS HEALTH



IMPROVES SLEEP



MAINTAINS HEALTHY WEIGHT



MANAGES STRESS



IMPROVES QUALITY OF LIFE

REDUCES YOUR CHANCE OF

Type II Diabetes **-40%**

Cardiovascular Disease **-35%**

Falls, Depression and Dementia **-30%**

Joint and Back Pain **-25%**

Cancers (Colon and Breast) **-20%**

## What should you do?

For a healthy heart and mind

**Be Active**

**60**  
minutes daily

VIGOROUS

MODERATE



RUN



WALK



SPORT



CYCLE



STAIRS



SWIM

To keep your muscles, bones and joints strong

**Sit Less**



TV



SOFA



COMPUTER

**BREAK UP SITTING TIME**  
WALK 8000 STEPS/DAY

To delay fatigue

**Work out strenght and flexibility**

**Work out aerobic stamina**



GYM



YOGA



ENDURANCE



RUNNING



BIKING



SKATING

MINUTES PER WEEK

**75/150 OR 150/300**

VIGOROUS INTENSITY

(BREATHING FAST  
DIFFICULTY TALKING)

MODERATE INTENSITY

(INCREASED BREATHING  
ABLE TO TALK)

**OR A COMBINATION OF BOTH**

**THIS IS THE THE MINIMUM**



**3-5 DAYS A WEEK MINIMUM**

Something is better than nothing.

Start small and build up gradually:  
just 10 minutes at a time provides benefit.

**MAKE A START TODAY: it's never too late!**



# VILPA

## Vigorous Intermittent Lifestyle Physical Activity



Vigorous and Intermittent Physical Activity based on Lifestyle tells us that brief and intense actions of everyday gestures, repeated a number of times for a given time, have the effect to reduce the risk of cancer and cerebrovascular accidents (heart attacks, strokes...) by up to 50%.

It does not refer to exercise or training, but to unplanned and unstructured activity in the day.



**3-4**  
VILPAS/DAY  
HAVE  
BENEFITS



### CLIMBING UPSTAIRS

Try doing it instead of taking the elevator.

Likewise, try avoid scalators.



### RUNNING TO CATCH THE BUS

It is another example of VILPA.

Of course, we are not encouraging you to always take a run to the bus.



### PLAYING WITH YOUR PET

Carrying your dog or playing with him he helps to stimulate the cardiovascular and locomotor systems.



### LOADING BAGS

Carrying weight, and more if you walk up hill, falls in a VILPA activity.



# How to prevent DOMS

DELAYED  
ONSET  
MUSCLE  
SORENESS

DOMS APPEAR TO BE CAUSED BY REALIGNMENT OR BREAKING OF THE MUSCLE FIBERS.

## IT IS VERY IMPORTANT WARMING UP



WE CAN DO A WARM UP WITH CARDIO OR WITH ACTIVE STRETCHING

WARMING UP CONSISTS OF DOING SOME PROGRESSIVE  
TO BE READY FOR A WORKOUT OR A TYPE OF SPECIFIC  
EXERCISE.



## YOU MUST HAVE HYDRATION



**BEFORE**

**MEANWHILE**

**AFTER**

*exercise*



**LISTEN TO YOUR  
BODY**

IF WE FEEL THAT EXERCISING IS TOO  
HARD, YOU MUST KNOW WHEN TO  
STOP TO AVOID ANY PAIN OR A HARD  
DOMS.

**AND A COLD SHOWER TO THE END**

IT HAS BEEN PROVEN THAT COLD OR CONTRAST SHOWERS  
HELP TO REDUCE THE BLOOD FLOW.

**DO**

## PROGRESSIVE

WHEN WE START WORKING OUT  
WE SHOULD START PROGRESSIVELY



**EXERCISE**

**OVERALL TRY TO AVOID**

## ABRUPT CHANGES



FROM MILD... TO INTENSE!

INCREASE INTENSITY AS  
WEEKS GO BY





# RECOMMENDATIONS

## to avoid toxic habits



### SMOKING

- Increases the risk of lung cancer. Non-smokers are at risk of 1/6000. Smokers, 1/5-10.
- It is related to myocardial and brain infarctions (stroke).
- Diseases increase respiratory and blood pressure.



### LACK OF SLEEP

- You should sleep between 7 and 8 hours a day the minimum would be 6 and the maximum would be 9.
- If you sleep less than 6 hours, you'll suffer (in the long run) high blood pressure, which is the first cause that leads to strokes. If you sleep more, it is related to overweight and obesity due to not burning many Kcal.



### SEDENTARY LIFESTYLE

- They are more likely to suffer high blood pressure, diabetes and cardiovascular diseases. These diseases are the cause of 70% of deaths worldwide.
- Move daily. Follow the advice that health professionals give you.



### LUDOPATHY

- Anything that is considered pathological causes addiction. This generates anxiety and behavioral changes.
- Try to have all kinds of hobbies and none should become an obsession.



### MEDS ABUSE

- You should not self-medicate.
- When in doubt, consult with a professional.
- This abuse occurs a lot in people with anorexia or bulimia. They take laxatives to evacuate everything they have eaten.



### ALCOHOL ABUSE

- Avoid alcohol and drink what you like palate, not what encourages you friendships to feel more integrated in a group.
- It is associated with liver and respiratory stomach and intestinal tract cancer. Also depression and anxiety.



### NEW TECHS ADDICTION

- It causes social isolation and difficulties for relationships with others, in addition of anxiety and depression.
- Access to the internet and social networks must be limited social. Furthermore, look for alternatives outside of networks and the Internet.



### HIGH CONSUMPTION OF ENERGY DRINKS

- They cause hypertension, tachycardia and dizziness
- It makes it difficult to concentrate on tasks.
- It produces insomnia, which aggravates everything former.



### HIGH CONSUMPTION OF SUGAR AND PROCESSED

- We should not take more than the equivalent to 10 teaspoons of sugar a day. Further, it is associated with several diseases, especially all if you are also sedentary.
- Eat fresh food and always cook if that you can. Processed food have lots of bad fats and excess of sugar.



*Take care of yourself  
your whole life*

# How Regular Exercise Can Improve Your Mental Health

Regular exercise can help give you mental clarity, energy, and improve your sleep.



## Elevate Your Mood



Studies show that just 5 minutes of simple aerobic exercise can improve your mood.



Exercise can help treat depression by boosting serotonin levels and endorphins.



Serotonin helps the brain regulate mood, sleep, and hunger.



Physical activity is known to decrease stress on the brain and is a great physical outlet for immediate stress relief.



## Exercise for Depression and Anxiety



Exercise therapy for mental health helps to reduce the symptoms of anxiety and depression.



Some therapists recommend exercise in conjunction with traditional therapy and medication.



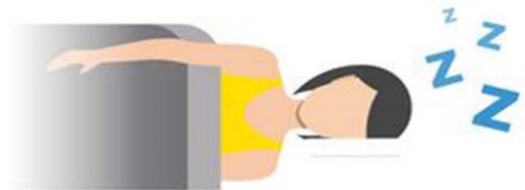
Physical exercise is a great distraction from worries and anxieties.



From a physical standpoint, exercise reduces immune system chemicals which can worsen depression.



Aerobic exercise, stretching, and strength training all help to reduce the symptoms of depression.



## Improve Your Sleep



Studies show that exercise improves the sleep of those who suffer from chronic insomnia.



Sufficient sleep can help repair and protect the brain from damage.



## Improve Your Self-Esteem



Daily exercise gives you a feeling of satisfaction and accomplishment as you set and achieve personal goals.



You feel more in control of our treatment when you are the one doing the exercise.

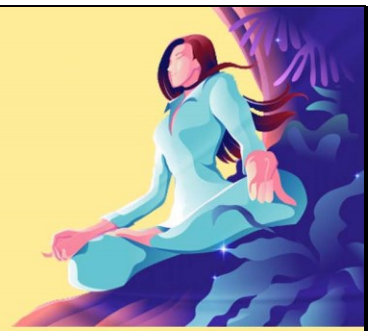


Seeing positive results in your mood and physical shape will increase confidence and self-image.





## CHANGE YOUR BREATHING CHANGE YOUR MOOD



Practice one of these types of breath for 5 or 10 minutes in a quiet place.

After each exercise, examine how do you feel.

### DIAFRAGMATIC BREATHING

- Breathe calmly and deeply With the abdomen.
- Put a hand on your belly and feel it rise and fall.

### COHERENT BREATHING

- Inhale gently through the nose for 6 seconds.
- Exhale gently during 6 seconds.
- Repeat for 5-10 minutes.

### 3 INTERVALS BREATHING

- Inhale deeply.
- Imagine how you fill the tripe, then ribs and then the chest.
- Exhale slowly until stay empty
- Push your abdomen to help get the air out.

### CIRCULATING BREATHING

- Imagine moving the air for each part of the body and breathing with it.

### 4-7-8 BREATHING

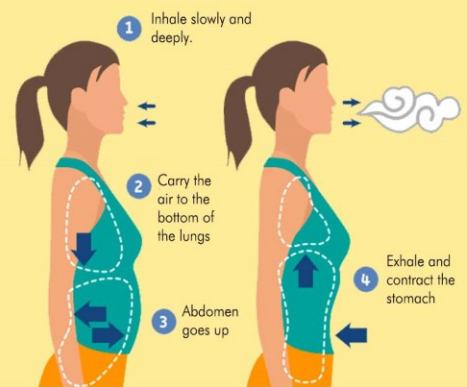
- Put the tip of your tongue against the palate, stuck to the upper teeth.
- Exhale through the mouth pushing the air with your tongue.
- Close your mouth and inhale through the nose 4 seconds.
- Hold your breath for 7 seconds. Repeat the entire process for 5-10 minutes.



EXHALATION



INHALATION

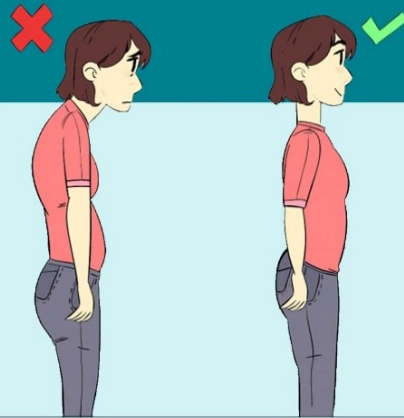


# POSTURAL ATTITUDE

Tips to maintain a good posture at resting.

## Standing

Weight distributed between both feet, back straight and sight straight ahead. Don't get crouched (achepado) nor arch.



## Sitting

Lumbar and dorsal areas supported by the backrest, knees at 90° and feet parallel and supported on the ground with sight to the front.



## Computer

The keyboard must be positioned in such a way that shoulders and arms are relaxed and, at least, a distance of 40 centimeters at the height of the eyes.

## In bed

Sleep on your side, with your knees bent towards the chest and with a medium height pillow for keeping the spine straight.

Lying up is less recommended.

If you do, place a cushion under the knees.



Remember that you must also maintain an adequate body weight and practice regular physical activity to maintain muscle strong and relaxed.





# UNIT 6. Nutrition

## NUTRITION TIPS

*Your medicine is your food  
and the food is your medicine.  
(Hippocrates)*

50% CH  
35% Fats  
15% Proteins

01

### HAVE BREAKFAST

Start your day with a healthy breakfast.

02

### IMPROVE YOUR DIET

Follow a varied and balanced diet, eating from all food groups.

03

### EAT SLOWLY

Eating slowly. Chewing makes the digestion and nutrients absorption easier.

04

### DRINK WATER

Only when you are thirsty and more in summer or for babies and elders.

05

### DO EXERCISE

Aerobic stamina and strength endurance 3-4 times a week or 60 min daily.

06

### FRUIT AND VEGETABLES

Try to eat two or three pieces of fruit daily.



Do not worry about calories very much and follow the next tips. They will help you to maintain a healthy weight.

Eat vegetables, cereals, bread and potatoes daily.

Eat small portions 5 times a day instead of big portions 3 times. In this way calories intake is lower.

Use olive oil like main source of fat in your diet for cooking and for dressing (aliñar) the meals.

Eat fish 4-5 times a week. White and blue fish are both good.



Eat milk or yoghurt or low-fat cheese daily. Calcium is essential to boost bone mineralization and to prevent osteoporosis.

Fats are needed in a good diet, but do not abuse of fat animal meats (pork, sausages...). Choose lean meat (carne magra) and eat it twice or three times a week. Chicken and turkey are the best options. Cold meat and red meat should be eaten occasionally, around four times a month.

# FOODS

## DAIRY



They contain proteins, vitamins (A, D, B2 and B12) and minerals (calcium).

2-3 portions daily.

## VEGETABLES



They give us vitamins, minerals, fiber and antioxidants.

It is recommended a minimum of 2 portions daily.

## FRUITS

They provide vitamins, minerals and fiber. It is recommended to consume 3 or more daily pieces.



## MEAT

It provides proteins, vitamin B12, iron, potassium, phosphorus and zinc.

3 portions weekly are recommended.



## FISH

It gives us proteins, vitamin D, iodine and fatty acids Omega 3.

3-5 portions weekly.



## EGGS

Contains proteins, vitamins (A, D, B12), phosphorus and magnesium.

It is recommended consume 1 per day.



## LEGUMES

They are rich in fiber, vitamins, proteins, carbohydrates, fiber, vitamins and minerals. 2-4 portions weekly.



## WHOLE GRAINS



They are rich in fiber, vitamins and minerals.

4-6 servings weekly.

## FOOD COMPLEMENTS

Through a varied and balanced diet you can get all the nutrients you need, but food complements can be useful in special conditions; for example, in the case of nutrient deficiency.

