

PHYSICAL EDUCATION



2nd ESO

EL ESCORIAL Secondary School
Physical Education Department

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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.



Why is it taken?

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



Where to take it?

- Radial artery
- Carotid artery
- Heart



What is the normal HR at resting?

50-100 bpm

- Below 50 bpm can be a healthier heart because athletes have a higher and stronger heart.
- Having over 100 bpm at resting is called tachycardia.



And in effort?

between **120** and **180** bpm



When to go to the 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 use the thumb..
- If you have more than 100 bpm at resting, take it twice more in order to confirm it.



6 seconds x 10

IN EFFORT

If 120-180 Bpm is a general range, for improving health we can personalize even more our effort if we also take into account two other values:

1

MAXIMUM HEART RATE (MHR)

It is the pulse that we should not exceed when performing an effort.

It is found with a subtraction.

WOMEN: 226 - age

MEN: 220 - age

2

TARGET HEART RATE based on your level

HIGH FITNESS

60-85% of MHR

AVERAGE FITNESS

60-75% of MHR

LOW FITNESS

50-75% of MHR

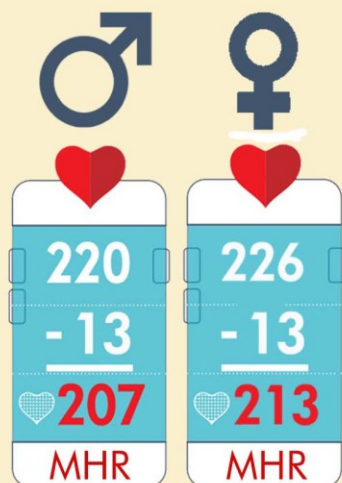


HOW TO FIND YOUR HEALTHY HR WHILE EXERCISING

STEP 1

Find your probable MHR

Subtract your age at 220 (for boys) or at 226 (for girls).

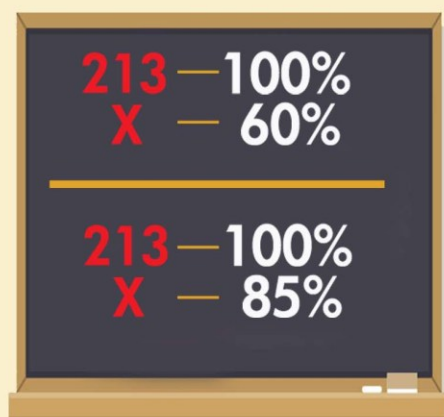


EXAMPLE: 13 YEARS OLD

STEP 2

FIND YOUR TARGET HEART RATE BASED ON YOUR FITNESS LEVEL

Identify your fitness: high, average or low-



EXAMPLE: 13 YEARS OLD
HIGH FITNESS

STEP 3

Work out in that HEALTHY TARGET HEART RATE

This is the interval of heartbeats where that our girl should train to improve health.

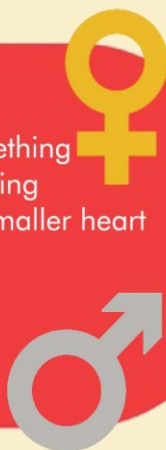


FACTORS THAT CHANGE THE PULSE

1

SEX

Women has something more pulse at resting because have a smaller heart than men.



2

TRAINING

Trained people usually have less pulse at resting. It is because certain types of exercises increase the size and the power of the heart in the long run.



3

AGE

As we grow, the pulse drops when the heart becomes bigger. For example, the heart of a month-old baby beats in rest up to 160 ppm.



4

POSTURE CHANGES

When moving from sitting or lying down to standing, there is more muscles working on against the force of gravity, so they need more input of blood.



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

During a physical activity, the heart rate can rise to 200 bpm. Therefore, we should increase our heart rate from resting gradually. Because of this, a warm up should not exceed 160 bpm.



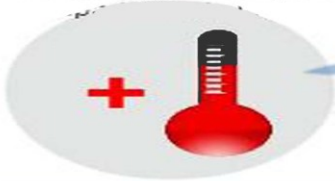
LUNGS

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.



EFFECTS ON THE BODY

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

For cardiovascular system. We increase the temperature, the BR and the HR.



2 DISPLACEMENT EXERCISES

We add joint mobility exercises.



3 FLEXIBILITY

We do 3-4 exercises for legs, trunk and arms. It is better if we start with legs exercises.



4 STRENGTH EXERCISES

We do 1 exercise per zone because we do not want to get tired.



5 PROGRESSIONS AND SPEED

The last exercises, where we finish our 'reshaping'.

IMPORTANT:

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



UNIT 3. BPA's

STAMINA

IT IS THE ABILITY OF SUPPORTING AN EFFORT EFFECTIVELY AS LONG AS POSSIBLE.

SUBCOMPONENTS

AEROBIC

Mild and long efforts

BETWEEN
120
and
180bpm



ANAEROBIC

MORE THAN

180bpm

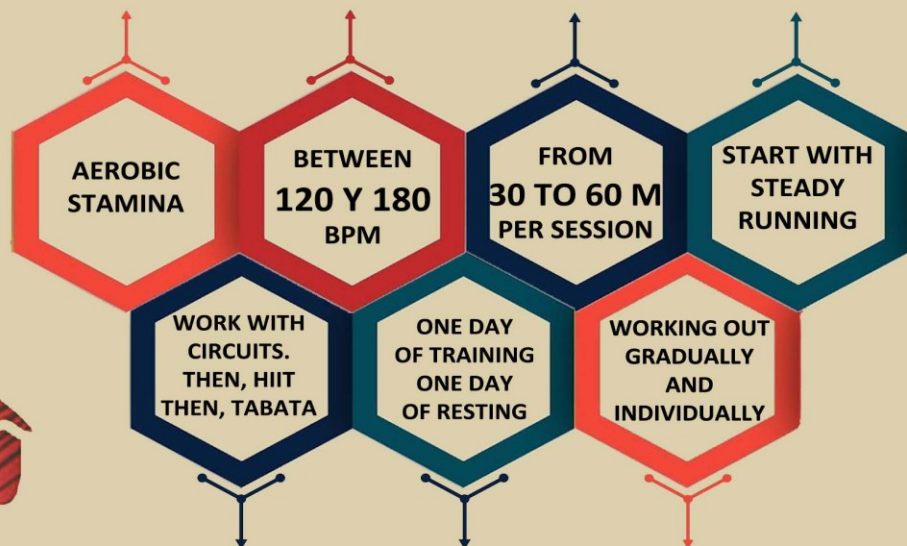
Short and intense efforts



HOW TO TRAIN THE STAMINA

In this way, health is improved

It means minutes per week



The more minutes, the more we develop our stamina and our health

Distribute charges along the week. One day of training, one day of resting

Design your own routine and follow no one. You should start with mild exercises.

BENEFITS



STRENGTH

IS THE ABILITY TO OVERCOME OR OPPOSE AN EXTERNAL WEIGHT THROUGH THE ACTION OF THE MUSCLES

STRENGTH SUBCOMPONENTS

MAXIMUM STRENGTH

It is the greatest amount of strength that a muscle can produce.
The most representative sports are weightlifting and bodybuilding.



PROBLEMS OF WORK IT OUT BEFORE YOU ARE

18

- Spine deviations if we carry weight in the backbone.
- Spine and joint compressions.
- Contractures by dismetrias.
- Torn meniscus.
- Joint overload.

STRENGTH ENDURANCE

It is the ability of supporting a movement of force for a long time.
Typical sports are rowing or cross country skiing.



EXPLOSIVE STRENGTH

It is the ability to move a load in the shortest possible time.
Characteristic sport gestures are jumps and shoots.



PROBLEMS OF WORK IT OUT BEFORE YOU ARE

18

- Low back pain.
- Sciatica.
- Knee injuries.
- Tendinitis.
- Periostitis.
- Lumbar contractures.

How to Train Strength?

- Work with large muscle groups 2 or 3 times a week on alternate days.
- Work with your own weight and with low loads such as balls, pulleys or bands.
- Movements must be controlled.
- 1-2 sets of 8-12 repetitions at 60%.
Work all parts of the body. Otherwise, injuries may appear.
- Vary the work out to not getting bored.
- Increase weight by 5-10% after a time and reach up to 2-4 sets of 6-12 repetitions at 80%. Make it funny.

BENEFITS

1

Improvement of the posture and the perception of the body.
It helps, for example, with back problems.



It improves blood circulation and strengthens the heart.



7

2

It regulates insulin.
Thus, there is a lower diabetes risk.



3

5

It improves bone mineral density and strengthens bones.



It decreases body fat.

4



FLEXIBILITY

IT IS THE QUALITY OF DOING A MOVEMENT UNTIL THE END OF THE WAY

FLEXIBILITY SUBCOMPONENTS

MUSCULAR ELASTICITY

is the property of muscle tissue to be stretched until the end of its haul.



JOINT MOBILITY

It is the ability to move a joint to the end of its haul.

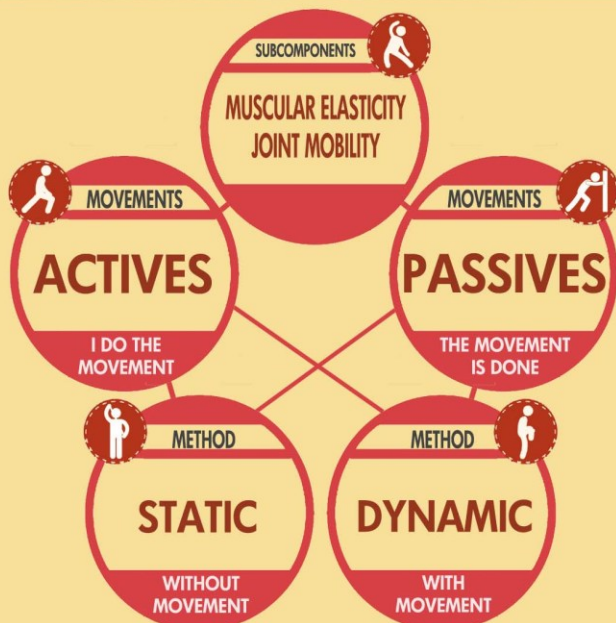


It is recommended to work it out daily during at least **10 min**



Flexibility exercises that must be avoided are those in which acute pain signals appear, which indicates to us that we are coming to exceed the limit of stretch and we could break the muscle fibers (muscle breakdown).

HOW TO WORK IT OUT



BENEFITS

It improves coordination. Thus, it improves the output and prevents probable injuries and muscles aches and pains.

It delays the onset of degenerative joint diseases.

It delays muscle fatigue in an effort and improves recovery after him.

