

## SECONDARY EDUCATION

# PHYSICAL EDUCATION I

### Syllabus

## Unit 3

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## 1. UNIT PRESENTATION

### Title

*Games and sports*

### Unit description

The unit begins by establishing a basic distinction between games and sport, to then give a classification of Physical Education games. Popular games and traditional games are then discussed, clarifying the differences between them, and explaining the characteristics of individual sport, where badminton is taken as an example; its rules and techniques are described in detail.

The unit closes with the section 'Creating a culture of movement', which, together with the description of a traditional game (in this case, 'Up little bull, up'), special attention is given to 'The pleasure of playing' and the need to learn to respect others and cooperate with them when participating in games.

Through the various theoretical explanations, physical exercises and proposed activities; the intention is that the students acquire, understand and are able to benefit from the following knowledge:

- Games.
- Sports.
- Classification and aims of games.
- Popular and traditional games.
- The difference between games and sports
- Individual sport: characteristics.
- Badminton

### Schedule:

The timing assigned to this unit will be of two or three weeks, including the development and implementation of individual and group tasks associated with it.

## 2. LEARNING OBJECTIVES

- Know some theories about the game.
- Classify the games based on the Physical Education content.
- Try out different types of games.
- Know and practise popular and traditional games.
- Observe the differences between popular and traditional games.
- Clearly distinguish sport from game.
- Know the basic characteristics of individual sport.
- Getting into badminton and knowing its basic rules.
- Know and practise the specific skills of badminton.

### 3. UNIT CONTENT – ASSESSMENT CRITERIA – GRADABLE LEARNING STANDARDS – CORE COMPETENCES

Core competences (CC): Competence in linguistic communication (CCL), Competence in mathematics and basic competences in science and technology (CMCT), Digital competence (CD), Learning to learn (CAA), Social and civic competence (CSYC), Sense of initiative and entrepreneurship (SIEP) and Cultural awareness and expression (CEC).

Contents	Assessment criteria	Gradable learning standards	CC
<b>Games and sports</b> <ul style="list-style-type: none"> <li>- What are games?</li> <li>- What are sports?</li> <li>- What we need to play.</li> </ul>	1. Know the theories of games.	1.1. They know the theories of games.	CCL, CMCT
<b>Classification and aims of games.</b> <ul style="list-style-type: none"> <li>- In relation to physical activity.</li> <li>- Aims of games.</li> </ul>	2. Classify the games based on the Physical Education content.	2.1. Classify the games based on the Physical Education content.	CCL, CMCT, CAA
	3. Try out different types of games.	3.1. Try out and practise different types of games.	CMCT, CAA
<b>Popular and traditional games.</b> <ul style="list-style-type: none"> <li>- Characteristics.</li> <li>- Differences</li> <li>- Types of traditional games</li> </ul>	4. Know and practise popular and traditional games.	4.1. They know and practise popular and traditional games.	CMCT, CEC
	5. Observe the differences between popular and traditional games.	5.1. They take into account the differences between popular and traditional games.	CMCT, CEC
<b>Differences between games and sports</b>	6. Clearly distinguish sport from game.	6.1. They accurately distinguish between game and sport.	CCL, CMCT
<b>Individual sports</b> <ul style="list-style-type: none"> <li>- Characteristics.</li> <li>- Physical abilities and sport</li> </ul>	7. Know the basic characteristics of individual sport.	7.1. They know the basic characteristics of individual sport.	CMCT, SIEP
<b>Badminton</b> <ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Basic Rules</li> <li>- Specific skills.</li> </ul>	8. Getting into badminton and knowing its basic rules.	8.1. They show interest in badminton and know its basic rules.	CCL, CMCT
	9. Know and practise the specific skills of badminton.	9.1. They know and practise the specific skills of badminton.	CMCT, CAA
Show initiative and perseverance when it comes to doing the proposed sports and physical exercises and collaborative spirit when working in groups.	10. Show initiative and perseverance when facing problems and defending opinions, and develop attitudes of respect and collaboration when working in group.	10.1. They show initiative and are constant when learning new knowledge and also when doing the exercises.	CSYC, SIEP
		10.2. They participate and are willing to work in a team.	CSYC, SIEP

#### 4. SELECTION OF EVIDENCE FOR PORTFOLIO

The learning standards indicate the extent to which the assessment criteria have been met, in accordance with the descriptions and criteria set out. In order to track the development of each learning standard, students will be asked to provide evidence that demonstrates their progress for each criterion.

The assessment appendix provides a suggested evidence portfolio with which to demonstrate the learning standards attained. The following table proposes several possible options for providing this evidence. Teachers may substitute these for others they consider to be more relevant to the progress of their class.