## NUTS

They provide us with energy, fatty acids unsaturated, fiber, vitamin E. 3-7 servings per week are recommended.

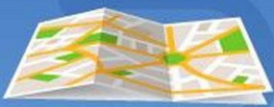




# UNIT 7. Hiking and Orienteering

## SAFER HIKING 10 keys for your first hike

Remember that enjoying nature means knowing and respecting it. Don't make noise or speak loudly. Many animals could become frightened and abandon their young. You should also remember:



**GET INFORMED:**  
search well on the internet for data of the place or recommendations from other persons.



You must **ALWAYS** be accompanied.



What is the weather on your route?



Wear three layers of clothing.



Protect yourself from the sun: a hat, glasses with UV filter and sun cream.



Wear comfortable shoes and you have used before.



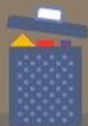
Use trekking poles: they provide speed, stability and reduce impact on the joints.



Carry enough liquid: about 2 liters of water for 2-3 hours of walking,



Food: eat snacks like cereal bars, nuts and/or sugars.



Don't leave traces, take care of nature.



# Trekking

## my backpack

### 1 MAP

Bring a map of the terrain you going to walk.

### 2 MEAL

For the duration of the hike. It must be light and nutritious.

### 3 WATER

Drink regularly and don't get thirsty or dehydrated.

### 4 WINDBREAKER OR JACKET

In nature, temperature changes a lot. Go prepared.

### 5 RAINCOAT

To avoid getting wet if it rains, even tough the day is sunny.

6

### REPLACEMENT CLOTH

Socks, T-shirt and clothing in case we get soaked.

7

### SUNSCREEN

To avoid burns. Apllied 20 min before exposure.

8

### GARBAGE BAG

To store leftovers and intimate cleansing.

9

### BASIC FIRST KIT

To heal wounds or bites. Iodine band-aids and chlorexidine.

10

### CHARGED MOBILE PHONE


For emergency calls or to take pictures.


IF YOU ARE GOING TO SPEND THE NIGHT IN ALLOWED PLACES


Sleeping bag, insulation and tent. You will need a bigger backpack for it.

## BASIC SIGNS

The most common signs that can be found on the trails are these five:

 The path keep going

 Wrong direction

 Turn to the right

 Turn to the left



Variation of the path

Always be aware of the signs and never leave the path.

Signs can found painted on stones, in trees or in any other visible place.



# ORIENTEERING



**MAIN CARDINAL DIRECTIONS**  
**SECONDARY CARDINAL DIRECTIONS**



It is advisable having basic notions of orienteering when we go hiking if we lost the signals of the path.  
**Orienteering is defined as the capacity of finding north** and, therefore, the rest of cardinal directions or four points of the compass.

As it is known, there are four cardinal directions which appear in the wind rose.

So, imagine that you do not have a compass, the battery of your mobile phone is dead or there is no coverage. You do not have a map either, but you have nature.



LET US START

## ORIENTEERING BY NATURAL SIGNALS

*IT IS DAYLIGHT AND THE SKY IS CLEAR. AT DAWN.*

The sun rises in the East. East is on the right of any map, you have to put the sun to your right too. In this way, your body is oriented with reality.



W



*IT IS DAYLIGHT AND IT IS THE SUNSET (OR TWILIGHT).*

The sun sets in the west. West is on the left in any map, so you have to put the sun to your left too. In this way, your body is oriented with reality.

12

IT IS DAYLIGHT,  
THE SKY IS CLEAR  
(MID-MORNING)

At 12 pm, when our own shadow is shorter, the sun is in the south in the northern hemisphere. If we were in the southern hemisphere, the sun would be in the N.



IT IS DAYLIGHT,  
THE SKY IS CLOUDY

We can use tree rings. The area where the rings are closer to each other points the north. On the contrary, the area where the rings are more separated points the south.



IT IS DAYLIGHT,  
THE SKY IS CLOUDY

We can use the moss, which grows in shadow areas. In Europe it points to the north, but you have to be careful and not to choose an area which is completely in shadows.



AT NIGHT WITH CLEAR SKY

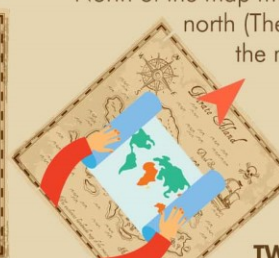
We have to use the stars. Specifically, we have to locate the North Star (Polaris). It marks the north. How do we find it, then?

We have to measure the distance between Merak and Dubhe with our hand. They are in Big Dipper constellation. Then, we extend five times that distance from Dubhe towards outside. At some point, we find a bright star. That is the North Star, which is part of Little Dipper constellation (last star of the tail).

Once we know how to find the main cardinal directions, we must orientate the map with reality. It is very easy if we know where the north is in the map and in the real world.

## ORIENTEERING WITH A MAP

North of the map must be oriented with real north (The North Star, the moss...).





# UNIT 8. Artzikirol



## ARTZIKIROL

A NEW SPORT



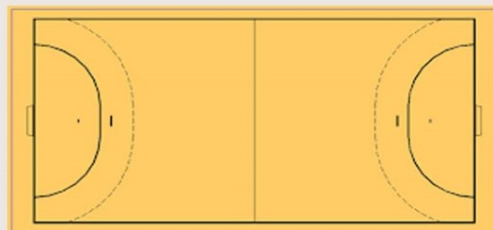
Created in 2007, the name comes from join the prefix "artzi" (town of Artzinega), and the suffix "kirol", "sport" in Basque.

Artzikirol is a mix of futsal, rugby and handball, whose rules we will see now.



### DIMENSIONS

- Area is 6 meters away.
- The penalty spot It is 7 meters away.
- The goal is 3 meters long by two meters high.



40 x 20

4 PERIODS  
15 MINUTES

Between each time there is a 2 minute break, except between the second and the third period that will be 5 minutes.

You can play with a foam ball.



6 AGAINST 6



There can be up to 15 members in a team. Teams can be mixed or differentiated by biological sex.

### FOULS (PLAYER)

- Using force, grabbing, hitting or trip the opponent to remove or keep the ball.
- The player in possession of the ball can not pass the ball from one hand to another in the form of a self-pass.
- Being touched by an opposite player when the ball is in your hand. If it is on the foot, it will not be a fault.



### BASIC RULES

- The ball can be played by feet and hands but never can be dribbled. A player who has the ball in hands can be "touched" by any apposite. player
- The player who makes the "touched" serves from that place.
- The goal can be achieved by throwing with the foot or with the hand or patting the ball.

- When the ball is in the air, you can control it with your foot or hand, but once on the ground, the ball can not be controlled again with hands, except the goalkeeper in his area.
- For fouls, throw-ins or corners, the player will have 6 seconds.
- After a goal, the goalkeeper will serve behind the baseline, including his own goal. If the ball goes out by baseline, the goalkeeper will serve from there in the same way

### PENALTY SHOT. CAUSES AND HOW TO EXECUTE IT

A penalty happens when the defending team makes a foul within his own area or the attacking team's goalkeeper is touched while running as a normal player outside his area.

The defenders will be placed behind the baseline and the attackers, after the imaginary horizontal line that traces the 7 meter line.

The penalty is a direct kick with foot or hand. In no case the player can advance with the ball, which only can be hit once.

You can score a direct goal from a fouls, corner or throw-ins without giving any pass.

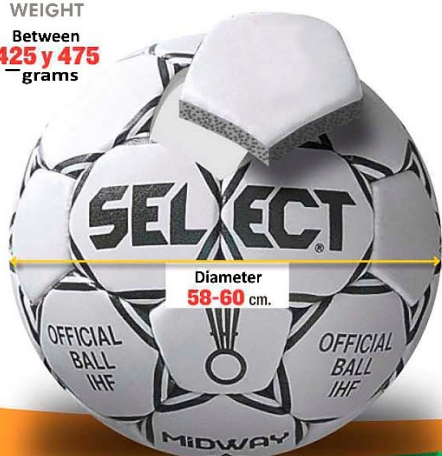
### PENALTY





# UNIT 9. Handball

**WEIGHT**  
Between  
**425 y 475**  
grams



## The ball

### TALLAS

Sizes 0 and 1 for beginners (smaller).  
Professional balls are bigger.



## The goal



## Time

**2** periods

**30** minutes  
with stops



## BASIC RULES

## TECHNICAL PUNISHMENTS

### FREE THROW (9M.)

It is a throw made when one team commits a foul. The ball will be played from the foul was committed except if this foul has been committed between 6-meter line and 9-meter line. Then, the ball will be throw from 9-meter line nearest de foul point.

### PENALTY (7M.)

It is signaled when a clear goal opportunity is frustrated in a bad way.

## DISCIPLINARY PUNISHMENTS

They punish repetitive behaviors against the rules. They are progressive.

**WARNING. YELLOW CARD:** One team can only get three. From there on...

**EXCLUSION.** The player is expelled 2 minutes. The team is one player down.

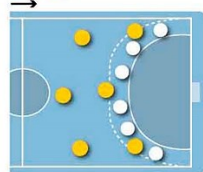
**DISQUALIFICATION: RED CARD.** Third exclusion reached, the player can be changed after 2 min.

**EXPULSION: RED CARD.** The player is expelled and his team is one player down the entire match.

## Attack systems

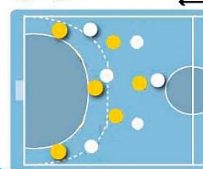
The ball moves fast looking for space

**3-3**



Very good for initiation. More gaps are generated.

**3-3**



## Defense systems

Cover spaces and pressures the rival.

**1-1**



Covers the entire area, including the extremes.

**6-0**



## The throws

### SUPPORT



### Hip

The player turns his trunk and throws with the arm that is hidden from the defender.



**Rectified**  
The opposite leg to the throwing arm is on the ground, with the trunk parallel to the ground too.

### Classic

The throw occurs at shoulder height, with one or two feet on the ground



### IN THE AIR



While jumping, the player rotates his trunk and throws the ball with his arm extended.

More common in strikes backs

### JUMP FORWARD



## The sanctions



Free throw



Warning



Exclusion



The player must leave the court for 2 minutes

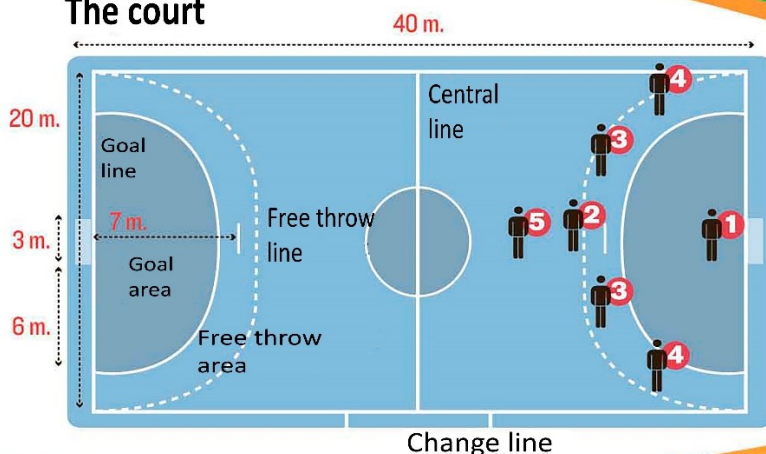


Disqualification



Expulsion

## The court



## Positions

### 1 Goal-keeper

He must stops the throws and start the own attack.

### 2 Central

He/She is the brain of attacking play. He set the pace.

### 3 Backs

They usually are the best players of the team.

### 4 Wings

Agile and fast. They carry the wing play.

### 5 Pivot

He/She fights to win the oppsite defense and look for open some holes to throw.

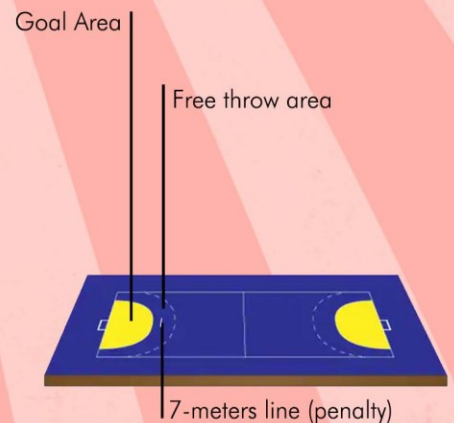


# BASIC RULES



## THE COURT

- The goal area, which extends up to 6 meters from it, can only be stepped on by the goalkeeper of that field.
- Between 6 and 9 meters away from the goal is the free throw area.
- The penalty is located 7 meters from each goal (from where the shot is thrown).



## YOU CAN

- Take 3 steps with the ball caught (4 supports: if we receive the ball while supported on the ground, it is already support).
- Obstruct the circulation with the trunk (taking the place before the opponent).



## IT CAN'T BE DONE

- Dribbling the ball, catching it and dribbling again (double dribbling).
- Hold the ball in your hand for more than 3 seconds while standing still.
- Pushing, holding, preventing the opponent's passage with legs or arms.
- Pass the goalkeeper while he is in his area.
- Touching a ball that rolls through the goal area (unless I am the goalkeeper).
- THE GOALKEEPER IN HIS GOAL AREA...

He can stop the ball with his foot and does not cause a corner kick when clearing the ball.



## SERVES

- In all cases, the opponents will be 3 meters away from the serving player.
- Kick-off: used at the beginning of each half and after receiving a goal. It is made with a pass in any direction, with each team in its own field.
- Throw-in: it is taken by stepping on the line where the ball came out (or by stepping on the corner, if the ball went over the goal line touched by a defender other than the goalkeeper).
- Goal throw: Taken by the goalkeeper from the goal area when an attacker sends the ball over the goal line.
- 7-meter throw: without stepping on the 7 m line, or taking off one of the feet until the ball leaves the hand. Only the thrower must be between the lines 6 and 9 m. (free throw area). The goalkeeper cannot be more than 4 meters away from his goal (there is a small line at that distance that marks it).