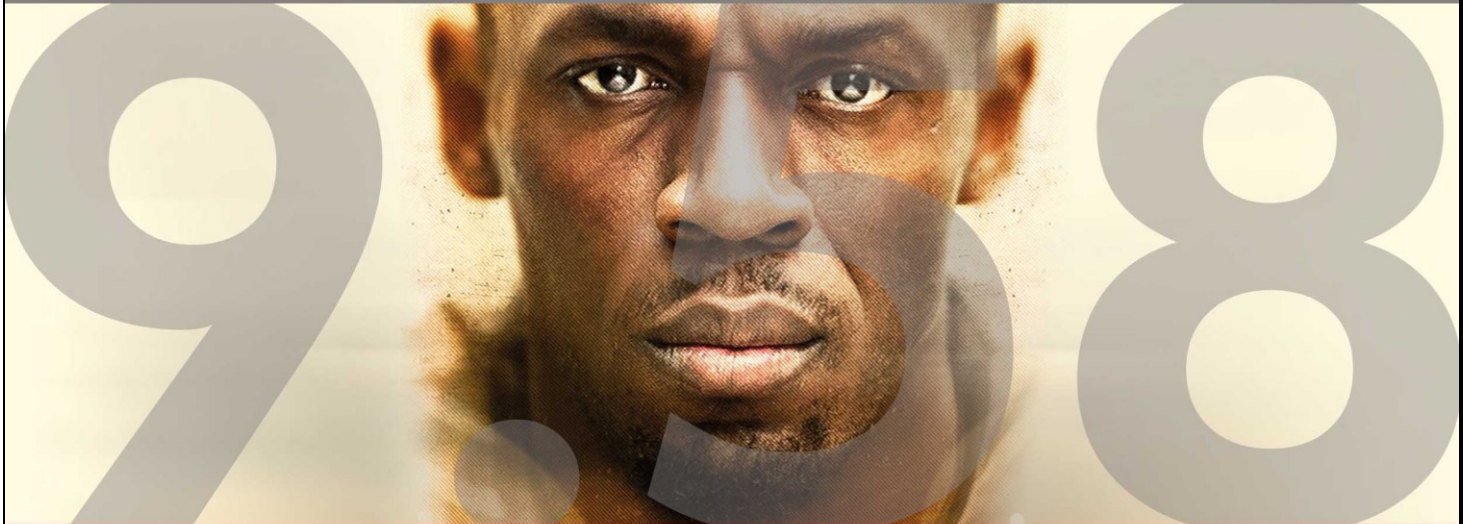
It makes us feel more loose and the movements are more affordable and effective.

It prevents muscle and joint stiffness.

It compensates bad body postures.

SPEED

IT IS THE ABILITY OF DOING A MOVEMENT AS FAST AS POSSIBLE.



SUBCOMPONENTS

REACTION SPEED

It is the ability to respond to a certain stimulus in the shortest possible time.



GESTURAL SPEED

It is the ability to perform a movement with one part of the body in the shortest possible time.



TRAVELLING SPEED

It is the ability to scroll through a space in the shortest possible time.



OLD WORLD RECORDS

1920	1930	1940	1950	1960	1970	1980	1990	2000	Records de medallas en mundiales
Paavo NURMI	Jesse OWENS	Emil ZATOPEK	Iolanda BALAS	Irena SZEWINSKA	Vladimir GOLUBNICHY	Carl LEWIS	Dan O'BRIEN	Michael JOHNSON	
									
FIN	EUA	CZE	ROM	POL	URSS	EUA	EUA	EUA '90	10 Carl Lewis

WORKING OUT FOR HEALTH

AEROBIC
STAMINA

ENDURANCE
STRENGTH

FLEXIBILITY
(BOTH)

WORKING OUT FOR COMPETITION

STAMINA
(BOTH)

STRENGTH
(ALL OF THEM)

SPEED
(ALL OF THEM)

IN
COMPETITION,
FLEXIBILITY ACTS
AS A FACILITATING
QUALITY
OF THE OTHERS



UNIT 4. Health and Exercise

BEFORE EXERCISING INJURY PREVENTION

1 Seek advice from a professional.

Do not follow anyone's advice. Only professionals know what they are talking about.



2

Carry out a medical examination.

If you suspect that there may be some problem with your health, better prevent than cure. A brief visit to the doctor can save us many dislikes.



3

Respect digestion.

Leave 3 hours between meals and exercise to avoid heaviness, discomfort, nausea or vomiting.



Do a good warm up

5



It is essential to avoid injuries, Increase performance and improve concentration.

Perform the right type of exercises

Not all training is good. The exercise should be adapted to your age, level and needs.



6

Proper clothing.

Dress according to the exercise, sport or physical activity you are going to do. Each one has its specific material.

4



Resting after training

Training is as important as resting in order to improve our fitness. Good recoveries can make our training more effective.

7

Sleep well

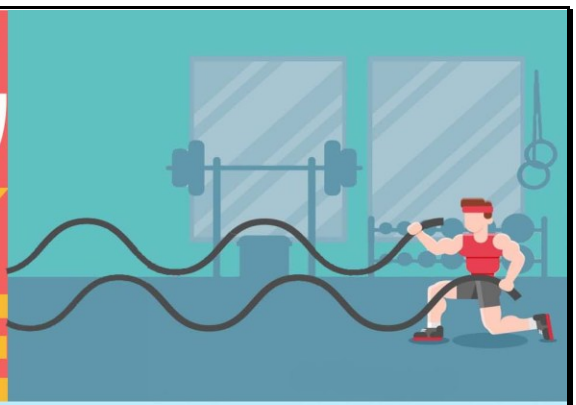
Sleeping about 7 or 8 hours per day and being in bed between 10pm and 10.30pm is recommended. If you do this, you'll be more awake, your aging process will not be so fast and your blood pressure will be correct.



8



EXERCISING HEALTHY EXERCISE



HOW TO WORK OUT



Knowing that we do not suffer any
disease, we can start.
To improve our health we must work ...



**AEROBIC
STAMINA**



**STRENGTH
ENDURANCE**



**FLEXIBILITY
(BOTH)**



**60 MIN
DAILY**
PER WEEK



**150-300 MIN OF
MILD ACTIVITY**
PER WEEK



**MORE THAN 300
MIN IS EVEN BETTER**
PER WEEK



**BETWEEN
120 AND 180BPM**



**3 or 4 DAYS
A WEEK**



ACTIVITIES SHOULD BE

PROGRESSIVE

-FROM LESS TO MORE-

INDIVIDUALIZED

-ADAPTED TO MY LEVEL-

AND MOTIVATING

-DO AN ACTIVITY THAT YOU ENJOY AND
IT IS BETTER DOING IT WITH
NICE COMPANY-



5-17 years old

● 60 daily minutes of
physical activity



18-64 years old

● From 75 to 150 weekly
minutes o aerobic
physical activity



**OTHER RECOMMENDATIONS
RELATED TO AGE**



65 years old forward

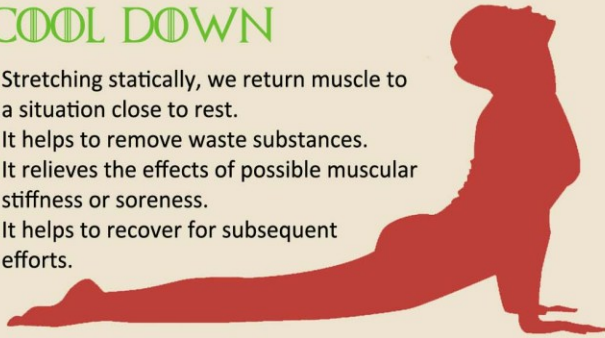
● 150 weekly minutes
of aerobic physical
activity



AFTER EXERCISING RELAXATION AND BENEFITS

COOL DOWN

- Stretching statically, we return muscle to a situation close to rest.
- It helps to remove waste substances.
- It relieves the effects of possible muscular stiffness or soreness.
- It helps to recover for subsequent efforts.



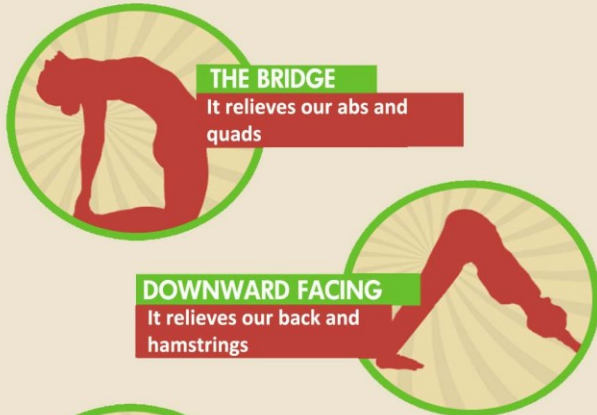
THE CAT

It relieves our back



THE BRIDGE

It relieves our abs and quads



DOWNWARD FACING

It relieves our back and hamstrings



STANDING FORWARD BEND

It relieves our lumbar spine and hamstrings



NECK STRETCH

For our cervical spine



SPINAL TWIST

It relieves the lumbar spine and stretches the gluteus



EFFECTS



Heart is strengthened



It prevents obesity



It prevents osteoporosis



BP and glucose are lower



Anxiety is reduced



Aging is delayed



Lung capacity is increased



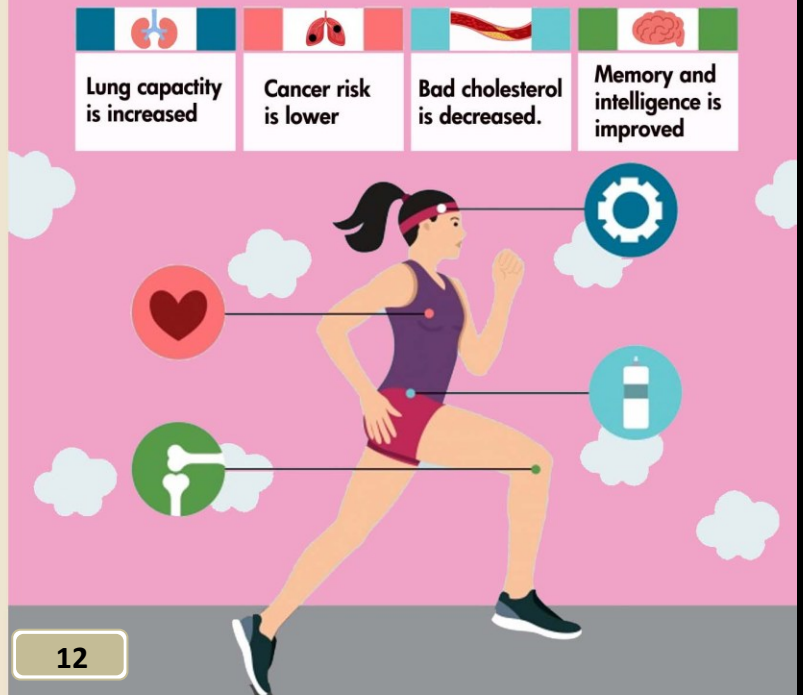
Cancer risk is lower



Bad cholesterol is decreased.