Student's Book (SB)/Teacher's Guide (TG)

Gradable learning standards	Selection of evidence for portfolio
1.1. They know the theories of games.	<ul style="list-style-type: none"> <li>- SB activities to understand and distinguish the concepts of game and sport.</li> <li>- Results from looking online for information on games and sports.</li> <li>- SB exercises to stimulate the spontaneous practice of games.</li> </ul>
2.1. Classify the games based on the Physical Education content.	<ul style="list-style-type: none"> <li>- Results from looking online for information on motor games with a ball.</li> </ul>
3.1. Try out and practise different types of games.	<ul style="list-style-type: none"> <li>- SB exercises to practise different types of games.</li> </ul>
4.1. They know and practise popular and traditional games.	<ul style="list-style-type: none"> <li>- SB activities and exercises to learn and practise different popular and traditional games.</li> </ul>
5.1. They take into account the differences between popular and traditional games.	<ul style="list-style-type: none"> <li>- Results from looking online for videos on popular and traditional.</li> </ul>
6.1. They accurately distinguish between game and sport.	<ul style="list-style-type: none"> <li>- Finding information online on the technical differences between games and sports.</li> <li>- SB activities and exercises to understand and distinguish the differences between game and sport.</li> </ul>
7.1. They know the basic characteristics of individual sport.	<ul style="list-style-type: none"> <li>- Finding information on the Internet about the main differences between individual and group sports.</li> <li>- SB activities and exercises to know the characteristics of individual sport and practise some of them.</li> </ul>
8.1. They show interest in badminton and know its basic rules.	<ul style="list-style-type: none"> <li>- SB activities on basic aspects of badminton.</li> </ul>
9.1. They know and practise the specific skills of badminton.	<ul style="list-style-type: none"> <li>- SB exercises to practise badminton's specific skills.</li> </ul>

	<ul style="list-style-type: none"><li>- Results from looking online about the basic techniques of this sport and videos on Carolina Marin's game, badminton world champion in 2014.</li></ul>
10.1. They show initiative and perseverance to learn new contents and do the exercises, and develop attitudes of respect and collaboration when working in a group.	<ul style="list-style-type: none"><li>- SB proposal to learn and practise a traditional team chasing game ('Up little bull, up').</li><li>- SB activities to self-check the internalisation of the contents of the unit.</li></ul>

**5. CORE COMPETENCES: DESCRIPTORS AND EVIDENCE**

Competence	Descriptor	Evidence
<i>Competence in linguistic communication</i>	Make effective communication exchanges in recreational physical activities.	They are able to develop games with codes of sense of direction.
	Know the specific vocabulary of badminton and traditional games included in the unit.	They are able to correctly interpret instructions related to badminton and technical gestures, and various traditional games.
	Develop linguistic competency by reflecting on language.	They are able to understand the Focus on English sections and develop their knowledge of the English language.
<i>Competence in mathematics and basic competences in science and technology</i>	Understand and value the recreational and sporting activity as an important element to preserve the physical and mental health.	They are active and value the practise of games and sports in open spaces.
<i>Digital competence</i>	Use ICT skills to select information and transform it into knowledge applied to their activities.	They use the resources listed on <a href="http://www.anayadigital.com">www.anayadigital.com</a> .
	They find and watch videos to expand and absorb information and knowledge related to the games and sports.	They find textual and visual information on the Internet, related to games and sports, and know how to apply it.
<i>Learning to learn</i>	Effectively manage resources and skills acquired through the practise of various sports and games to progress in the mastering new ones.	They are able to maintain and increase their progress in sports and recreational activities being aware of their possibilities.
<i>Social and civic competences</i>	Accept and respect the rules agreed by all.	They work in groups with their classmates.
	Value work and others' contribution without discriminating them because of sex, class, origin or culture.	They value and practise social integration through games.
<i>Sense of initiative and entrepreneurship.</i>	Seek solutions to the problems raised in game situations.	They are confident and progress in making rational decisions.
	Show personal initiative to initiate or encourage games and sports.	They show initiative when organising sports and recreational activities.
<i>Cultural awareness and expression</i>	Appreciate the game as a cultural manifestation of human motor skills.	They practise popular and traditional games.
	Understand and appreciate traditional games as examples of a cultural heritage that needs to be kept and transmitted.	They practise the suggested traditional games independently.

## 6. TASKS

Student's Book (SB) / Teacher's Guide (TG) / Digital Resources (DR)

**Task 1: We read the presentation of the unit and draw the attention of the students to what we are going to see, learn and practise it.**

- The TG contains suggestions on general teaching methods, previous ideas, learning difficulties and the work process to be followed throughout the unit.
- The TG includes suggestions on teaching methods for the start of the unit.
- This reading activity is to be done together as a class, before soliciting the key ideas
- Read the 'Focus on English' section and work with classmates to discuss skill, movement, ability and balance.