# UNIT 10. Athletics. Javelin.

## Javelin Throw

### Olympic Stadium

Throw must be attempted within 60 seconds of athlete being called  
**Javelin must fall on tip**



London Olympics women's javelin gold medallist  
**Barbora Špotáková**  
(CZE)

**Men's javelin:**  
Length: **2.6m-2.7m**  
Min. weight: **800g**

**Steel head:**  
Javelin must land tip first

**Women's javelin:**  
Length: **2.2m-2.3m**  
Min. weight: **600g**

**Shaft:**  
Fibreglass or carbon fibre

**Cord grip**

**Finnish grip:**  
Most popular among top-class throwers

**V or claw grip:** Enables throwing arm to remain close to body

**Run-up:**  
Length: **35.6m**  
Athlete must not turn their back to scratch line

**Scratch line:**  
Javelin must be thrown over shoulder, not slung or hurled

29°

23

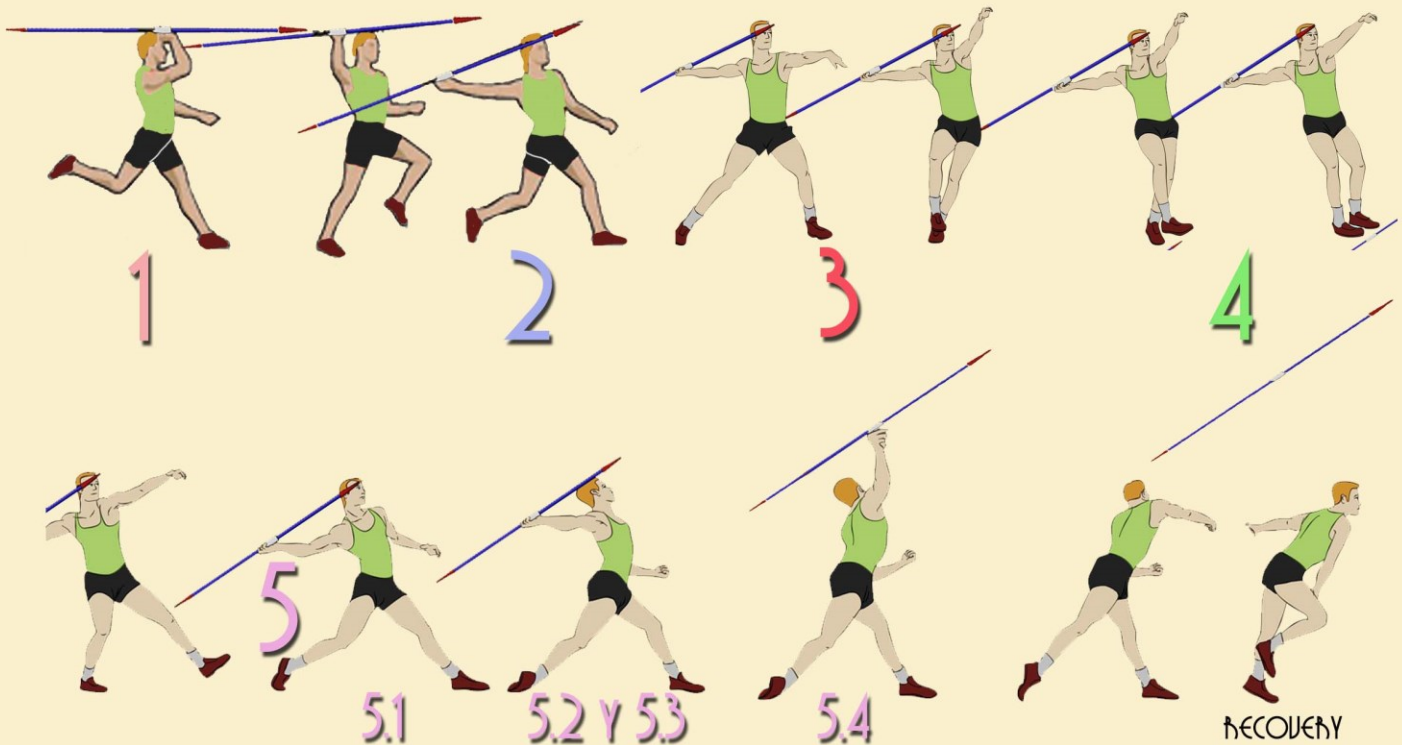
Olympic record		<b>Andreas Thorkildsen (NOR)</b>	Beijing, 2008	<b>90.57m</b>
		<b>Osleidys Menéndez (CUB)</b>	Athens, 2004	<b>71.53m</b>
World record		<b>Jan Zelezný (CZE)</b>	Jena, 1996	<b>98.48m</b>
		<b>Barbora Špotáková (CZE)</b>	Stuttgart, 2008	<b>72.28m</b>



# PHASES in a javelin throw

**IMPULSE RUNNING:** 7 to 12 steps forward, trying to reach the maximum speed that allows you to do a final phase in a controlled manner and running with the javelin parallel to the ground approximately at the height of the eyes.

**CROSS STEPS:** We will see a 5-step technique.



- |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STEP 1</b> | It is done by stepping with the left leg (if you throw with the right) next to a pre-established mark by the athlete. From that moment on, starting to take the javelin arm backwards.                                                                                                                                                                                                                                                                                                                                                       |
| <b>STEP 2</b> | With the right leg. The javelin arm is already far behind.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>STEP 3</b> | It is done by turning the left foot, putting it a little to the side (this also helps to turn the shoulders, so that the shoulder line is parallel to the running line and the javelin).                                                                                                                                                                                                                                                                                                                                                     |
| <b>STEP 4</b> | It is a wide and very flat step, sliding almost without jumping. It is also perpendicular to the racing line. It is the true "cross step." The trunk is set back and the left arm points forward and up.                                                                                                                                                                                                                                                                                                                                     |
| <b>STEP 5</b> | <p>The left foot rests very forward, facing the launch zone and without taking the other foot off the ground. (double support) at the time of launch. Next, that leg is blocked so that, successively (as in a chain or a whip) the different parts of the body advance:</p> <ol style="list-style-type: none"> <li>1 The hip and the right leg (almost dragging the foot).</li> <li>2 The trunk.</li> <li>3 The right shoulder.</li> <li>4 The elbow (which is high, above the shoulder), the forearm, the hand and the javelin.</li> </ol> |

At all times the view must be towards the launching area.

The ideal angle at which the javelin should come out with respect to the ground is about  $32^\circ$ .

**RECOVERY:** Take one more step forward (with the right foot) to stop with it, avoiding passing the boundary line and make a null throw.

24

## AMERICAN GRIP

ANOTHER TYPE OF GRIP



With the index finger and thumb grabs the body of the javelin surrounding the handle and wrapping it with the rest of the hand.





# UNIT 11. Badminton

## The shuttlecock

**WEIGHT**  
Between  
**4.75 y**  
**5.50**  
grams



Those with feathers (like the photo) are more expensive and last only a few hits. It is better to choose the of plastic. They last longer and are cheaper.

## The racket

Choose an aluminum racket with hard string (it is noticeable to the touch) and that the grip tape is porous. If it is smooth, it will slip out of your hand when you sweat a little.

Take it in two pieces (the rod and the head on one side and the handle on the other).



**WEIGHT**  
**85-100**  
grams

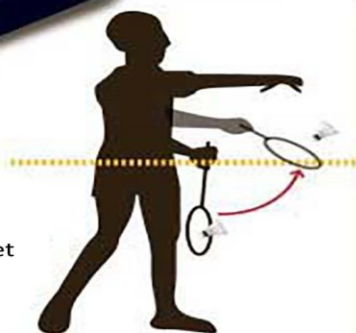
## Time

**The best of 3 sets** of 21 points each, with two ahead. If the game reaches 29 points, whoever scores 30, wins.

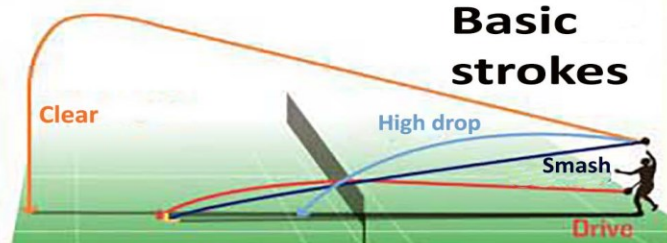


## The serve

Neither the server nor the rest can step on the lines of the court and until the serve is done, both players must keep both feet on the ground in a static position. When serving, the head of the racket and shuttlecock must be below the waist.



## Basic strokes



## Low strokes

### Lob



It is a defensive stroke that send the flounce to the back of the opposite court. It is used to recover the center.

### Low Drop



Offensive hit looking to deceive the opponent, changing the pace and leaving the shuttlecock near the net.

## Medium Strokes

### Drive



Flat and straight offensive shot that passes close to the net. It can be performed forehand and backhand (like all gestures).

## High Strokes

### Clear



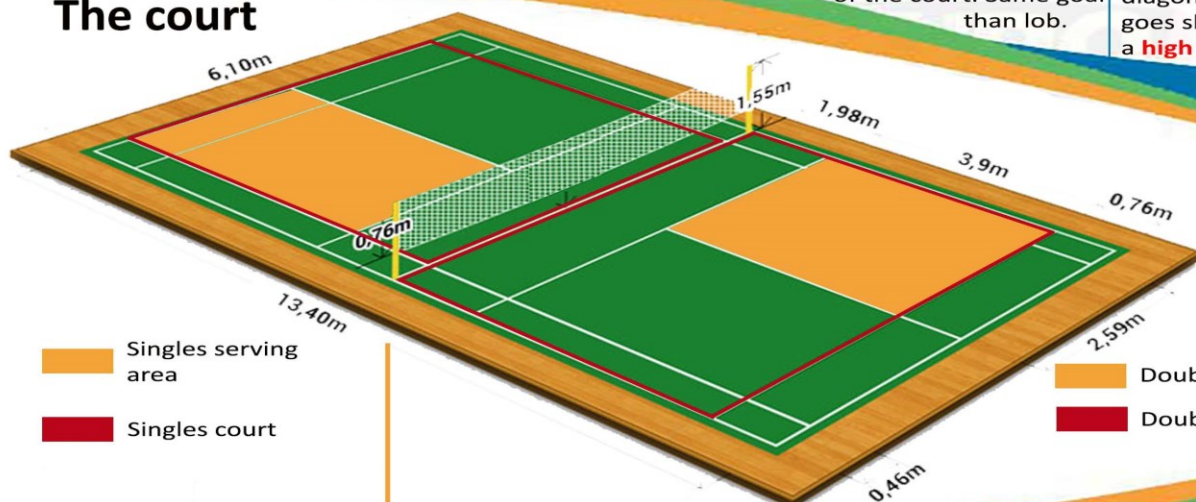
Defensive stroke at the bottom of the court. Same goal than lob.

### Smash



Offensive stroke. Fast and diagonally downwards. If it goes slow, it changes to a **high drop**.

## The court



Singles serving area  
 Singles court

Doubles serving area  
 Doubles court



# UNIT 12. Floorball

## Equipment

The stick and the ball with holes are made of plastic, since floorball is designed not to cause injuries and thus lose the fear of throws and hits.



## Periods

3 periods of 20 minutes



## IN SCHOOL



2 periods of 10 minutes

## Teams

6 against 6 goalkeeper included



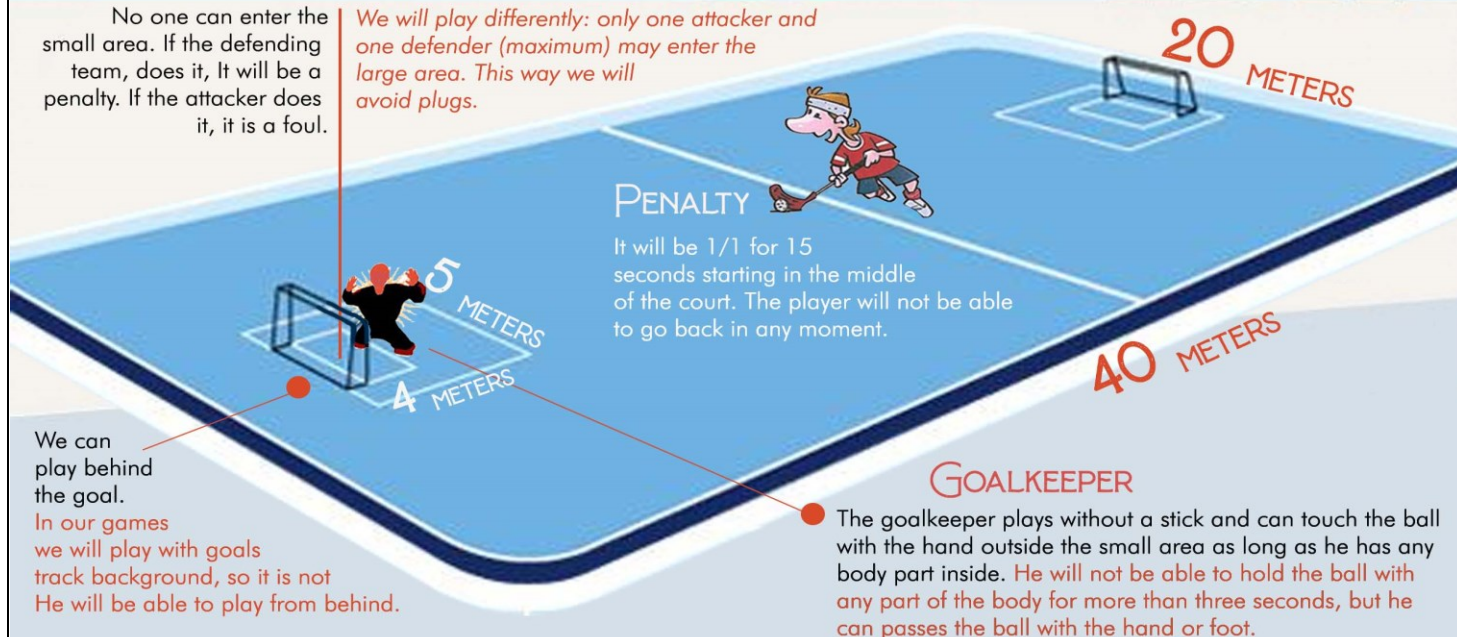
IF WE PLAY IN SHORT COURTS



4 against 4

No one can enter the small area. If the defending team, does it, it will be a penalty. If the attacker does it, it is a foul.