Memory and intelligence is improved



THE EFFECT OF EXERCISE ON PSYCHOLOGICAL WELLBEING



GROWTH

Exercise provides you with new challenges which make you feel as though you have an aim in life

MOOD

Exercise is related to positive changes in mood state and has been found to improve positive mood regardless of the number of negative and positive affects experienced in a given day



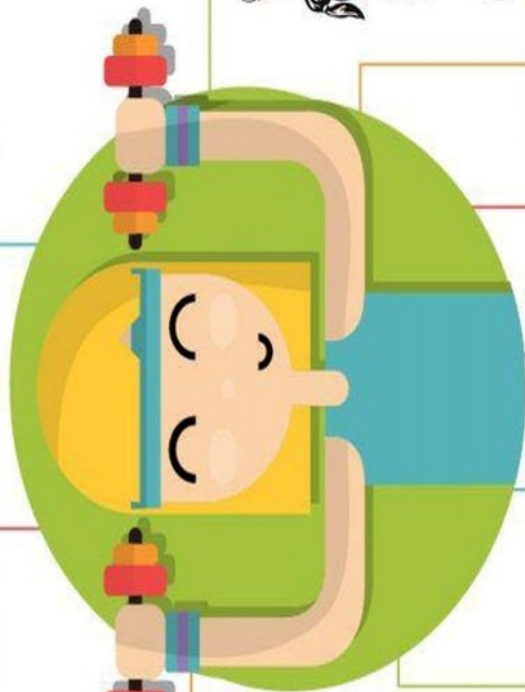
COGNITION

Exercise has been shown to have a number of positive effects on a person's cognitive functioning



ATTITUDE

Exercise helps to improve your body image and therefore improves your attitude



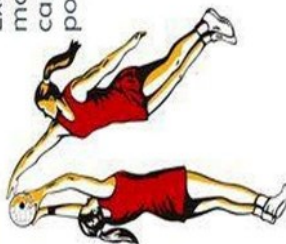
SELF ACCEPTANCE

Exercising can help to give you a more positive view about yourself



FRIENDSHIP

Exercising in groups can lead to more social interactions which can in turn relate to your positive relations with others



DEPRESSION

Exercising three to five times per week produces significant reductions in depression compared to once-a-week



ANXIETY

There are a number of acute affects associated with exercising such as lower state anxiety and higher tranquility scores



MASTERY

By exercising you develop environmental mastery which makes you feel you are in charge of the situations in which you live



BIGOREXIA

HOW BIG IS BIG ENOUGH?

Bigorexia, formally known as muscle dysmorphia, is a condition which typically occurs in men, though women may also be affected.

Obsession for 'bulking up' and preoccupation with muscle size. People feel they are not muscular enough.

SYMPTOMS

- Feeling muscular build is never good enough
- Excessive exercising
- Overlooking risk of injury
- Constant mirror-checking.
- Constant measuring.
- Avoiding social situations where more muscular people may be present.
- Extreme attention to diet.
- Exercising even when injured.
- Anxiety when a workout is missed.
- Neglecting employment and relationships.
- Use of steroids.
- Obsession with trying the latest muscle-building routines.
- Overdosing on supplements.
- Not admitting there is a problem.

RISKS

- Self-loathing
- Depression
- Social Isolation
- Eating Disorders
- Injury to muscles, joints and tendons from over-exercising
- Issues from steroids
- Anxiety
- Drug addiction
- Financial Hardship



UNIT 5. Postural Attitude

POSTURAL ATTITUDE

LYING DOWN - SITTING - STANDING



MORE COMMON POSITIONS WHILE SLEEPING

RECOMMENDED

Lying on your side, with your knees bent toward your chest and your head resting on a medium-height pillow.

SPINE ALWAYS ALIGNED



If not... POSSIBLE PROBLEMS



STIFF NECK

DORSAL BACK PAIN AND KYPHOTIC ATTITUDE

SCOLIOSIS IF WE ARE SAT TWISTED OR BEARING WEIGHT ON ONE SIDE

SCIATICA AND LOW BACK PAIN

AT BEARING WEIGHT BEND THE KNEES

SITTING



- Feet on the floor
- Knees bent (90°)
- Lumbar and dorsal spine supported by the backrest
- Looking straight ahead

STANDING

BAD POSTURE

VS

GOOD POSTURE

- Not bending our back
- Not walking with too much weight
- The backpack has not to be hanged by one strap
- Backpack should not be hanged too low



- Weight distributed on two feet
- Head, trunk and feet in the same line
- Back straight
- Looking straight ahead

CORE

Circuit Training

After warming up mildly for 5 minutes,
repet each circuit three times

CIRCUIT 1



**ALTERNATE
LUNGES WITH
SUPPORT**
15 REPS



**ALTERNATE
LIFT UPS**
15 REPS
EACH SIDE



**PLANKS
WITH ARM
FORWARD**
15 REPS

CIRCUIT 2



**LUNGES
WITH
ARMS**
15 REPS



REVERENCES
15 REPS



**SIDE
LUNGES**
15 REPS

CIRCUIT 3



**PLANK WITH
ROTATION**
15 REPS

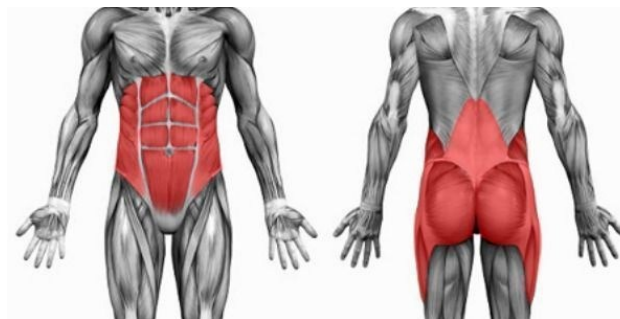


**CONTRACTIONS
HAND vs LEG**
15 REPS



**ONE-LEG
BRIDGES**
15 REPS
EACH SIDE

Core is an English word that means "**núcleo**". In exercise, when we talk about core **we are referring to** the central areas of the body: rectus abdominis, obliques, diaphragm, multifidus, quadratus lumborum, glutes, paravertebrals, transverse abdominis and pelvic floor.



You get **most of your body's strength** from this muscle group. Without its contraction, the rest of the muscles are less effective and their execution strength is much lower.

If you work your core, you will **have less back pain**. The idea is to train an entire area that connects with your spine and that helps your body support your spine, so that all your body weight does not fall only on your bones.

BENEFITS OF WORKING OUT CORE

- **Gives stability** to the postural muscles.
- **Improves economy and efficiency when running.**
- By breathing better, **fatigue decreases.**
- **Reduces** injuries.
- Improves *sports performance*.



STRETCHING EXERCISES

NECK



SHOULDERS/ARMS



SHOULDERS/ARMS



CHEST



BACK



HIPS



TORSO



ABS



QUADRICEPS



HAMSTRINGS



LOWER LEGS



TOTAL BODY

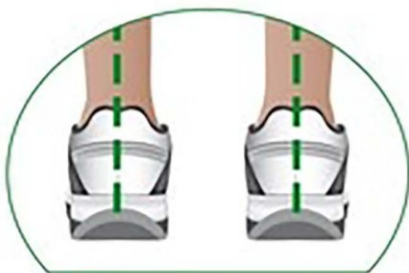


SNEAKERS AND EXERCISE

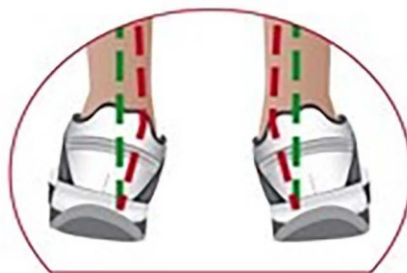
Choosing the right sneakers for running is an important decision in order to avoid injuries: sneakers help us to reduce impact forces and vibrations that affect our joints, as well as to adapt our pronosupination, preventing tendonous and ligament injuries.

A pronator person tends to twist the ankle more than normal towards the inside of the foot

The supinator person's ankle twists slightly towards the outside of the foot



Neutral alignment



Pronation



Supination

Sneaker's choosing for each one of these runners will help to prevent inconveniences and ligaments and hip injuries.



When running, tibia could support vibrations **12 times** higher than gravity acceleration. When they reaches the head, vibrations can reach **3 times** that acceleration.

UNIT 6. Nutrition and Health

Some Tips



Around the world, **unhealthy diets and lack of physical activity** are among the main health risk factors.

Caloric intake should be balanced **with caloric expenditure**. It is the only one way to **avoid overweight and obesity**.



Limit added sugar intake
12 teaspoons top daily.
Intake does **not** refer to sugar typical of food.



Moderate salt intake. It tends to rise blood pressure **once** you suffer from hypertension, which carries risks for health (**stroke or cerebral infarctions**).

EAT WITH MODERATION

- Ultra-processed foods and drinks
- Refined flours
- Energy drinks
- Saturated fats



INCREASE THE INTAKE OF...

- Unprocessed foods
- Fruits and vegetables
- Legumes
- Nuts and seeds
- Whole grains



TAKE INTO ACCOUNT THESE TYPES OF MEALS

- Fatty acids
Omegas 3 and 6 (fish)
- Eat more white meat than red
- Antioxidants like blueberries, grape or tomato



ANTIINFLAMMATORIES MEALS

They reduce risk cancer and other diseases

- Raw fruits and veggies with bright colors
- Beans, lentils and chickpeas
- Corn, amaranth, oats and brown rice
- Leafy vegetables green as spinach



UNIT 7. Futsal

TEAM

Each team has 14 players, but in the court there can only be 5, including the goalkeeper. Substitutions are unlimited and can be done whenever we want.



GOALKEEPER

- In the area, he may stop and catch the ball with the whole body.
- The goal kick will be always by hand. It can't be a direct goal.
- He can leave the area and play with the foot like any other player.