We will play differently: only one attacker and one defender (maximum) may enter the large area. This way we will avoid plugs.



We can play behind the goal.

In our games we will play with goals track background, so it is not He will be able to play from behind.

## PENALTY

It will be 1/1 for 15 seconds starting in the middle of the court. The player will not be able to go back in any moment.

## GOALKEEPER

The goalkeeper plays without a stick and can touch the ball with the hand outside the small area as long as he has any body part inside. He will not be able to hold the ball with any part of the body for more than three seconds, but he can pass the ball with the hand or foot.

## ALLOWED AND BANNED ACTIONS

### ALLOWED

- Hitting the ball with both sides of the stick.
- Stopping the ball with the stick, foot or chest.
- Directing the ball with your foot towards your own stick.
- Removing the ball from an opponent without hitting his stick.
- Putting the stick in the goal area.

### Kicks off



- The kick-off will take place with a fight ball between two.
- After each goal, the center will be taken with a new ball fight between two.
- Fouls will be taken from where they are committed.
- Throw-ins will be taken wherever they come from.
- the ball, including the corners.
- In all serves, the opponents must be within three meters.

### BANNED (FOUL)

- An attacker enters the goal area. We, as we said, will allow an attacker and a defender to enter the area with no problem.
- Raising the stick above the knee.
- Stopping the ball with your head or hand.
- Passing the ball with your foot.
- Playing the ball lying on the ground.
- Raising or hooking the opponent's stick.



### BANNED (PENALTY)

- Pushing, grabbing or tripping the opponent.
- Throwing the stick or insult.
- A defender enters the area goalkeeper (with us there will be two).
- Moving the goal to avoid scoring.



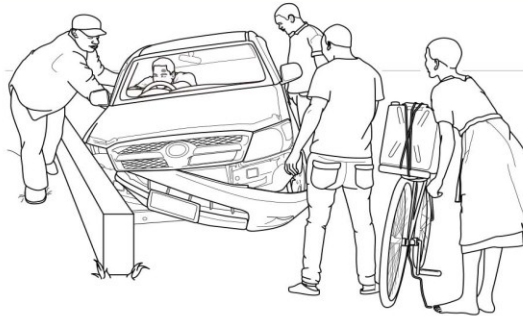


# UNIT 13. First Aid

## Four main steps in first aid



**Make the area safe**



**Evaluate the person's condition**

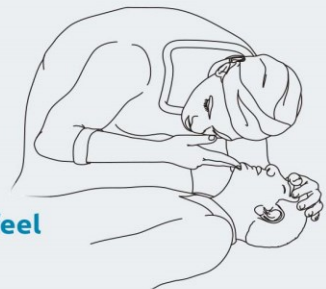


"Are you okay?"

Is the person conscious?

NO

Look, listen, feel



YES

Is the person breathing?

YES

NO



**Seek help**



**Give first aid**



**Give first aid**



**Give first aid**







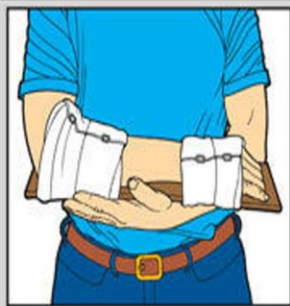
## BLEEDING

- Apply direct pressure to the wound using a sterile gauze pad or clean cloth. Do not remove base layers when changing dressing.
- Elevate the injured area above the level of the heart if there is no fracture.
- Cover the dressing with a pressure bandage. If bleeding does not stop apply additional dressings.
- If necessary, apply pressure to the artery with your hand.



## BURNS

- Stop the burning. Remove the person from the source of the burn.
- Cool the burn. Hold burned area under cool (not cold or icy) running water or immerse for 10 to 15 minutes. Use cool compresses if water is unavailable.
- Cover the burn. Cover burn with non-adhesive sterile bandage or clean cloth.
- Prevent shock. Lay the person down and elevate the legs.



## FRACTURES

- Help the person support the injured area. Stop any bleeding by applying pressure with sterile bandage or clean cloth.
- Check for feeling, warmth and color below fracture.
- Immobilize the injured area. Apply a soft or hard splint above and below the fracture.
- Treat for shock. Lay the person down and elevate the legs.



## SPRAINS

- Rest the ankle or injured area.
- Compress by lightly wrapping an elastic bandage around the injured area. Start farthest away from body and wrap up. This reduces risk of cutting off circulation.
- Elevate the injured area above heart level to reduce swelling.



## EYE INJURIES

- Don't rub the eye. For a foreign particle such as dirt, sand, or sliver of wood or metal have the person pull the upper lid down and blink repeatedly.
- Flush the eye with water. Make sure the eye to be flushed is down so other eye is not affected.
- For any chemicals in the eyes immediately wash the eyes with lots of water.
- Cover both eyes in case of impalement.



## SHOCK

- Help the person lie down on his or her back.
- Elevate the feet about 12 inches. If raising the feet causes pain or further injury, keep him or her flat.
- Check for signs of breathing, coughing, or movement, and if absent begin CPR.
- Keep the person warm and comfortable.
- Turn the person on his or her side to prevent choking if the person vomits or bleeds from the mouth.



## CHOKING

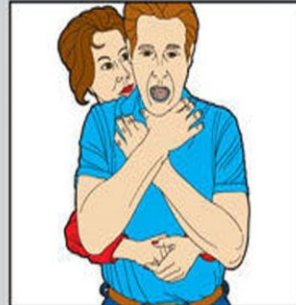
### Signs of choking

- The person has hands clutching his or her throat, unable to breathe or talk; or skin, lips, and nails are turning blue.

### Perform abdominal thrusts (Heimlich maneuver)



- Stand behind the person. Wrap your arms around the waist.
- Make a fist with one hand. Position it over the lower half of the breast bone.
- Grab the fist with the other hand. Press hard into the abdomen with a quick inward and upward thrust.
- Perform 5 abdominal thrusts. (Heimlich maneuver)
- If you are alone, perform abdominal thrusts before calling 112. If two people are available, one can call for help while the other performs first aid.
- If the person becomes unconscious, perform CPR.



### Clear the airway of obese person or pregnant woman

- Place your hands a little higher than normal.
- Proceed as with the Heimlich maneuver, shoving your fist inward and upward quickly
- Repeat abdominal thrusts until the blockage is dislodged. If the person becomes unconscious, perform CPR.



## CPR

- Check for breathing and responsiveness. Unresponsive person that is breathing normally won't require CPR.
- If not breathing call 112 and have someone get the AED if available. Check for carotid pulse, if none begin CPR.

### Compressions - Begin compressions

- If face down, put the person on his or her back while supporting the head, neck, and back.
- Place the heel of one hand over the person's breastbone. Place the other hand on top of the first hand. Keep your elbows straight.
- Using your upper body push straight down compressing the chest to about 2 inches. Push hard at a rate of 120 compressions per minute.

### Airway - Clear the airway

- If trained for CPR, after 30 compressions, open the person's airway by placing your palm on the person's forehead and gently tilt the head back. With the other hand gently lift the chin forward to open the airway.
- Check for normal breathing, chest motion, and listen for normal breathe sounds.

### Breathing - Breathe for the person

- Pinch the nostrils and cover the person's mouth with yours. Use A CPR mask if available.
- Give the first rescue breath and watch to see if the chest rises. If it does rise give the second breath. If the chest doesn't rise resume chest compressions.
- When AED arrives, turn it on, apply it, and follow prompts. Resume CPR starting with chest compressions until emergency personnel arrive.





# UNIT 14. Sport and Society



IDEAS SUCH AS DOING A LOT OF SPORTS DIMINISHES WOMEN'S FEMININITY; MEN WHO DANCE ARE LESS MASCULINE; WOMAN WHO IS GOOD AT SPORTS BE A "TOMBOY" AND WHOEVER IS A DANCER, HOMOSEXUAL, ARE DEEPLY ROOTED PREJUDICES STILL TODAY, ALTHOUGH THERE IS A CLEAR EVOLUTION FOR THE BETTER AMONG YOUNG PEOPLE.

### OTHER PREJUDICES

#### THERE ARE MEN'S SPORTS

#### THERE ARE WOMEN'S SPORTS

BOYS GET MORE PRESSURE IF THEY PRACTICE SPORTS CONSIDERED AS TYPICAL FEMALE

#### HOW THESE PREJUDICES DOES AFFECT?

- 1 WOMEN FEEL LESS CAPABLE IN SPORTS CONSIDERED MASCULINE
- 2 THEY EXPECT TO HAVE WORSE RESULTS IN THE PHYSICAL EDUCATION SUBJECT
- 3 THEY ARE ISOLATED FROM PLAY SPACES CONSIDERED MASCULINE.

IF PREJUDICES ARE BROKEN, MOTIVATION INCREASES AND THE RESULTS IN MEN AND WOMEN ARE ALMOST THE SAME

## MASS MEDIA

#### PERCENTAGE OF TIME IN PRESS SPORT

WOMEN	MEN
5%	92%

THIS BIAS CONTRIBUTES TO THE IDEA ABOUT WHAT THE WOMAN IS WORST GIFTED FOR SPORTS

UNFORTUNATELY, PRESS SPORT TENDS TO GIVE MORE IMPORTANCE TO THE GUEST WOMAN (PARTNER OF THE SPORTSMAN) THAN SPORT WOMEN THEMSELVES.



# UNIT 15. Road Safety

## Safety Tips For Pedestrians

Each year thousands of pedestrians are killed and injured. It's important to be vigilant and take these precautions to stay safe.

1

### Stay Alert at All Times

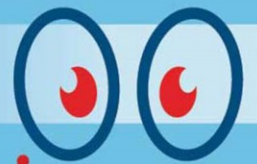
Don't be distracted by electronic devices that take your eyes and ears off the road.



2

### Never Assume a Driver Sees You

Make eye contact with drivers to make sure they see you. If a driver is on a cell phone, they may not be paying enough attention to drive safely.



3

### Be Predictable

Cross streets at crosswalks or intersections, where drivers expect pedestrians to be. Follow the rules of the road and obey signs and signals.



4

### Look Both Ways

Look left, then right, then left again before crossing.



5

### Walk on the Sidewalks

If a sidewalk is not available, be sure to walk on the far side of the road facing traffic. Avoid walking along highways or other roadways where pedestrians are prohibited.



6

### Be Visible

Wear reflective clothing or use a flashlight at night. Stay in well-lit areas, especially when crossing the street.



7

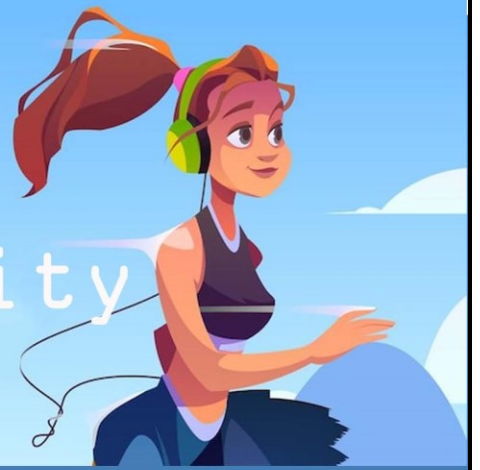
### Avoid Alcohol and Drugs When Walking

This impairs your judgment and coordination and increases your chance of being struck.





# TRAINING in the city



## PRACTICAL TIPS



Be careful with the exits of garages. Although drivers usually anticipate the possible step of pedestrians, it is more difficult if you are running.

1

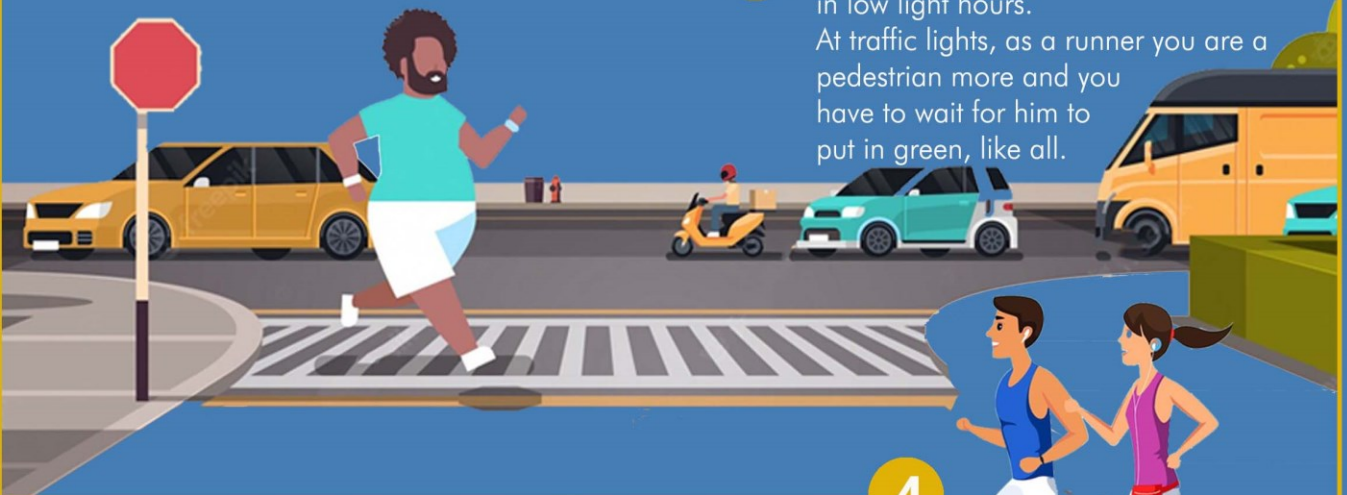
Always try to run on the sidewalk and respecting pedestrians. If you run on the road, you should always on the left shoulder, facing the circulation.