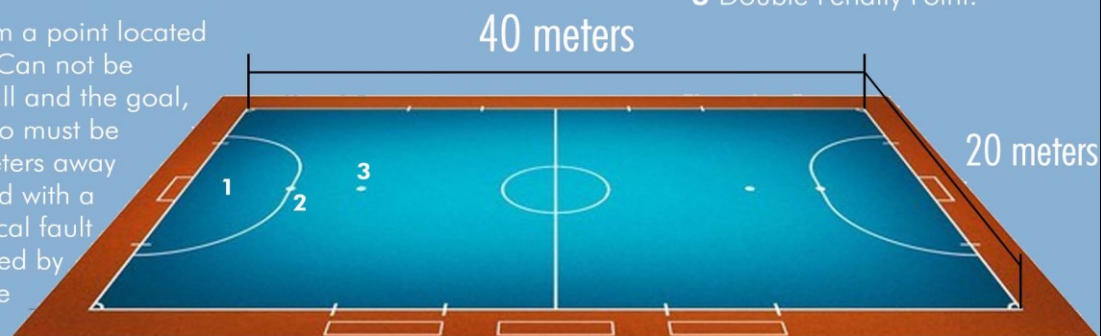
TIME

Two periods of 20 minutes with a 10 minutes resting.



DOUBLE PENALTY

The kick is carried out from a point located 10 meters from the goal. Can not be any player between the ball and the goal, except the goalkeeper, who must be within a minimum of 5 meters away from the ball. It is punished with a double penalty any technical fault from the fifth foul committed by the same team in the same period (i.e. from to sixth).



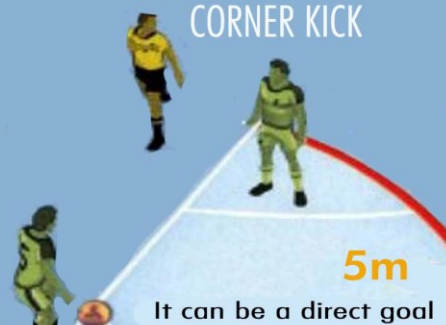
THROW-IN



The ball is smaller and heavier than soccer.



CORNER KICK



RED CARD

- The player leaves the court and cannot re-enter. After 2 minutes, the team can put another player in their place and it will be played 5 against 5 again.



OTHER FOULS

- No player may touch the ball with his arm or hand.
- Fouls are kicked from the place where they are done, except for penalties and double penalties.
- Opposing players must be 5 meters away.
- Direct free kicks occur when there is a voluntary and serious foul against the player.
- These fouls are cumulative and can lead to a double penalty.
- The penalty occurs when there is a foul by the defending team within their 6 meter area.
- Dangerous play will be punished with an indirect free kick.



1930 Futsal is born

1950 Blind people futsal is born

1994 Female futsal is born.

UNIT 8. AcroSPORT

ACROSPORT

A form of acrobatic gymnastics performed in teams

ROLES

Responsible for supporting the Agile or the Helper



THE AGILE

Climbs to the top of the formation

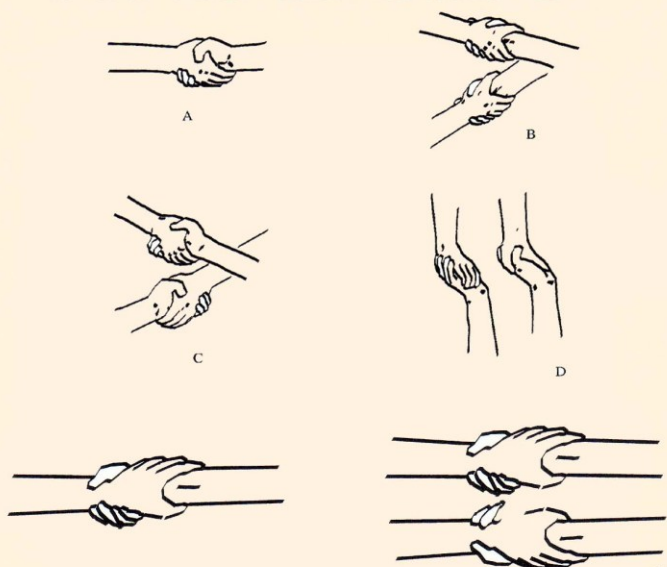


THE HELPER

Assists the porter or helps maintain balance



TYPES OF GRIPS



BUILDING A PYRAMID

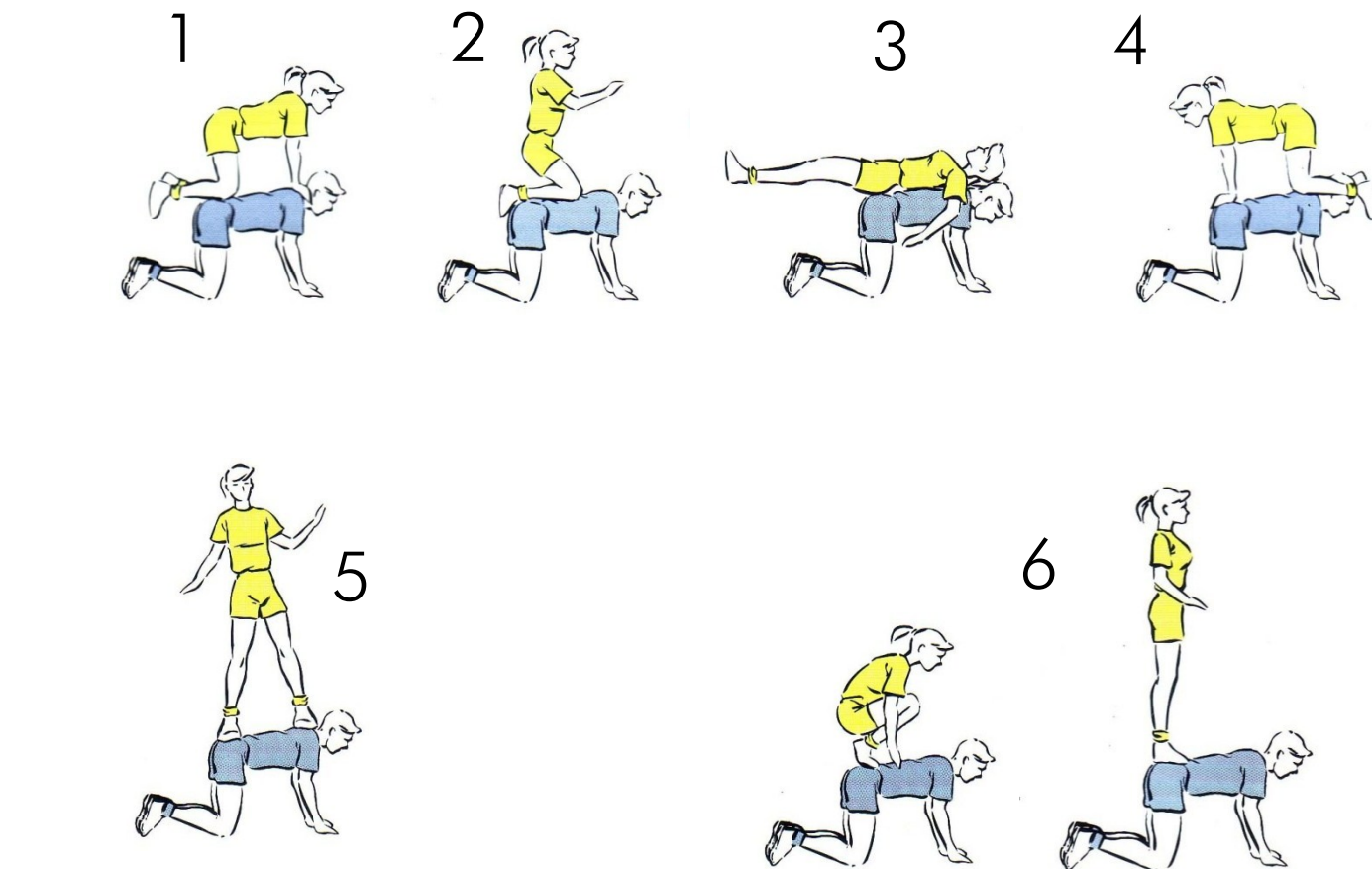


from bottom to top and
from inside to outside

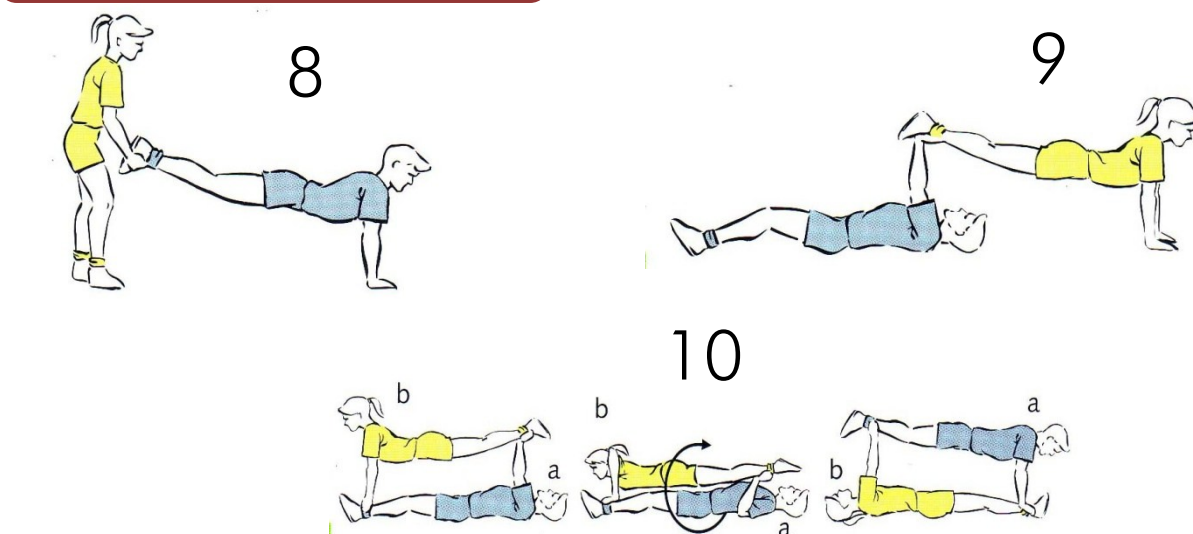
Benches and Trolleys

DORSAL BENCHES: IN PAIRS.

DORSAL BENCHES: IN PAIRS.