2

Make yourself visible before crossing a crossing pedestrians. Don't run past to avoid scares and always look before crossing.

3

Wear bright clothes, especially if you run in low light hours. At traffic lights, as a runner you are a pedestrian more and you have to wait for him to put in green, like all.



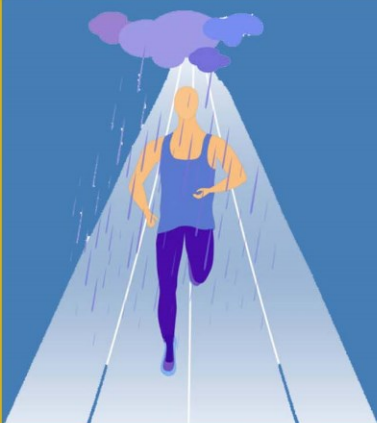
4



5

When it rains, be careful with soil and leaves because you can slip, especially in steps of pedestrians and intersections.

If you listen to music when you go running, try to use headphones that do not isolate the ambient noise. Do not use your cell phone while running road. It can distract you from traffic.



# BIKE SAFETY 101

## POWER PEDAL



- One pedal in an "up and forward position," one foot on the ground.
- Bottom off the seat.
- Stand on lifted pedal and sit back on your seat.

## LANE POSITIONING



- If no shoulder, "take the lane," meaning ride in about the center of your lane!
- Cars are required to give 3 feet of space when passing.
- Don't ride too close to the curb; sticks, trash, and other hazards pile up here.

## BE SEEN



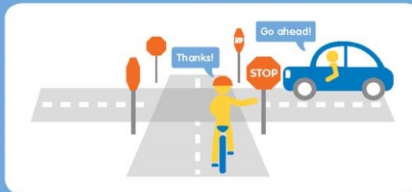
- Wear bright clothing and reflective gear.
- Use lights at night (front and rear).
- Reflectors (front and rear)
- Red = Rear. White = Front.

## STOPPING



- Use both brakes.
- Squeeze gently.
- Don't skid! It will ruin your back tire.
- Don't drag your feet! It will ruin your shoes.

## COMMUNICATE!



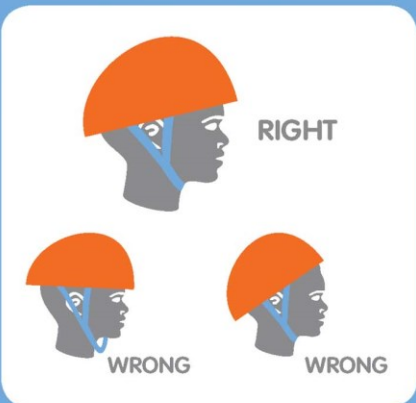
- Make eye contact.
- Use hand signals.
- Use your voice, horns and bells to let other people know you are there and when you are passing another bike or pedestrian.

## SCANNING



- Look "left, right, left."
- Scanning around with your eyes is important to know your surroundings.
- Don't forget to scan behind you!

## HELMET FITTING



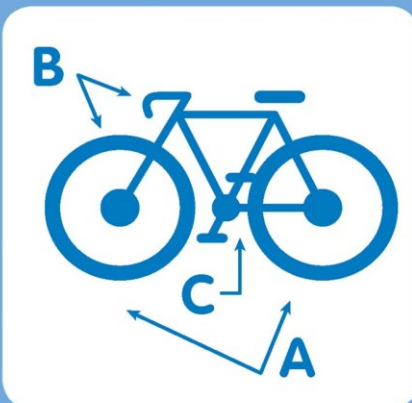
### "EYES, EARS, MOUTH!"

1. Eyes: Look up and see the rim of the helmet.
2. Ears: Side straps make a "V" over your ears.
3. Mouth: Chin strap cannot be lifted over your chin.

## BE CONFIDENT

- You have a legal right to the road.
- "Keep your line;" don't weave.
- Be predictable with your movements.

## ABC QUICK CHECK



- **A: AIR.** Tires should be firm. Squeeze each tire to make sure there is plenty of air inside.
- **B: BRAKE.** Check your brakes to make sure your bike will stop. Brakes should not pull all the way to handlebars (too loose).
- **C: CHAIN.** Make sure the chain is clean, oiled and moving smoothly.

## SIGNALING





# 1<sup>ST</sup> ESO

WORKBOOK



# TASK 1. The Heart Rate

NAME AND SURNAME \_\_\_\_\_

CLASS GROUP \_\_\_\_\_

## QUESTIONS

DO THE ACTIVITIES AND THEN TAKE THE PULSE. AFTER THAT, WRITE THE RESULT BOTH IN THE TABLE AND IN THE GRAPH.



NUMBER	EXERCISE	BPM	NUMBER	EXERCISE	BPM
1	RESTING		6	3 MIN LATER	
2	WALKING FAST		7	20 SQUATS- 20 ABS- 20 PUSH UPS	
3	STANDING		8	3 MIN LATER	
4	5 MIN OF S.R.		9	45s - 1min OF ANAEROBIC RACE	
5	3 MIN LATER		10	3 MIN LATER	





## QUESTIONS

1.- IS YOUR RESTING HEART RATE NORMAL? WHY (IN WHICH DATA YOU ARE SUPPORTING THE ANSWER)?

2.- ABOUT OUR RESTING HEART RATE, SAY WHETHER ARE TRUE OR FALSE THE FOLLOWING SENTENCES:

- 1 SOMEONE WHO HAS LESS THAN 50 BEATS PER MINUTE (BPM) IS IN REALLY BAD PHYSICAL CONDITION.
- 2 IT'S NORMAL TO HAVE 79 BPM.
- 3 IF I WOULD HAVE 95 BPM IN MANY TIMES, I SHOULD GO TO THE DOCTOR.
- 4 IF I WOULD HAVE 105 BPM, I SHOULD GO TO THE DOCTOR.
- 5 IF A PERSON HAS 49 BPM IS ILL.

- 1.- T F
- 2.- T F
- 3.- T F
- 4.- T F
- 5.- T F

3.- SAY WHETHER ARE TRUE OR FALSE THE FOLLOWING SENTENCES:

- 1 WHEN WE ARE DOING EXERCISES OUR MUSCLES NEED MORE OXYGEN.
- 2 THE OXYGEN IS CARRY OUT BY THE BLOOD.
- 3 THE FASTER WE RUN, THE FEWER BEATS PER MINUTE WE HAVE.
- 4 WE USUALLY HAVE MORE BPM WHEN WE ARE RUNNING ONE HOUR THAN WHEN WE RUN REALLY FAST ONE HUNDRED METERS.
- 5 AS A RULE, THE MORE MUSCLES TAKE PART IN AN EXERCISE, THE MORE BPM WE HAVE.

- 1.- T F
- 2.- T F
- 3.- T F
- 4.- T F
- 5.- T F

4.- BETWEEN WHICH NUMBER OF BEATS YOU SHOULD HAVE MOVED IN ACTIVITY NUMBER 5 (5 MINUTES OF STEADY RUNNING)?

WHAT REASONS WERE GIVEN TO BE THAT NUMBER AND NOT ANOTHER?

5.- IF YOU HAVE A GOOD RECOVERY, WHAT NUMBER OF BEATS YOU SHOULD HAVE AFTER 3 MINUTE-RESTING?

IF YOUR HEART RATE AFTER 3 MINUTE-RESTING IS HIGHER THAN THAT NUMBER, WHAT DOES IT MEAN?

6.- WHICH ARE THE THREE MAIN POINTS TO MEASURE OUR HEART RATE? HOW DO WE HAVE TO DO IT?

35

### GRADES FOR QUESTIONS

- 1.- 1.5 points.
- 2.- 1 point (0.25 each –one incorrect answer subtracts a correct one–).
- 3.- 1 point (0.20 each – one incorrect answer subtracts a correct one –).
- 4.- 2 points.
- 5.- 2 points.
- 6.- 1.5 points.

Filling the chart and the sheet correctly will add 1 point.

MARK

# TASK 2. The Warm Up


NAME AND SURNAME

CLASS GROUP

## QUESTIONS

DRAW ON THIS TABLE A GENERAL WARM UP.  
SEARCH THEM ON THE INTERNET OR ANSWER TAKING INTO ACCOUNT THE  
EXERCISES YOU KNOW.



1 	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16



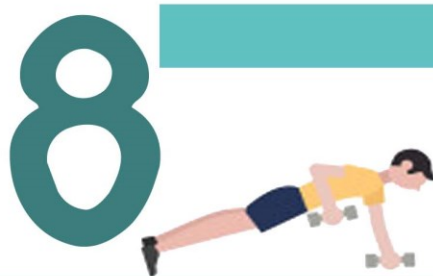
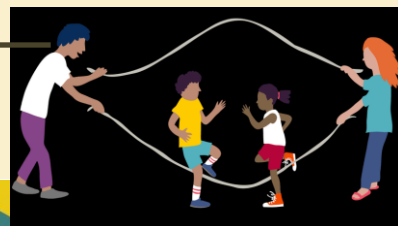
# TASK 3. BPA's

NAME AND SURNAME

CLASS GROUP

## QUESTIONS

WATCH NEXT PHYSICAL  
ACTIVITIES AND SPORTIVE  
GESTURES AND WRITE  
DOWN IN THE RECTANGLES  
WHICH BASIC PHYSICAL  
ATTRIBUTE IS DEVELOPED.



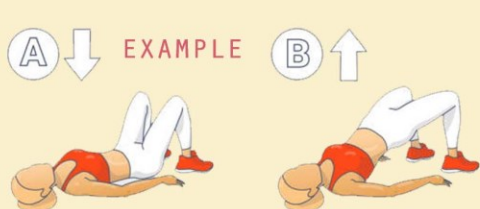
# TASK 3.2. BPA'S. Exercises

## GUIDELINES

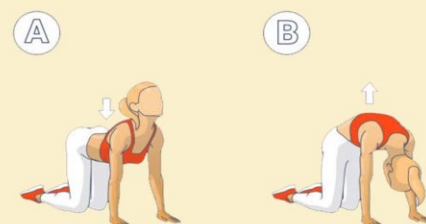
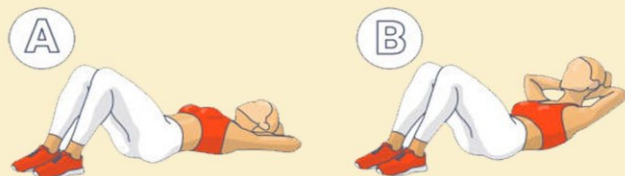
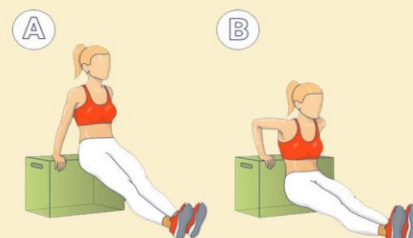
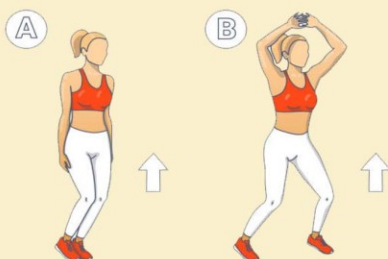
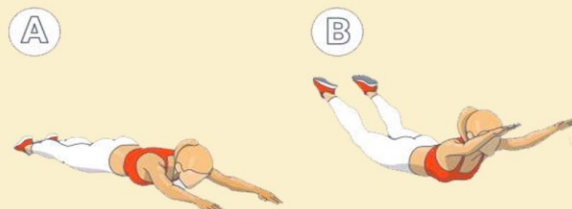
- > CLASSIFY THE FOLLOWING EXERCISES BY:
  - > THE PHYSICAL QUALITY THAT IT DEVELOPS.
  - > THE NAME OF THE MUSCLE (STRENGTH OR FLEXIBILITY) OR THE JOINT (FLEXIBILITY) THAT WORKS.

Name and Surname

Class Group



**BPA: STRENGTH**  
**GLUTEUS**





# TASK 4. Healthy Exercise

NAME AND SURNAME

CLASS GROUP



## QUESTIONS

1.- WRITE WHAT DOMS IS, THEIR CAUSES AND MEASURES TO PREVENT THEM

ANSWER

2.- CLASIFY THESE SENTENCES AS **T** OR **F**:

2.1.- IN SMOKERS, THE PROBABILITY OF HAVING LUNG CANCER IS 1/6000.



2.2.- SLEEPING LESS THAN 6 HOURS CAN TRIGGER ARTERIAL HYPERTENSION.