Dorsal Trolley



Trolleys and Balances

Pass from 2 to 3
straight forward

1



2



3

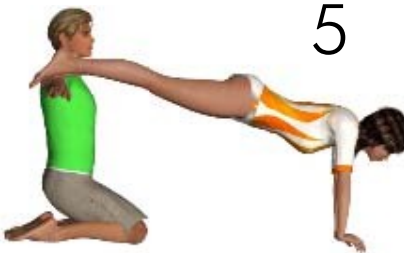


4



HIGH TROLLEYS: IN THREES

5



6



7



8



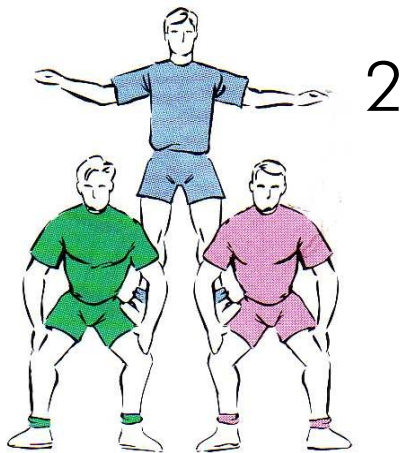
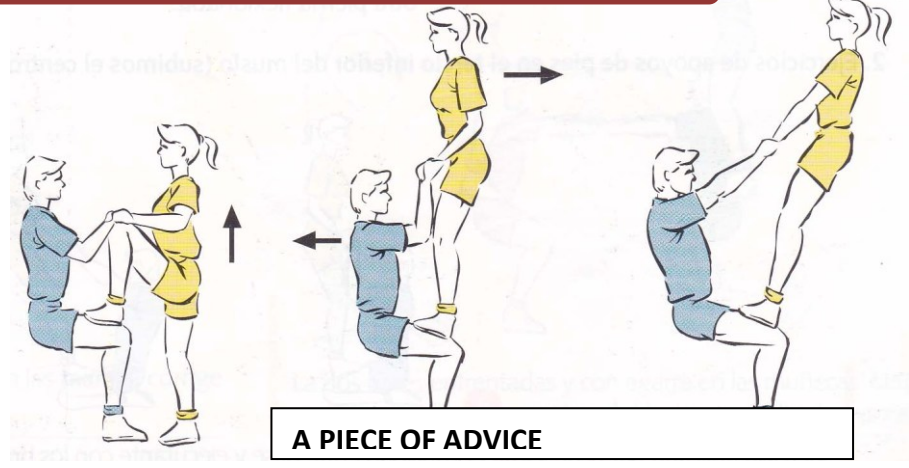
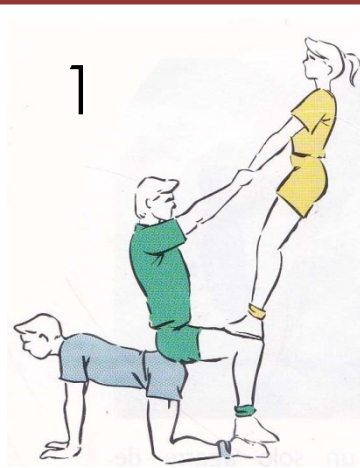
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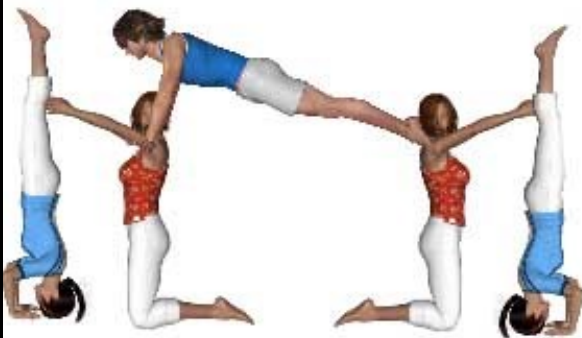
PYRAMIDS I: BALANCES, SAILS AND INVERTED BALANCES.



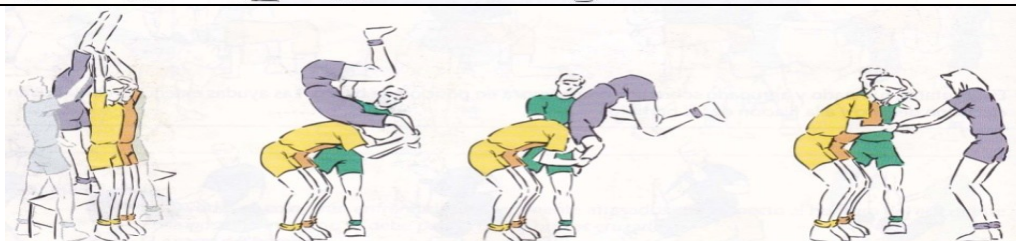
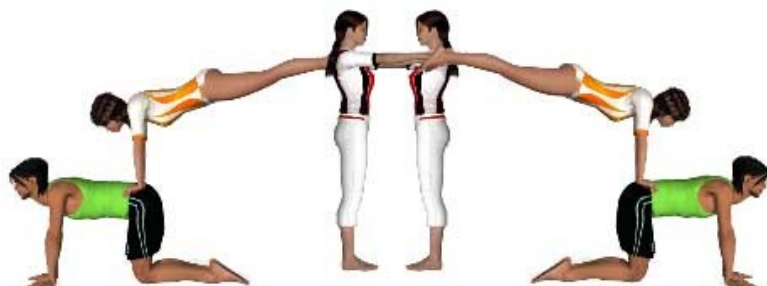
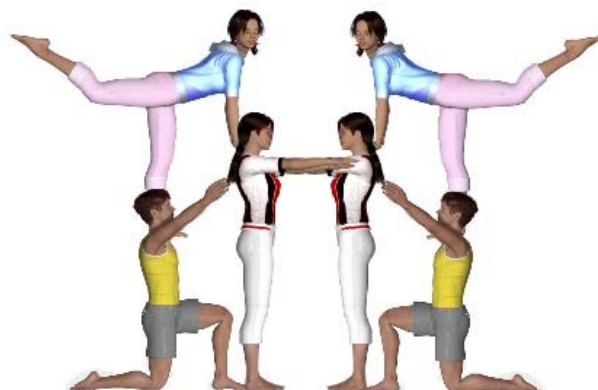
PYRAMIDS II: IN FOURS.



PYRAMIDS III: QUINTETS



PYRAMIDS IV: SEXTETS AND ACROBATICS.



UNIT 9. Knots

5

BASIC KNOTS EVERYBODY SHOULD KNOW



Overhand Knot

It is the simplest to perform.

We can begin to work it tying shoes laces.

The overhand knot is not strong, so it is not used in situations where you might expect great force. It also reduces the strength of the rope or yarn by about 50%. But as an "anti-slip-knot" it does not have to withstand a lot.

It is used to climb up the rope without burning the hands to facilitate the ascent. It is also used to prevent the rope to pass through a buttonhole (for example of an envelope a tent roof). He is a simple knot and then the firm is surrounded two more times.



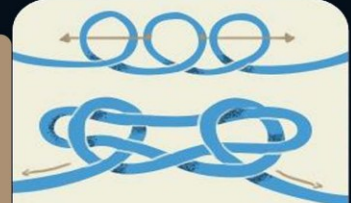
Double Overhand Knot



Bowline

It is a knot of security. It does not run nor loose. A cote is made taking care that the signature is under the very same cote. The lenght made at a distance from the whip, equal to the size of the bond that you want to get. Cape bottom is introduced into the cote and it is turned around the firm and introduced it again at the cote top down.

The beginning and the end of a mooring. It is used for cape a boat or tie a rope to a tree. It is a simple and very useful knot that has no side scrolling. This knot should not be used when not this subject to a fixed voltage. EG: Tie a boat, because that swinging loose it.



Sheepshank



Figure-eight Double

One of the knots more used in climbing, scaling and as a hub of anchorage. It is done with the double rope, turning back and then forward and into the cote consisting of the same rope.

UNIT 10. Climbing

It was born as an activity derived from mountaineering. In 2020 it becomes an Olympic discipline (Olympic climbing).



CLIMBING EQUIPMENT



HOW TO START



TYPES OF CLIMBING

SPORT CLIMBING

The climb is done with harness and rope, but the Protectors are recessed on the wall. It is fast, safe and cheap.



FREE STYLE

It is done without rope and without protections. In the event of a fall, death occurs. It is only suitable for very specialized people.

BOULDERING AND BUILDING

Bouldering is done in low walls, usually on crossings (horizontal routes) and does not require protection. The building is done outdoors (walls or chimneys) and the protection depends on the height to be carried out.



ICE CLIMBING

It is done in training frost like waterfalls and glaciers. Special equipment is needed as ice axes (spikes) and crampons.

TRADITIONAL CLIMBING

It is the best known. It is done with all the equipment and the person are subject to the rock by a rope through the harness, where the carabiner and the belay device is inserted.



CLIMBING WALL

It is carried out indoors, where the climate does not avoid its realization. It is usually done on laminated wood surfaces or concrete, which are covered with ledges of varying difficulty. In this variety, routes are made (vertical) or you can also do bouldering or climbing in block, where routes are made horizontals (traverses) without elements of protection, as we have seen before.

TYPES OF GRIPS

Secure grips with yolks and much of the fingers.



FLATS

Less secure grips. The surface is flat and not allows you to do so much pressure.



NEGATIVES

Very unstable grips.



5

6

UNIT 11. Goalball

Eyeshades: Regardless of a player's degree of sight, all players are blindfolded

Played by visually impaired athletes the aim is to score by rolling the ball at speed into the opposition's goal, while the opposition attempts to block the ball with their bodies. Spectators must be quiet during play so that players can hear the ball

Ball: Made of rubber, 24-25cm in diameter with eight holes that allow players to hear the four bells within the ball when it moves

Goalball court

Team area: Players must defend the court within this area

Landing area: The ball, when thrown, must land here at least once

Protection: Players wear padding on elbows, knees and hips



Players Goal area Team area Landing area Neutral area

Neutral area: In attack, the ball should have already been released prior to entering this area. In defence, the ball should have bounced in the team area before a player enters this area

Basic throws



Underarm: The ball is thrown downwards and forward, and may or may not involve a slight turn of the body. It differs from the ten-pin bowling style as there is no leg sweep



Side throw: With the ball held either side, the arms are swung back and forth. On the forward swing, the forward hand is released and the rear hand pushes the ball onwards



Rolling forward: The simplest delivery. Place the ball just forward of the feet, then bend down, and push it forward to roll towards the other end. Can also be done when sitting on the court

Defending goal: With nine metres of goal and three members on a team, each member needs to lie down and stretch out to cover three metres each to make an impregnable line



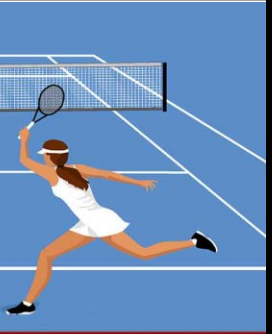
UNIT 12. Pinfuvote



PING-PONG



FUTSAL



VOLEYBALL

TENNIS

PINFUVOTE



The net must be like the tennis one (0.91 m height)

THE COURT



- CHANGES: unlimited
- PLAYERS: 3-20

• The serve will be done from central circle and always with both feet inside and touching the ground.

THE MATCH

A team will win when it reaches 3 sets.

The set has 25 points with 2 points ahead.