2.3.- EXCESS OF ENERGY DRINKS CAN PRODUCE INSOMNIA.



2.4.- ALCOHOL CONSUMPTION IS ASSOCIATED WITH LIVER AND INTENTISNAL TRACT CANCER.



2.5.- HYPERTENSION, DIABETES AND CARDIOVASCULAR DISEASES ARE TYPICAL EFFECTS OS SEDENTARISM.



3.- EXPLAIN WHAT THE CHARACTERISTICS ARE OF A HEALTHY PHYSICAL ACTIVITY AT YOUR AGE.

4.- WRITE FIVE BENEFITS OF THE EXERCISE.

5.- WHAT ARE THE RECOMMENDATIONS AND BENEFITS OF PHYSICAL ACTIVITY FOR MENTAL HEALTH?

# TASK 5. Postural Attitude

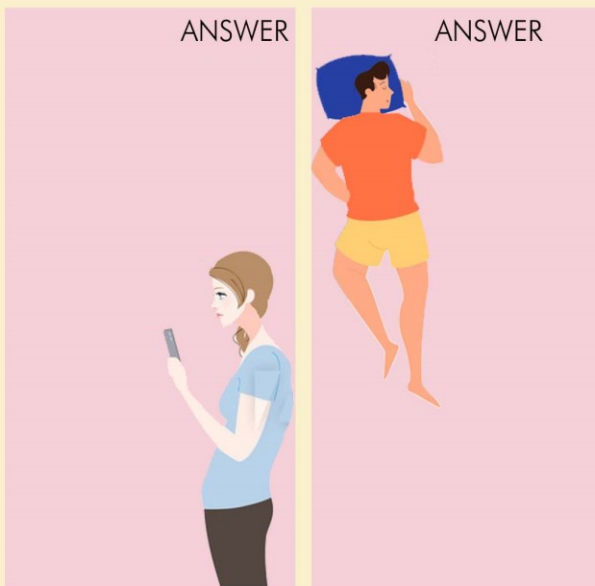
NAME AND SURNAME

CLASS GROUP



## QUESTIONS

1.- DESCRIBE WHAT POSTURAL ERRORS THE FOLLOWING FIGURES HAVE.



2.- CLASSIFY THESE SENTENCES AS **T** OR **F**:

2.1.- IT IS AS HEALTHY TO SLEEP ON YOUR BACK AS DO IT ON THE SIDE.



2.2.- TO SIT, THE MOST IMPORTANT THING IS TO HAVE A LUMBAR SUPPORT.



2.3.- IT IS GOOD TO CROSS YOUR LEGS WHEN SITTING IF WE ALWAYS CROSS THE TWO OF THEM.



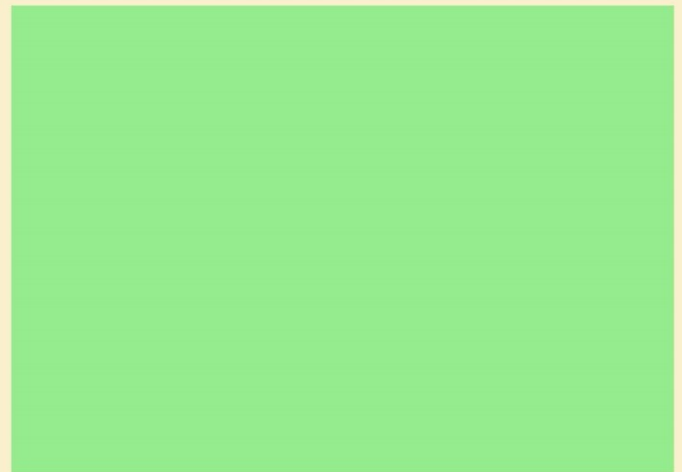
2.4.- THE SLEEPING PILLOW MUST BE OF A MEDIUM HEIGHT AND HARDNESS.



2.5.- THE MOST IMPORTANT THING IN STANDING POSITION IS TO KEEP YOUR LOOK FORWARD.



3.- DESCRIBE ACCURATELY AND IN DETAIL HOW IT WOULD BE A GOOD ATTITUDE WHEN SLEEPING.



4.- DESCRIBE THE CORRECT SITTING POSTURE.



5.- SEARCH ON THE INTERNET WHAT INJURIES A BAD POSTURE CAN CAUSE AND DRAW TWO EXERCISES THAT CAN PREVENT OR COMPENSATE THOSE INJURIES.

STANDING INJURIES

EXERCISE 1

EXERCISE 2

SITTING INJURIES

EXERCISE 1

EXERCISE 2

LYING INJURIES

EXERCISE 1

EXERCISE 2

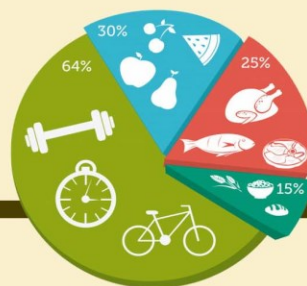


# TASK 6. Nutrition







NAME AND SURNAME

CLASS GROUP

## QUESTIONS



1.- WRITE THE QUANTITIES WE SHOULD TAKE OF THE FOLLOWING MEALS.

	<div></div>			
<div></div>				<div></div>
<div></div>				<div></div>
	<div></div>			

2.- ANSWER AS TRUE OR FALSE (EACH WRONG ANSWER WILL SUBTRACT ONE CORRECT).

- IT IS BETTER TO EAT LITTLE AND OFTEN THAN A LOT IN JUST THREE MEALS.
- YOU SHOULD DRINK 2 LITERS OF WATER DAILY, WHETHER YOU ARE THIRSTY OR NOT.
- FATS SHOULD BE ELIMINATED FROM A HEALTHY DIET.
- NUTS PROVIDE BENEFICIAL FATTY ACIDS.
- HAVING A BALANCED DIET, NO EXTRA SUPPLEMENTS ARE NEEDED.

3.- WHAT TYPE OF FATS SHOULD WE TAKE AND HOW OFTEN?

4.- WHAT ARE THE PERCENTAGES WE SHOULD TAKE FROM THE DIFFERENT GROUPS MEALS?  
GIVE TWO EXAMPLES OF MEALS FROM EACH GROUP.

5.- SEARCH ON THE INTERNET FOR TWO ADVICES ABOUT DIET THAT YOU CONSIDER WRONG AND EXPLAIN WHY.

# TASK 7. Handball

NAME AND SURNAME

CLASS GROUP



## PREGUNTAS

1.- NAME AND DESCRIBE TWO PASSES THAT ARE NOT DRAWN IN QUESTION NUMBER 4.

ANSWER

3.- WRITE FIVE FOULS RELATED TO THE BALL.

2.- CLASSIFY THESE SENTENCES AS **T** OR **F**:

2.1.- A HANDBALL MATCH IS PLAYED BY TWO PERIODS OF 35 MINUTES EACH.

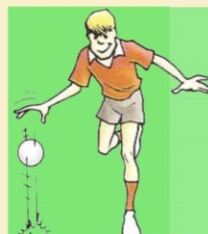
2.2.- FOULS ARE ALWAYS KICK OFF FROM THE PLACE WHERE THEY ARE COMMITTED.

2.3.- IN THE EXPULSION, THE PLAYER MAY BE REPLACED BY ANOTHER AFTER 2 MINUTES.

2.4.- FOUR SUPPORTS CAN BE GIVEN WITHOUT DROPPING THE BALL IF WE ARE STILL.

2.5.- IN THROW-INS IT IS MANDATORY TO STEP ON THE LINE WHEN PASSING.

4.- WRITE THE NAME OF THESE GESTURES.



NAME



NAME



NAME



NAME

5.- WRITE WHAT FOUL IS COMMITTED (IF ANY) AND WHAT WOULD HAPPEN NEXT.

5.1. Defender grabs at the moment of the shot at the attacker inside the defense area.  
Justify the answer.

5.2. Defending player grabs an attacker during a pass to 7 meters from the defense goal.  
Justify the answer.

5.3. Attacking player jumps out from the opposite area but shoots from inside, although it does so in the air.  
Justify the answer.



# TASK 8. Hiking

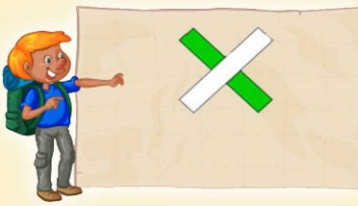
NAME  
AND SURNAME

QUESTIONS

CLASS  
GROUP



1.-WHAT ARE THE MEANING OR THESE SIGNALS?



2.- WRITE DOWN FIVE PIECES OF ADVICE FOR DOING HIKING PROPERLY.

DO NOT REPEAT THE PIECES OF ADVICES OF QUESTION 3

3.- ANSWER AS TRUE OR FALSE THE NEXT QUESTIONS (2 POINTS).

- 3.1.- IT IS BETTER HIKING ALONE. LESS NOISE. LESS DISTRACTIONS. ☐
- 3.2.- IF THERE IS A SHORTCUT, WE MUST TAKE IT IN ORDER TO SAVE TIME AND ENERGY. ☐
- 3.3.- THROWING FOOD DOES NOT HAVE ANY EFFECT BECAUSE IT IS REABSORBED OR EATEN BY THE ANIMALS. ☐
- 3.4.- BE INFORMED ABOUT THE FIELD IN ADVANCE IS A GOOD WAY TO AVOID ACCIDENTS. ☐
- 3.5.- WE MUST STOP 10 MINUTES AFTER ONE HOUR AND A HALF OF HIKING. ☐

4.- IDENTIFY FIVE MISTAKES THAT THIS FAMILY HAS MADE.



# TASK 9. Orienteering

NAME AND SURNAME

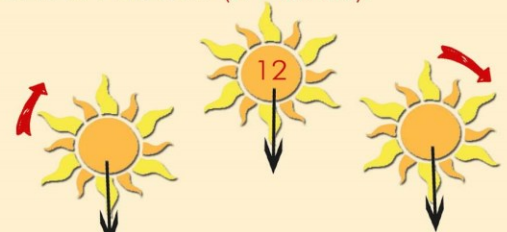
CLASS GROUP

## QUESTIONS

1.- WRITE AROUND THIS WIND ROSE THE MAIN AND SECONDARY CARDINAL POINTS (1 POINT).



2.- WRITE DOWN WHICH CARDINAL POINT IS POINTED (2 POINTS).



3.- ANSWER THE NEXT QUESTIONS (3 POINTS).

3.1.- YOU ARE LOOKING AHEAD THE GREEN PORTION OF THE MOSS. WEST IS LOCATED AT YOUR RIGHT SIDE, AT YOUR LEFT, IN FRONT OF YOU OR BEHIND YOUR BACK?

3.2.- IT IS 12 PM AND THE SUN IS LOCATED AT YOUR RIGHT SIDE. WHICH CARDINAL POINT IS LOCATED IN FRONT OF YOU?

3.3.- AT DAWN, WHICH CARDINAL POINT IS LOCATED AT YOUR LEFT SIDE IF YOU ARE LOOKING THE SUN AHEAD?

3.4.- IN THE SUNSET, IF YOU ARE FACING THE SUN, WHICH CARDINAL POINT DO YOU HAVE AT YOUR LEFT SIDE?


4.- ANSWER AS TRUE OR FALSE THE NEXT QUESTIONS (2 POINTS).

4.1.- NO MATTER THE TIME, THE NORTH STAR ALWAYS SHOWS THE NORTH ☐

4.2.- ON EARTH, THE COURSE OF THE SUN IS ALWAYS: E-S-W. ☐

4.3.- AT 12 PM, THE SUN SHOWS A DIFFERENT CARDINAL POINT DEPENDING ON THE HEMISPHERE WE ARE. ☐

4.4.- THE NORTH STAR IS LOCATED IN THE GREAT BEAR CONSTELLATION. ☐

4.5.- AT 9 PM IN THE SUMMER, THE SUN ALWAYS SHOWS THE E. ☐

5.- DRAW THE FOLLOWING COURSES AS IN THE EXAMPLE. REMEMBER THAT THE EXIT IT IS MARKED WITH A TRIANGLE AND THE ARRIVAL WITH A DOUBLE CIRCLE (3 POINTS).

EJEMPLO

(N-N-NE-SE-E-S)	(S-E-NE-E-NO-N-O)	(SE-SO-O-O-S-E)	(S-E-N-N-O-SO-S)	(O-SE-S-O-O-S-NO)



# TASK 10. Badminton

NAME AND SURNAME

CLASS GROUP



## QUESTIONS

1.- DESCRIBE TWO TECHNICAL GESTURES OF BADMINTON THAT ARE NOT IN QUESTION NUMBER 4.

ANSWER

2.- CLASSIFY THESE SENTENCES AS **T** OR **F**:

2.1.- A BADMINTON SET IS PLAYED TO 21 POINTS WITH A DIFFERENCE OF 2 POINTS.



2.2.- A BADMINTON GAME IS PLAYED AT 3 SETS.



2.3.- IN DOUBLES, THE SERVE CAN BE RECEIVED BY EITHER OF THE TWO PLAYERS.



2.4.- THE SHUTTLECOCK CAN BE HIT WITH ANY PART OF THE RACQUET.



4.- WRITE THE NAME OF THESE TECHNICAL GESTURES (1 point).



NAME



NAME



NAME



NAME

3.- WRITE THREE RELATED LOGICAL FAULTS WITH THE RACKET DURING THE SERVE.

5.- WRITE WHO WOULD SERVE AND FROM WHICH SIDE IN THE FOLLOWING SITUATIONS (3 points).

5.1. Player A (against B) has served and has won the point. Once Added, it has 17.  
Justify the answer.

5.2. Player A serves and loses. A Once the point is added, the score is 19-21 winning b.  
Justify the answer.

5.3. The score is 15-15. Player B serves and the shuttlecock touches the net and enters the correct opposing service zone.  
Justify the answer.

# TASK 11. First Aid

NAME AND SURNAME

CLASS GROUP

## QUESTIONS



1.- WRITE AND EXPLAIN THE FOUR MAIN STEPS IN FIRST AID.

ANSWER

2.- CLASSIFY THESE SENTENCES AS **T** OR **F**:

2.1.- THE HEIMLICH MANEUVER IS USED TO REVIVE A STOPPED HEART.

☐

2.2.- FACING A FAINTING, IT IS BETTER NOT TO GET TOGETHER MANY PEOPLE AROUND THE VICTIM.

☐

2.3.- WHENEVER THERE IS AN INFLAMMATION, IT MUST BE HEAT TO IMPROVE CIRCULATION.

☐

2.4.- WHEN A BLEEDING STOPS, IT SHOULD BE STOP APPLYING PRESSURE IMMEDIATELY.

☐

2.5.- IN BURNS IT IS BETTER NOT TO REMOVE CLOTHING OR FABRICS ADHERED TO THEIR OWN BURN.

☐

3.- HOW SHOULD WE ACT IF SOMEONE HAS A SPRAIN?

4.- WHAT WOULD YOU DO IF SOMEONE HAS A BLEEDING?

5.- DESCRIBE HOY TO DO A CPR.



# TASK 12. Javelin

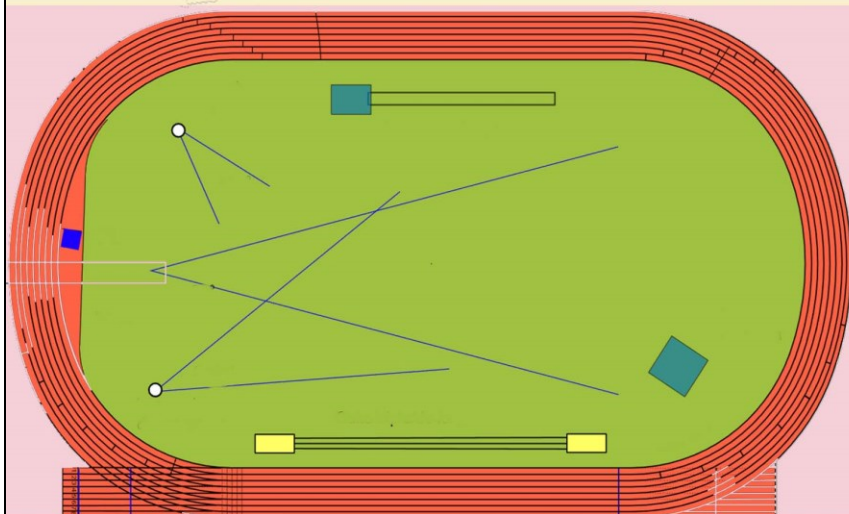
NAME AND SURNAME

CALSS GROUP



## QUESTIONS

1.- INDICATE WHERE THE FOLLOWING DISCIPLINES ARE DEVELOPED ON THE ATHLETICS TRACK.



1 LONG JUMP

2 HAMMER THROW

3 HIGH JUMP

4 JAVELIN THROW

5 DISC THROW

6 OBSTACLES

### SEARCH ON THE INTERNET

2.- IN WHAT YEAR AND IN WHAT CITY WAS THE FIRST OLYMPIC GAMES?

IN WHAT YEAR AND CITY WERE THE FIRST OLYMPIC GAMES?

IN WHAT YEAR THE FEMALE PARTICIPATION WAS ALLOWED IN ATHLETICS?

3.- WRITE THE NAME OF THESE TECHINICAL GESTURES.

	NAME		NAME
	NAME		NAME

4.- NUMBER THE PHASES BASED ON WHAT IS EXPLAINED IN THE UNIT.



# EXERCISES BANK

## FLEXIBILITY

### CALVES

1



### HAMSTRINGS

1



### QUADRICEPS

1



### ADUCTORS

1



### GLUTEUS

1



2



2



3



2



2



### OBLIQUES

1



3



### VERTEBRAL SPINE

1



### ILIAC PSOAS

1



2



2



### RECTUS ABDOMINUS

1



### TRICEPS

1



2





# EXERCISES BANK

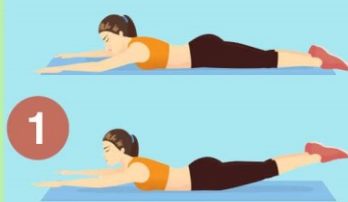
TRAIN INSANE  
OR REMAIN  
THE SAME

## STRENGTH

### CALVES



### LUMBAR



### RECTUS ABDOMINUS



### QUADRICEPS



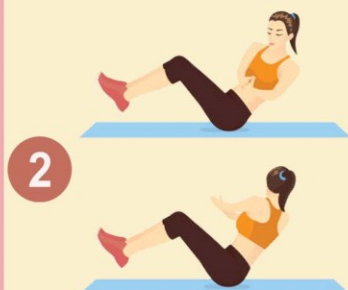
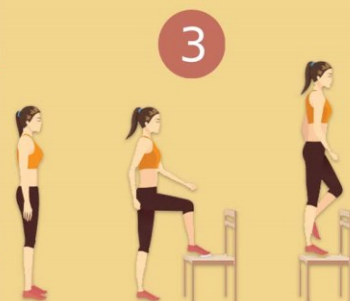
### PELVIC WAIST



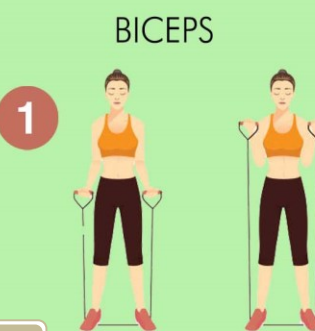
### HAMSTRINGS AND GLUTEUS



### OBLIQUES



### TRICEPS



# ENTRENAMIENTO (LUNES)

OBJETIVO: desarrollo de la flexibilidad y de la fuerza resistencia (con aumento del tono muscular).

## 1 CALENTAMIENTO



FLEXIBILIDAD  
de  
piernas

FLEXIBILIDAD de tronco

### 2.2



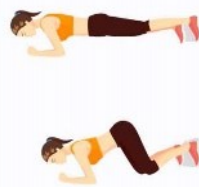
(1 serie de 20 o también  
se expresa 1x20 rep. D: 20"



### 2.3

(1 serie de 15 o también  
se expresa 1x15 rep. D: 20"

### 2.4



- 20 sentadillas
- 8-10 fondos de brazos
- 20 sentadillas
- 8- 10 fondos de brazos
- 20 sentadillas
- 8-10 fondos de brazos

- Descanso de 20 seg. entre ejercicios.

3x20s-20f. D: 20"

### 2.5



- 20 zancadas
- 15 lumbares subiendo solo tronco
- 20 zancadas
- 15 lumbares subiendo solo tronco
- 20 zancadas
- 15 lumbares subiendo solo tronco

- Descanso de 20 seg. entre ejercicios.

3x20z-20l. D: 20"

## 2

FUERZA RESISTENCIA

Elevar la cadera con rodillas  
a 90°.

### 2.1



- 20 repeticiones
  - Descanso de 20 seg.
  - 20 repeticiones.
  - 20 repeticiones.
- (2 series de 20 o también  
se expresa 2x20 rep. D: 20"

FLEXIBILIDAD de brazos

### 2.6



Codo a rodilla  
contraria

- 20 repeticiones
- Descanso de 20 seg.
- 20 repeticiones
- Descanso de 20 seg.
- 20 repeticiones
- Descanso de 20 seg.

### 2.7



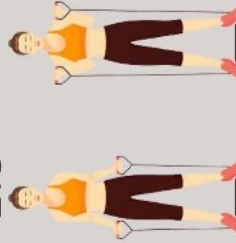
- 3x30 repeticiones

- 30 repeticiones de gemelo
- Descanso de 20 seg.
- 12 repeticiones de deltoides...



- 3x12 repeticiones

### 2.8



- 3x10 repeticiones

- 10 repeticiones de bíceps
- Descanso de 20 seg.
- 10 repeticiones de tríceps...





## 1 CARRERA CONTINUA



SESIÓN 1: 3x5 min de carrera continua (c.c)

SESIÓN 5: 2x15 min de carrera continua (c.c)

SESIÓN 2: 2x8 min de c.c.

SESIÓN 6: 1x20 min de c.c.

SESIÓN 3: 2x10 min de cc.

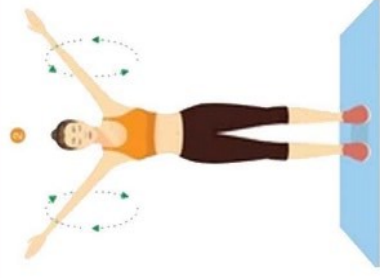
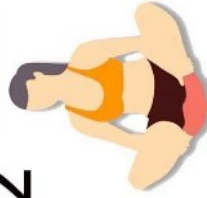
SESIÓN 7: 1x25 min de cc.

SESIÓN 4: 3x8 minutos de c.c.

SESIÓN 8: 1x30 minutos de c.c.

## 2

FLEXIBILIDAD. Mantener cada ejercicio un mínimo de 30 segundos respirando sosegadamente.



## 3

CORE. Mantener cada ejercicio un mínimo de 30 segundos.



## ENTRENAMIENTO (JUEVES)

OBJETIVO: desarrollo de la fuerza resistencia y flexibilidad con aumento del tono muscular).

### 1 CARRERA CONTINUA. 8 -10 minutos



FLEXIBILIDAD  
de  
piernas



FLEXIBILIDAD de tronco



FLEXIBILIDAD de brazos

### 2

HIIT. Ejercicios al 90% (rápidos, pero no al máximo). 30 segundos de trabajo y 10 de descanso. Descansar 3 minutos y repetir.





# NORMAS E INFORMACIONES DEL DEPARTAMENTO

## 1. NORMAS DE CONVIVENCIA

1. COMPAÑERISMO Y PROFESORADO: RESPETO A LOS COMPAÑEROS Y AL PROFESOR. SE VALORARÁ POSITIVAMENTE EL COMPAÑERISMO, GENEROSIDAD CON LOS QUE TIENEN DIFICULTADES, ACTITUDES DEMOCRÁTICAS Y SOLIDARIAS.
2. MATERIAL: RESPETO AL MATERIAL DE EDUCACIÓN FÍSICA. EL MAL USO POR PARTE DEL ALUMNADO SUPONDRÁ UNA SANCIÓN DISCIPLINARIA COMO LA REPOSICIÓN DE DICHO MATERIAL.
3. PUNTUALIDAD: EL ALUMNADO DEBERÁ ASISTIR PUNTUALMENTE A LAS SESIONES, VALORÁNDOSE NEGATIVAMENTE UNA IMPUNTUALIDAD RECURRENTE.

## 2. VESTIMENTA

VESTIMENTA NECESARIA. LA INDUMENTARIA BÁSICA Y NECESARIA ES ROPA DE DEPORTE QUE PERMITA REALIZAR TODAS LAS ACTIVIDADES PROPUESTAS EN LA SESIÓN. CONCRETAMENTE:

- a PARTE SUPERIOR: CAMISETA DE MANGA CORTA, LARGA O SIN MANGAS O *TOPS* DEPORTIVOS.
- b PARTE INFERIOR: PANTALÓN LARGO O CORTO DE CHÁNDAL. MALLAS DEPORTIVAS.
- c CALZADO: ZAPATILLAS ADECUADAS, CORRECTAMENTE ATADAS, ASÍ COMO EL USO DE CALCETINES.
- d ASEO: SE PERMITIRÁ AL ALUMNADO TRAER CAMISETA DE REPUESTO Y ELEMENTOS DE ASEO PERSONAL.

## 3. NORMAS DE SEGURIDAD

POR SEGURIDAD, SE HACE IMPRESCINDIBLE EVITAR:

- LLEVAR ANILLOS, PENDIENTES, CADENAS Y OTROS ACCESORIOS QUE PUEDAN ENTORPECER LA ACTIVIDAD FÍSICA.
- MASTICAR CHICLES, CARAMELOS O CUALQUIER OBJETO SUSCEPTIBLE DE OCASIONAR UN COLAPSO EN LAS VÍAS RESPIRATORIAS.
- LLEVAR EL PELO LARGO Y SUELTO, YA QUE DIFICULTA LA VISIÓN Y LA PRÁCTICA DEPORTIVA.

LA FALTA DE ALGUNO DE LOS PUNTOS INCLUIDOS EN EL PUNTO 2 Y 3 PODRÁ IMPLICAR QUE EL ESE ALUMNADO NO PARTICIPE EN LA SESIÓN PRÁCTICA, VIÉNDOSE SUSTITUIDO EL TRABAJO PRÁCTICO POR UNO TEÓRICO O DE COLABORACIÓN EN EL BUEN FUNCIONAMIENTO DE LA CLASE Y, TAMBIÉN, VER PENALIZADA SU NOTA EN EL APARTADO DE ACTITUD.