BASIC FOULS



- The ball touches on the floor **twice in a row**.
- The ball do **not** pass the net.
- The ball goes **out of boundaries**.
- A player hits **twice in a row**.
- A team hits the ball more than **3 times**..
- The ball can be hit using any part of the body.

BANNED ACTIONS



- To **invade** the opposite court in any way.
- To **spike the serve**.
- **Touching the net** with any part of the boy.
- For changing a player from one area to another in the **same set**.

IN SCHOOL



2 SETS
15 POINTS

TRIPING

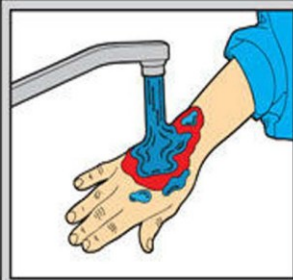
When three different players of the same team touch the ball with **three different parts of the body** and win the move, their team score 3 points.

UNIT 13. First Aid



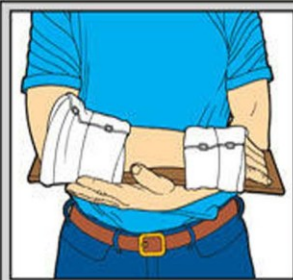
BLEEDING

- 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 your 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.

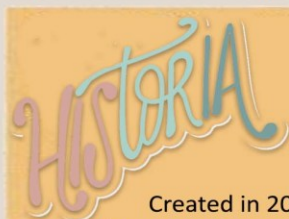


UNIT 14. Artzikirol



ARTZIKIROL

A NEW SPORT



Created in 2007, the name comes from join the prefix "artzi" (town of Artzi-niega), 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.

6 AGAINST 6



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

You can play with a foam ball.



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.

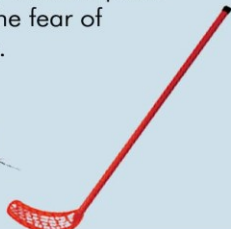
PENALTY



Unit 15. 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.

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.

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.

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.

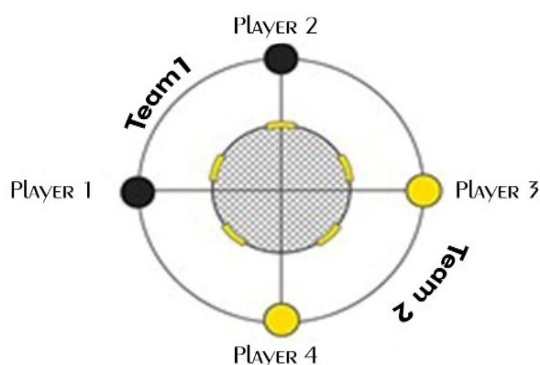


UNIT 16. Roundnet



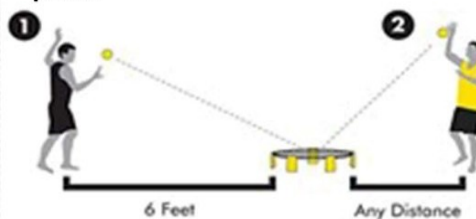
ROUNDNET

SET UP



THE SERVE

A point starts with a serve. The server stands 2 meters from the net, directly across from the receiving player and must hit the ball at least 10 cm from the release point.



PLAY

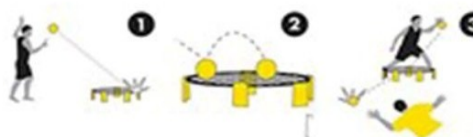
Just like volleyball, the receiving team has up to three alternating hits to return the ball onto the net. When they do, possession changes to their opponent.



SCORE

Points are scored when:

1. The ball hits the rim or ground.
2. The ball doesn't bounce off the net in a single bounce.
3. A team can't return the ball onto the net.



ANOTHER RULES

- The server has up to 5 seconds to serve and the opponent has to be ready. The server is to the right of his partner. The server has to keep serving while winning. If the receiving team wins, the player to the left serves. From there on, service alternates between teammates after each change of service possession. This four person order continues the rest of the game.
- If the serving team wins the point, the server switches positions with their partner and serves to the other member of the opposing team.

- The ball may touch any part of the body.
- Simultaneous Contacts - If teammates touch the ball simultaneously it is counted as two hits. Either teammate may take the next hit provided they have not already used all three hits.
- The ball must not be caught and/or thrown.
- Players may not hit the ball with two hands.
- Players cannot interfere with the opposite team.
- A match is played up 11, 15 or 21 points with a 2 points difference. Only one game is played.

2ND ESO

WORKBOOK



TASK 1. The Heart Rate

NAME AND SURNAME _____

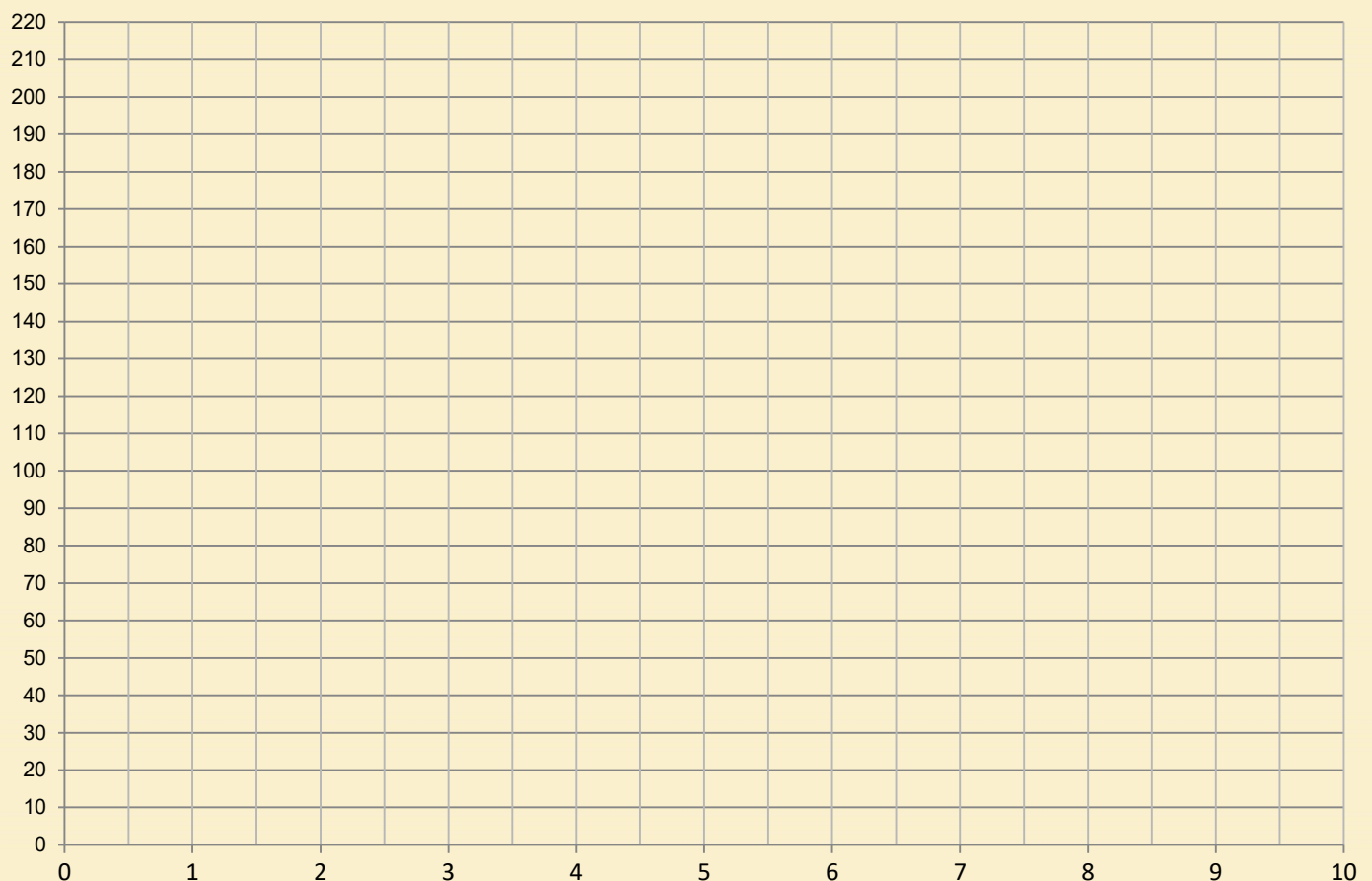
CLASS GROUP _____

QUESTIONS

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

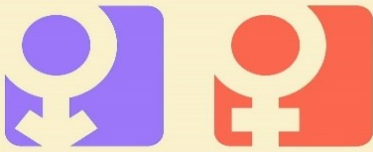
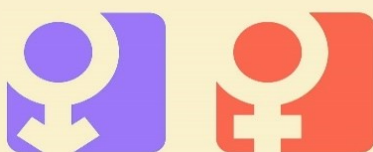


NUMBER	EXERCISE	BPM	NUMBER	EXERCISE	BPM
1	RESTING		6	3 MIN LATER	
2	WALKING FAST		7	20 SQUATS- 20 ABS- 20 PUSH UPS	
3	STANDING		8	3 MIN LATER	
4	5 MIN OF S.R.		9	45s - 1min OF ANAEROBIC RACE	
5	3 MIN LATER		10	3 MIN LATER	



ANSWER THE QUESTIONS

Firstly, you must choose your level and then, fill the gasps.

LOW LEVEL		AVERAGE LEVEL		HIGH LEVEL	
					
MHR=220-AGE	MHR: 226-AGE	MHR=220-AGE	MHR: 226-AGE	MHR=220-AGE	MHR: 226-AGE
TARGET HEART RATE ZONE	TARGET HEART RATE ZONE	TARGET HEART RATE ZONE	TARGET HEART RATE ZONE	TARGET HEART RATE ZONE	TARGET HEART RATE ZONE
50% =	50% =	60% =	60% =	60% =	60% =
75% =	75% =	75% =	75% =	85% =	85% =

1.- WHAT IS THIS COURSE YOUR M.H.R. AND THE TARGET HEART RATE ZONE FOR YOU TO DEVELOP GOOD HEALTH? (YOU HAVE TO WRITE THE OPERATIONS DOWN SO THAT THE RESPONSE IS GOOD.)

2.- WHICH ACTIVITIES ON THE PREVIOUS PAGE YOU HAVE EXERCISED IN THE HEALTHY RANGE FOR YOUR BODY? (YOU MUST REPLY BASED ON THE RESULTS ON QUESTION 1).

3.- WHEN YOU CHANGE YOUR BODY POSITION FROM 1 TO 3, WHAT DO YOU SEE IN YOUR HR? WHY DO YOU THINK IT IS LIKE THAT?

4.- WHICH ACTIVITY OR EXERCISE ALTER THE LESS YOUR HEART RATE (YOU MUST NOT TAKE INTO ACCOUNT ACTIVITIES 1, 2 AND 3. WHY DO YOU THINK IT IS LIKE THAT?

5.- WHY DID THE TEACHER SAY THAT SQUATS USUALLY GIVE THAT NUMBER OF HEARTBEATS WHICH THE ABS DO NOT REACH EVEN WHEN REPETITIONS ARE THE SAME?

FINAL MARK

GRADES FOR QUESTIONS

1.- 3 points.

2.- 2 points.

3.- 2 points.

4.- 1 points

5.- 1 point.

(Filling the sheet and the chart will add 1 point).

TASK 2. The General Warm Up

NAME AND SURNAME _____

CLASS GROUP _____

QUESTIONS

DRAW ON THIS TABLE A GENERAL WARM UP. DO NOT CHOOSE ANY EXERCISE DRAWN IN THE LESSON. SEARCH THEM ON THE INTERNET OR BASED YOUR ANSWER ON EXERCISES THAT YOU KNOW.



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

TASK 3. Stamina

NAME AND SURNAME

CLASS GROUP

QUESTIONS



WRITE DOWN THE BPMs TAKEN IN THE RECTANGLE AFTER DOING THE ACTIVITY.

	RUNNING				RESTING			RUNNING				RESTING		
	2'	4'	6'	8'	1'	2'	3'	2'	4'	6'	8'	1'	2'	3'
BPM														

QUESTIONS

1.- IN YOUR CASE, WHAT IS THE HEART RATE RANGE IN WHICH YOU WORK THE ENDURANCE? (YOU MUST REASON THE ANSWER BASED ON MHR TAB.

2.- WHILE YOU WERE RUNNING, YOU HAVE BEEN UP OR DOWN FROM THAT RANGE? IF SO, WHY DO YOU THINK IT IS LIKE THAT? IF NOT, IMAGINE THAT YOU HAD 190 PPM AT 6 MINUTES INI THE SECOND SERIE.

3.- HAVE YOU BEEN IN ANAEROBIC EFFORT DURING RUNNING OR HAVE NOT REACHED ENDURANCE? IF SO, IN WHICH DATA YOU ARE BASED ON?

4. HOW WOULD YOU WORK OUT THE STAMINA FOR HEALTH?

5.- WRITE DOWN FIVE BENEFITS FOR HEALLTH OF WORKING OUT STAMINA REGULARLY.

TASK 4. Strength

NAME AND SURNAME

CLASS GROUP

QUESTIONS

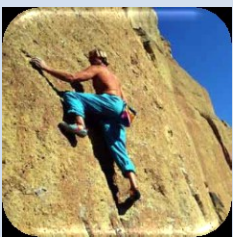
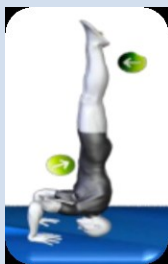
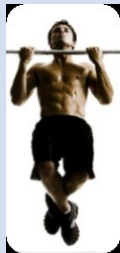


1.- ANSWER THE QUESTIONS. BE AWARE: EACH INCORRECT QUESTION WILL SUBTRACT ONE CORRECT.

1. THE HEALTHIEST TYPE OF STRENGTH IS EXPLOSIVE STRENGTH.
2. A TYPICAL SPORT OF STRENGTH ENDURANCE IS CANOEING.
3. EVERY JUMP AND THROW DEVELOPS THE EXPLOSIVE STRENGTH.
4. STRENGTH ENDURANCE MUST BE TRAINED WITH FEW MUSCLES TO AVOID OVERCHARGES.
5. IN ORDER TO AVOID ANY INJURY, MOVEMENTS SHOULD BE SLOW.

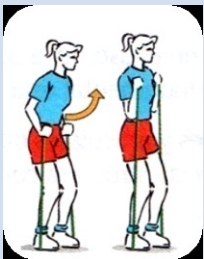
- 1.- T F
- 2.- T F
- 3.- T F
- 4.- T F
- 5.- T F

2.- CLASSIFY THE FOLLOWING EXERCISES BASED ON THE SUBCOMPONENT OF THE STRENGTH TRAINED.

ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY
				
SUBCOMPONENT	SUBCOMPONENT	SUBCOMPONENT	SUBCOMPONENT	SUBCOMPONENT

3.- WRITE 5 BENEFITS FOR HEALTH OF STRENGTH ENDURANCE TRAINING.

4.- WRITE WHICH MUSCLE IS TRAINED IN EACH EXERCISE (JUST ONE).

ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY
				
MUSCLE	MUSCLE	MUSCLE	MUSCLE	MUSCLE

TASK 5. Flexibility

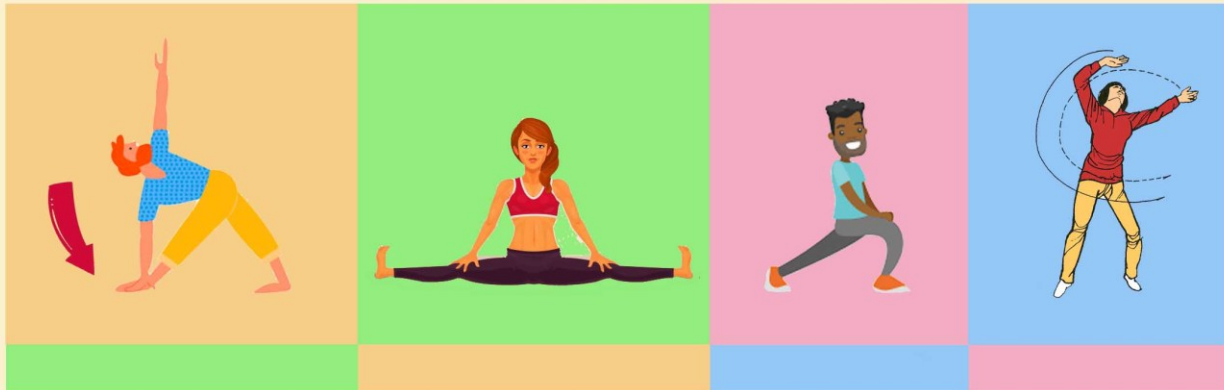
NAME AND SURNAME

CLASS GROUP

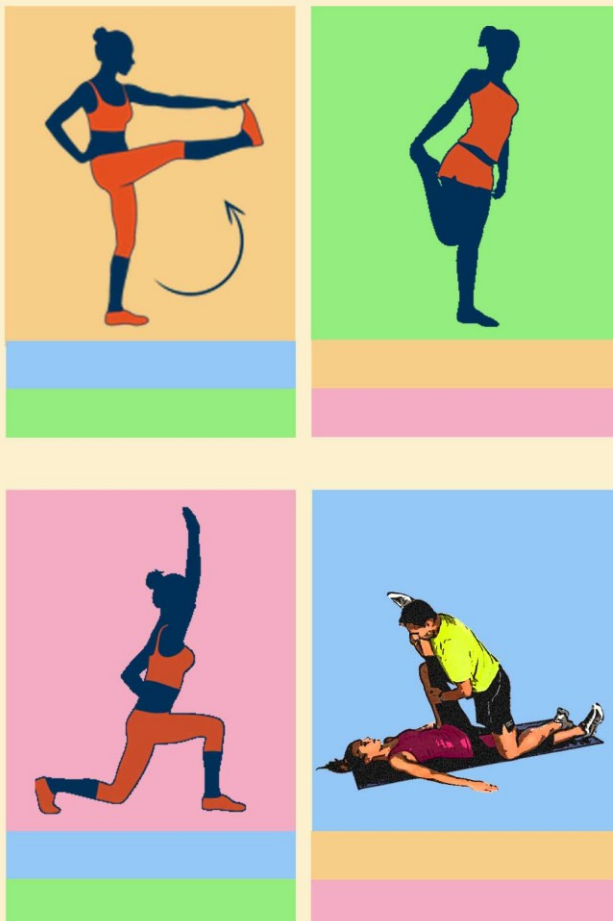
QUESTIONS



1.- WRITE UNDER THE PICTURE WHAT FLEXIBILITY SUBCOMPONENT IS DEVELOPED.



2.- WRITE UNDER THE PICTURE WHAT TYPES OF MOVEMENTS AND METHODS ARE REQUIRED.



3.- WRITE FIVE BENEFITS THAT FLEXIBILITY HAS FOR HEALTH.

1

2

3

4

5

TASK 6. Speed

NAME AND SURNAME

CLASS GROUP

SPEED



1.- DESCRIBE THE TYPES OF SPEED THAT EXIST.

ANSWER

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

2.1.- A GOALKEEPER BLOCK AT BLANK POINT IS GESTURE SPEED.



2.2.- RUNNING TO CATCH THE BUS IS REACTION SPEED.



2.3.- A HOOK IN BOXING IS GESTUAL SPEED.



2.4.- A KARATE KICK DEVELOPES THE DISPLACEMENT SPEED.



2.5.- DODGE A PUNCH IS SPEED OF REACTION.



4.- CLASSIFY THE FOLLOWING GESTURES BASED ON THE SPEED DEVELOPED.

	NAME		NAME
	NAME		NAME

3.- EXPLAIN WHAT TYPES OF SPEED ARE DEVELOPED THEY ROLL AT THE STARTING BLOCKS.



5.- EXPLAIN WHAT ARE THE BPA'S RELATED TO HEALTH AND WHICH ARE RELATED TO COMPETITION SPORTS. FINALLY, SEARCH ON THE INTERNET WHAT MUSCLE INJURIES SPEED USUALLY CAUSE.

TASK 7. Health and Exercise

NAME AND SURNAME

CLASS GROUP



QUESTIONS

1.- WHAT COMPONENTS (AND SUBCOMPONENTS) OF BASIC PHYSICAL ATTRIBUTES SHOULD WE WORK IN ORDER TO DEVELOP OUR HEALTH?

ANSWER

2.- CLASSIFY THIS SENTENCES AS **T**RUE OR **F**ALSE:

2.1.- 2 HOURS OF RESTING ARE RECOMMENDED BETWEEN MEALS AND EXERCISE.

☐

2.2.- IT IS RECOMMENDED WORKING OUT 75 MIN OF MILD ACTIVITY PER WEEK.

☐

2.3.- TRAINING 250 MIN OR 300 MIN WEEKLY IS DANGEORUS BECAUSE IT CAN OVERLOAD OUR HEART

☐

2.4.- I HAVE TO TRAIN IN COMPANY IN ORDER TO DO THE EXERCISE MORE MOTIVANTING

☐

4.- WRITE FIVE BENEFITS OF DOING EXERCISE FOR MENTAL HEALTH.