### CRITERIOS PARA LA REPETICIÓN DE UNA PRUEBA POR AUSENCIA DEL ALUMNO

- SE LE REPETIRÁ LA PRUEBA EVALUABLE EN EL CASO DE QUE EL MOTIVO SEA UNA ENFERMEDAD Y EL JUSTIFICANTE PRESENTADO SEA OFICIAL. DADO QUE EL PERSONAL MÉDICO NO TIENE OBLIGACIÓN DE EMITIR JUSTIFICANTES, LA PROPIA CITA MÉDICA O EL INFORME MÉDICO SERÁN VÁLIDOS. EN EL CASO DE OTRO TIPO DE JUSTIFICACIÓN, VIAJE, EVENTO FAMILIAR, ENFERMEDAD DE UN FAMILIAR... SERÁ EL PROFESORADO EL QUE DECIDA SI PUEDE DE REPETIRSE O NO.
- SI LAS JUSTIFICACIONES FUERAN REITERADAS O EL PROFESORADO SOSPECHARA QUE EXISTE MALA FE O NEGLIGENCIA EN LA JUSTIFICACIÓN DE LAS AUSENCIAS, ESTE PODRÁ TOMAR LA DECISIÓN DE NO REPETIR LA PRUEBA SI ASÍ LO DECIDIERA.

### CRITERIOS PARA LA SANCIÓN POR DESHONESTIDAD EN PRUEBAS

SI EL PROFESORADO SOSPECHA QUE EL ALUMNADO NO HA SIDO HONESTO EN ALGUNA DE LAS PRUEBAS, PODRÁ OPTAR POR REPETIRLE LA PRUEBA EL DÍA QUE CONSIDERE OPORTUNO CON EL FIN DE CONSTATAR LA VERACIDAD DE SUS RESPUESTAS, EN EL CASO DE UN CONTROL, O HACÉSELA REPETIR, EN EL CASO DE UN TRABAJO REALIZADO EN CASA.

EN EL CASO DE QUE TENGA PRUEBAS OBJETIVAS DE QUE LA PRUEBA NO ES ORIGINAL, PODRÁ INVALIDARLA SIN NECESIDAD DE REPETICIÓN Y LA NOTA SERÁ UN 0 EN EL APARTADO TEÓRICO.

**ESTE CURSO SE IMPARTIRÁ BÁDMINTON, POR LO QUE EL ALUMNADO DEBERÁ TRAER UNA RAQUETA Y UN VOLANTE.**

## RESUMEN DE LOS CONTENIDOS Y DE LOS CRITERIOS DE CALIFICACIÓN

	1º ESO	2º ESO	3º ESO	4º ESO	1º BACH
<b>PRÁCTICA</b>  40%	<ul style="list-style-type: none"> <li>• C.F. Y SALUD (1º-3º)</li> <li>• ARTZIKIROL</li> <li>• GIMNASIA ARTÍSTICA I</li> <li>• COMBAS</li> <li>• EXPRESIÓN CORPORAL</li> <li>• BALONMANO I</li> <li>• UNIHOCKEY</li> <li>• SENDERISMO Y ORIENTACIÓN</li> <li>• ATLETISMO I</li> <li>• BÁDMINTON I</li> </ul>	<ul style="list-style-type: none"> <li>• C.F. Y SALUD (1º-3º)</li> <li>• GIMNASIA ARTÍSTICA II</li> <li>• BALONMANO II</li> <li>• ACROSPORT</li> <li>• PINFUVOTE</li> <li>• COMBAS II</li> <li>• ESCALADA</li> <li>• FÚTBOL-SALA</li> <li>• GOALBALL</li> </ul>	<ul style="list-style-type: none"> <li>• C.F. Y SALUD (1º-3º)</li> <li>• PICKLEBALL</li> <li>• ATLETISMO:VALLAS</li> <li>• BALONCESTO I</li> <li>• KICKBALL</li> <li>• DANZAS</li> <li>• VOLEIBOL I</li> <li>• ORIENTACIÓN NATURALEZA II</li> <li>• ULTIMATE</li> </ul>	<ul style="list-style-type: none"> <li>• C.F. Y SALUD (1º-3º)</li> <li>• VOLEIBOL II</li> <li>• INICIACIÓN AL RUGBY</li> <li>• RITMO Y BAILE</li> <li>• ESCALADA II</li> <li>• RUGBY</li> <li>• SOFTBÉISBOL</li> <li>• BALONCESTO II</li> <li>• PALAS PÁDEL</li> </ul>	<ul style="list-style-type: none"> <li>• C.F. Y SALUD (3 TRIM)</li> <li>• ENTRENAMIENTO DEPORTIVO</li> <li>• BÁDMINTON III</li> <li>• HOCKEY SALA</li> <li>• ORIENTACIÓN II</li> <li>• EXPRESIÓN CORPORAL</li> <li>• VOLEIBOL III</li> </ul>
<b>TEORÍA</b>  30%  (Se deberá conseguir un 3 para poder hacer media con el resto de apartados. De no conseguirlo, la evaluación constará como INSUFICIENTE)	<ul style="list-style-type: none"> <li>• EL PULSO CARDÍACO</li> <li>• CALENTAMIENTO GENERAL I</li> <li>• CUALIDADES FÍSICAS BÁSICAS</li> <li>• CUALIDADES MOTRICES</li> <li>• EJERCICIO SALUDABLE</li> <li>• SALUD MENTAL</li> <li>• ACTITUD POSTURAL</li> <li>• RESPIRACIÓN</li> <li>• NUTRICIÓN I</li> <li>• SENDERISMO</li> <li>• ORIENTACIÓN I</li> <li>• PRIMEROS AUXILIOS I</li> <li>• SEGURIDAD VIAL</li> <li>• DEPORTES I</li> </ul>	<ul style="list-style-type: none"> <li>• EL PULSO CARDÍACO (FCM)</li> <li>• CALENTAMIENTO GRAL II</li> <li>• CUALIDADES FÍSICAS BÁSICAS</li> <li>• EJERCICIO SALUDABLE II</li> <li>• SALUD MENTAL Y EJERCICIO</li> <li>• ACTITUD POSTURAL</li> <li>• NUTRICIÓN II</li> <li>• CABUYERÍA</li> <li>• ESCALADA</li> <li>• PRIMEROS AUXILIOS II</li> <li>• DEPORTE INCLUSIVO</li> <li>• ESTEREOTIPOS</li> <li>• DEPORTES II</li> </ul>	<ul style="list-style-type: none"> <li>• EL PULSO CARDÍACO III</li> <li>• CALENTAMIENTO ESPECÍFICO I</li> <li>• EL APARATO LOCOMOTOR</li> <li>• SISTEMAS DE ENTRENAMIENTO I</li> <li>• ACTITUD POSTURAL III</li> <li>• DIETA EQUILIBRADA Y ALTERACIONES</li> <li>• PRIMEROS AUXILIOS III</li> <li>• ORIENTACIÓN II</li> <li>• DOPAJE</li> <li>• MUJER Y DEPORTE</li> <li>• DEPORTES III</li> </ul>	<ul style="list-style-type: none"> <li>• CALENTAMIENTO ESPECÍFICO II</li> <li>• PRINCIPIOS DEL ENTRENAMIENTO</li> <li>• SISTEMAS DE ENTRENAMIENTO II</li> <li>• ACTITUD POSTURAL IV</li> <li>• EJERCICIO SALUDABLE Y DIETA</li> <li>• EQUILIBRADA II</li> <li>• LESIONES DEPORTIVAS Y CÓMO ACTUAR</li> <li>• ESCALADA</li> <li>• DEPORTES IV</li> </ul>	<ul style="list-style-type: none"> <li>• FUNDAMENTOS BIOLÓGICOS</li> <li>• PRINCIPIOS DEL ENTRENAMIENTO</li> <li>• SALUD VS ALTO RENDIMIENTO</li> <li>• SISTEMAS DE ENTRENAMIENTO III</li> <li>• VALORACIÓN POSTURAL</li> <li>• PLANIFICACIÓN DEL ENTRENAMIENTO</li> <li>• RELAJACIÓN II</li> <li>• NUTRICIÓN Y ALTERACIONES</li> <li>• PRIMEROS AUXILIOS</li> <li>• ORIENTACIÓN III</li> <li>• DEPORTES</li> </ul>
<b>TRABAJO</b>  30%	<ul style="list-style-type: none"> <li>• PARTICIPACIÓN</li> <li>• COLABORACIÓN</li> <li>• RESPETO</li> <li>• CAPACIDAD DE ESFUERZO</li> <li>• ENTREGA DE TRABAJOS*</li> <li>• CUMPLIMIENTO DE NORMAS</li> </ul>	<ul style="list-style-type: none"> <li>• PARTICIPACIÓN</li> <li>• COLABORACIÓN</li> <li>• RESPETO</li> <li>• CAPACIDAD DE ESFUERZO</li> <li>• ENTREGA DE TRABAJOS*</li> <li>• CUMPLIMIENTO DE NORMAS</li> </ul>	<ul style="list-style-type: none"> <li>• PARTICIPACIÓN</li> <li>• COLABORACIÓN</li> <li>• RESPETO</li> <li>• CAPACIDAD DE ESFUERZO</li> <li>• ENTREGA DE TRABAJOS*</li> <li>• CUMPLIMIENTO DE NORMAS</li> </ul>	<ul style="list-style-type: none"> <li>• PARTICIPACIÓN</li> <li>• COLABORACIÓN</li> <li>• RESPETO</li> <li>• CAPACIDAD DE ESFUERZO</li> <li>• ENTREGA DE TRABAJOS*</li> <li>• CUMPLIMIENTO DE NORMAS</li> </ul>	<ul style="list-style-type: none"> <li>• PARTICIPACIÓN</li> <li>• COLABORACIÓN</li> <li>• RESPETO</li> <li>• CAPACIDAD DE ESFUERZO</li> <li>• ENTREGA DE TRABAJOS*</li> <li>• CUMPLIMIENTO DE NORMAS</li> </ul>

### CALIFICACIONES FINALES

Se realizará una media entre las tres evaluaciones donde el alumnado deberá conseguir un 5.00 o más para superar el curso.

Asimismo, se hará un examen de recuperación de los contenidos teóricos de la 3ª evaluación solo a aquel alumnado que, consiguiendo la nota suficiente en dicho examen, pueda conseguir un 5.00 o más en la media global de las tres evaluaciones.

Este examen **no es de todos los contenidos del curso**, por lo que en Educación Física **no habrá examen final**.

### REDONDEO DE LAS CALIFICACIONES

Todas las calificaciones de 0 a 5 serán truncadas. Es decir, se redondearán hacia el punto entero inferior.

Las calificaciones de 5 a 10 serán redondeadas hacia el punto entero superior siempre y cuando se consigan 0,75 puntos decimales o más. Este criterio se aplicará a todo tipo de evaluaciones, ordinarias y extraordinarias.

Para el cálculo de medias, donde la media es entre las tres evaluaciones parciales, sí se tendrán en cuenta los decimales hasta la centésima de cada evaluación. A esa media se le aplicarán los criterios de truncamiento o redondeo descritos arriba.

### ENTREGA DE TRABAJOS, FICHAS Y OTRAS ACTIVIDADES TEÓRICAS

La presentación fuera de plazo será considerada "No presentada". Por tanto, la nota será un 0.

### CRITERIOS ORTOGRÁFICOS

Como acuerdo de centro, se descontarán 0.1 puntos por cada falta y 0.1 por cada cuatro tildes hasta un máximo de 2 puntos en la ESO. En Bachillerato, se descontarán 0,25 puntos por falta y otros 0.25 por cada cuatro tildes.



# FICHA MÉDICA

NOMBRE Y APELLIDOS

CURSO Y GRUPO

En la siguiente ficha (de carácter confidencial y de uso exclusivo por el departamento de Educación Física), debe señalar **SÍ** o **NO** (solo si la respuesta es afirmativa debe contestar a las preguntas).  
**¡Gracias por su colaboración!**

¿Padece su hijo/a algún tipo de enfermedad o problema **CARDIOVASCULAR**?

**SÍ**

**NO**

En caso afirmativo, señale cuál y de qué tipo.

¿Padece su hijo/a algún tipo de **ALERGIA**?

**SÍ**

**NO**

En caso afirmativo, señale cuál y de qué tipo.

¿Padece su hijo/a algún tipo de **ASMA** o problema respiratorio?

**SÍ**

**NO**

En caso afirmativo, señale cuál y de qué tipo.

¿Padece su hijo/a algún tipo de lesión en los músculos, huesos o articulaciones **RECIENTE**?

**SÍ**

**NO**

En caso afirmativo, señale cuál y de qué tipo.

¿Padece su hijo/a algún tipo de **DESVIACIÓN** en la **COLUMNA VERTEBRAL**?

**SÍ**

**NO**

En caso afirmativo, señale cuál y de qué tipo.

¿Existe en la actualidad algún otro tipo de problema que haga que su hijo/a deba acceder a una adaptación curricular por parte del Departamento de Educación Física ?

**SÍ**

**NO**

En caso afirmativo, lea el recuadro inferior.

En caso de respuesta afirmativa en alguna de las cuestiones enumeradas anteriormente, y con el objeto de acceder a una adaptación que permita al alumno/a cursar la asignatura en las mejores condiciones, debe presentar ante el departamento de Educación Física un certificado médico oficial en el que conste:

- Patología y/o enfermedad.
- Contraindicaciones hacia el ejercicio físico: qué tipo de ejercicios, qué deportes puede realizar, a qué intensidad...
- Duración de la patología que provoca la adaptación curricular.

En caso de no presentar dicha documentación, para evitar posibles problemas de salud y, al mismo tiempo, que el alumno pueda superar la asignatura, queda al criterio del profesor el cursar dicha adaptación. Recordamos de nuevo que la figura del alumno exento no es contemplada por la ley.

**NOMBRE DEL PADRE/MADRE O TUTOR/A**

**DNI**

**EL ABAJO FIRMANTE CERTIFICA QUE TODOS LOS DATOS REFLEJADOS EN EL PRESENTE DOCUMENTO SON VERDADEROS.**

EN \_\_\_\_\_ A \_\_\_\_\_ DE \_\_\_\_\_ DE \_\_\_\_\_

**FIRMA**