3.- DESCRIBE FIVE BENEFITS OF FOLLOWING AND ACCURATE HEALTH-ACTIVITY PROGRAM.

1

2

3

4

5

5.- DESCRIBE WHAT VIGOREXIA CONSISTS OF AND WHAT ARE ITS SIGNS AND SYMPTOMS.

TASK 8. Postural Attitude

NAME AND SURNAME

CLASS GROUP



QUESTIONS

1.- WHAT IS THE MOST RECOMMENDED POSTURE FOR SLEEPING? DESCRIBE IT ACCURATELY.

ANSWER

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

2.1.- SITTING LEANED FORWARD CAN CAUSE LUMBALGIA



2.2.- SCIATICA CAN BE DUE TO SLEEP BAD OR CARRYING WRONG WEIGHT.



2.3.- STRENGTH EXERCISES ARE NOT RECOMMENDED TO IMPROVE POSTURE. ONLY FLEXIBILITY SHOULD BE WORKED OUT



2.4.- SCOLIOSIS CONSISTS OF HAVING THE SPINE DEVERTED TOWARDS THE SIDES.



4.- WRITE WHAT INJURIES THESE CAN CAUSE THESE BAD POSTURES.



3.- WRITE FIVE BENEFITS OF CORE TRAINING FOR HEALTH TO THOSE WHO PRACTICE IT.

1	
2	
3	
4	
5	

5.- DESCRIBE HOW (AND HOW NOT) WE SHOULD CARRY WEIGHT AND WHAT A GOOD STANDING POSTURE LOOKS LIKE.

BAD POSTURE

VS

GOOD POSTURE



45



TASK 9. Nutrition and Health

NAME AND SURNAME

CLASS GROUP



QUESTIONS

1.- WRITE IN THE FOLLOWING CHART THE MEALS YOU TAKE IN A WEEK.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
B R E A K F A S T							
L U N C H							
D I N N E R							
O T H E R S							

2.- ANALYZE YOUR OWN DIET AND WRITE WHICH FOODS YOU EAT TOO MUCH, WHICH ARE MISSING, WHAT DANGERS IT HAS IN THE LONG RUN AND HOW YOU WOULD IMPROVE IT.

TASK 9.2. Diet and Exercise

NAME AND SURNAME

CLASS GROUP

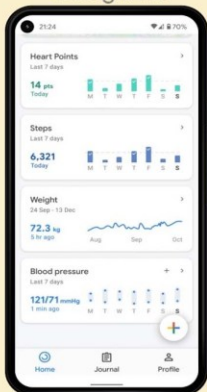
QUESTIONS



1.- DOWNLOAD GOOGLE FIT AND FATSECRET APPLICATIONS ON YOUR MOBILE.



Google Fit



It is a free and anonymous application that records daily physical activity.

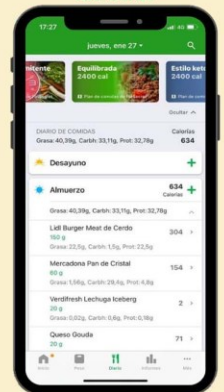
The first thing is to enter our data.

- 1.- We will invent an email and we will use that account to enter.
- 2.- We will enter our sex (biological), the date of birth (the important thing is year), weight and height.
- 3.- We activate and allow access to our physical activity.

From that moment on, everything will work.



fatsecret



It is a free and anonymous application that records daily calories consumed.

The first thing is to introduce our objective: lose weight, maintain it or gain it. Choose the one you want. You will have to choose later how many kilos do you want to gain or lose.

Then, our data: sex (biological), level of activity that you have in your day to day, weight, height, date of birth, region, account (the email invented with Google Fit) and we can now begin to introduce what we eat in the search engine.

2.- MONITOR FOR A WEEK THE PHYSICAL ACTIVITY PERFORMED EACH DAY AND THE CALORIES iGESTED. AT THE END OF THE ACTIVITY, TAKE A SCREEN SHOT OF THE STEPS AND PHYSICAL ACTIVITY WEEKLY MADE WITH GOOGLE FIT. IN FATSECRET, TAKE ANOTHER CAPTURE OF THE CALORIES EATEN PER WEEK IN THE SECTION "REPORTS". THOSE TWO CAPTURES YOU WILL BE ASKED TO UPLOAD THEM ON THE INTERNET ON THE PAGE WE TELL YOU.

3.- ANSWER THE FOLLOWING QUESTIONS.

3.1.- WHAT ARE THE MINIMUM ACTIVITY LEVELS PER WEEK FOR YOUR AGE? AND FOR ADULTS?

3.2.- BASED ON THE DATA COLLECTED, DO YOU MEET THAT MINIMUM OF ACTIVITY? IF NOT, WHAT HAS PREVENTED YOU FROM ACHIEVING IT?

3.3.- HAS THE CALORIE INTAKE MEASURED IN FATSECRET BEEN ADEQUATE? REASON YOUR ANSWER.

3.4.- HAVE YOU ACHIEVED A GOOD BALANCE BETWEEN CALORIE EXPENDITURE/INTAKE? HOW DO YOU BELIEVE WHAT COULD YOU IMPROVE IT?

TASK 10. Knots and Climbing

NAME AND SURNAME _____

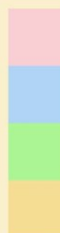
CLASS GROUP _____



QUESTIONS

1.- TRUE (T) OR FALSE (F)?

- 1.1.- THE BOWLINE IS USED TO CLIMB THE ROPE.
- 1.2.- CAPPUCCINO IS USED A LOT IN CLIMBING.
- 1.3.- SHEEOSHANK CAN BE USED TO TIE A BOAT.
- 1.4.- THE DOUBLE 8 IS USED AS AN ANCHOR KNOT.

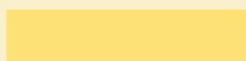
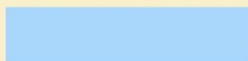
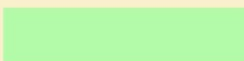


2.- DESCRIBE WHAT TRADITIONAL CLIMBING AND BOULDERING ARE.



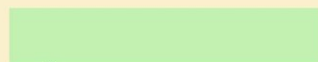
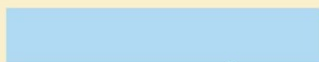
TRADITIONAL

3.- WHAT BPA'S INTERVENE IN THIS CLIMBING WORK OUT?



BOULDERING

4.- WRITE THE NAME OF THE FOLLOWING MATERIALS IN THE RECTANGLES.



TASK 11. Futsal

NAME ADN SURNAME

CLASS GROUP



QUESTIONS

1.- WRITE SIX MEASURES RELATED TO FUTSAL COURT.

ANSWER

3.- EXPLAIN WHAT A DOUBLE PENALTY CONSISTS OF.

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

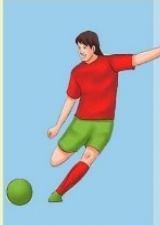
2.1.- A MATCH HAS TWO PERIODS OF 20 MIN EACH AND A BREAK OF 15 MIN.

2.2.- EACH TEAM IHAS 5 PLAYERS PLUS THE GOALKEEPER (ON COURT).

2.3.- YOU CANNOT SCORE A DIRECT GOAL IN A THROW-IN BUT IT IS POSSIBLE BY KICKING A MAKING A CORNER (OR CORNER KICK)

2.4.- THE GOALKEEPER CAN LEAVE THE AREA, BUT ONLY TO THE MIDDLE OF THE COURT.

4.- WRITE THE NAME OF THESE TECHNICAL GESTURES.

	NAME		NAME
	NAME		NAME

5.- EXPLAIN WHEN AND HOW A CORNER, A PENALTY AND A DIRECT FOULS OCCUR. Don't make schemes. Write.

TASK 12. First Aid

NAME AND SURNAME

CLASS GROUP

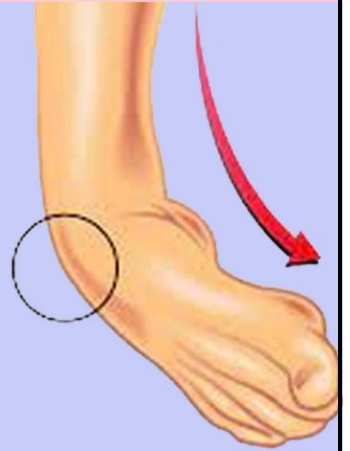
QUESTIONS



1.- WHAT WOULD BE THE STEPS TO FOLLOW TO TREAT THIS GIRL. DESCRIBE THEM.



2.- WHAT WOULD BE THE STEPS TO TREAT THIS INJURY?



3.- WHAT IS HAPPENING WITH THIS MAN AND HOW COULD WE HELP YOU?



4.- WHAT IS HAPPENING HERE AND HOW COULD WE HELP?



EXERCISES BANK

FLEXIBILITY

CALVES

1



HAMSTRINGS

1



QUADRICEPS

1



ADUCTORS

1



GLUTEUS

1



2



2



3



OBLIQUES

1



2



3



VERTEBRAL SPINE

1



ILIAC PSOAS

1



2



TRICEPS

1



2



RECTUS ABDOMINUS

1



EXERCISES BANK

STRENGTH

CALVES



LUMBAR



RECTUS ABDOMINUS



QUADRICEPS



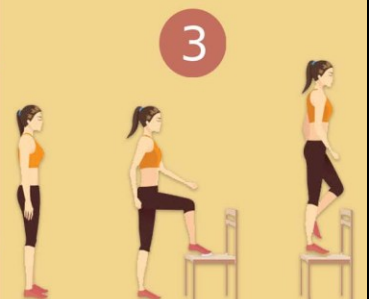
PELVIC WAIST



HAMSTRINGS AND GLUTEUS



OBLIQUES



BICEPS



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



FLEXIBILIDAD de brazos

2 FUERZA RESISTENCIA

Elevar la cadera con rodillas a 90°.

2.1



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



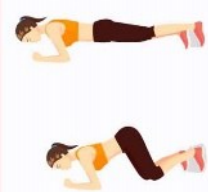
2.2

(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"



2.6

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

Codo a rodilla contraria



2.7

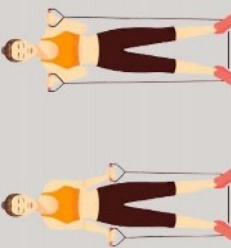
• 3x30 repeticiones

- 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...



• 3x10 repeticiones

ENTRENAMIENTO (MARTES)

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

1 CARRERA CONTINUA



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

SESIÓN 2: 2x8 min de c.c.

SESIÓN 3: 2x10 min de cc.

SESIÓN 4: 3x8 minutos de c.c.

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

SESIÓN 6: 1x20 min de c.c.

SESIÓN 7: 1x25 min de cc.

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, CAMELOS 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 HACÉRSELA 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.

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