**Task 2: We learn the basic concepts of games and sports.**

- The TG contains suggestions on teaching methods.
- This reading activity on games and sports is to be done together as a class, before soliciting the key ideas
- Students look online for information on what are games and sport games.
- Students do the 'Check what you know' activities.
- Students carefully observe the illustrations and practise with their classmates the games that represent them.

**Task 3: We know the classification and aims of games and sports.**

- The TG contains suggestions on teaching methods.
- We read the information on theories about games and their classification.
- Students look online for information and videos to perform autonomously motor coordination games with a ball.
- Students practise the different games described in the SB.

**Task 4: We know and practise popular and traditional games.**

- The TG contains suggestions on teaching methods.
- Students summarise the information from the popular and traditional games and its different types.
- Students do the 'Check what you know' activities.
- Students search online for videos that are useful to learn and practise traditional and popular games.
- Students practise the different games described in the SB.

**Task 5: We learn the differences between games and sports**

- The TG contains suggestions on teaching methods on the differences between games and sports.
- Students read and summarise the information in the SB about the differences between games and sports.
- Students do the 'Check what you know' activities.
- Students look for information online on the technical differences between games and sports.
- With the visual support of the illustrations, students analyse and compare different physical activities that are practised in sports and games

**Task 6: We know the basic characteristics of individual sport.**

- The TG contains suggestions on teaching methods on the basic characteristics of individual sport.
- Students summarise the information in the SB on the basic characteristics of individual sport and how to use in their physical abilities when practising it.
- Students look online for information and videos on individual sports and its differences with group sports.
- Students do the 'Check what you know' activities.
- Students practise the exercises suggested in the SB.

**Task 7: We know the characteristics, rules and specific skills of badminton and we practise it.**

- The TG contains suggestions on teaching methods on badminton.
- Students look online for information and videos on badminton techniques related to the feminine world championship.
- Students do the 'Check what you know' activities.
- Students know and practise the basic specific skills of badminton after assimilating information and following the instructions of the SB exercises.

**Task 8: We know the characteristics of a 'traditional game' and some considerations about the pleasure of playing.**

- Read the introduction of 'Traditional games' section and explain the rules to play 'Up little bull, up'.
- Students read and discuss in groups the text on 'The pleasure of playing'.

**Task 9: We read a text on how to learn to respect and cooperate playing.**

- Students read and discuss the text in the SB.
- Students do the activities indicated in the 'Working with the text' section in the SB.
- The teacher collects the activities for the student portfolio.

## 7. METHODOLOGY

We consider games as a means of education, but also as a pathway for culture. In this sense, given that physical activity is one of the cultural phenomena on the rise of the modern world and because it is very spread by the media, the subject needs to be reassessed, allowing the student to contextualise it according to its social significance and recognise it as an educational value. Thus, Physical Education goes beyond the school setting and, from a constructive point of view, contributes helping students develop personal, thoughtful and critical opinions, values and attitudes.

But regardless of the development of values and attitudes, we propose a vision of the game from different angles and perspectives to facilitate understanding of the phenomenon by the students and its proper location in learning contents related to the social environment and the cultural areas of our country.

In this sense, the unit on games can be considered within a much broader framework of action. We should not limit the construction and organisation of the games that are repeatedly developed in the Physical Education classes. We must go one step further and show games from a social and cultural perspective, and, arguably, from the motor activity itself.



## 8. RESOURCES

The following support materials will serve to reinforce and broaden the study of the unit content:

- The Student's Book, dictionaries, field guides, encyclopaedias and digital consultation media, etc.

### Digital resources

- Digital resources for teachers, which accompany the Teacher's Guide, and for students, to help reinforce their knowledge and expand upon the content studied.
- Web: <http://anayaeducacion.es>

## 9. ASSESSMENT TOOLS

- Monitoring the continuous assessment of each student with different oral and written tests, performing the suggested exercises and assessing their attitude and interest shown in the classroom.
- Other resources (in the assessment tools appendix).

## 10. MEASURES FOR FOSTERING INCLUSION AND DIVERSITY

In the field of Physical Education there has always been a great diversity of students, since they come from different backgrounds; cultures and lifestyles, and logically, with different motor skills. Therefore, Physical Education teachers know perfectly well that the body, which is a matter of study and practice, must be adapted to the circumstances of each student. And for this to happen, we must work with the differences. The syllabus must be adapted, not only for young people with special educational needs, but also for students with different qualities of movement in the universality of the class group.

Diagnosing each type of difference and trying to give general prescriptions seems impossible. We think that the teacher must intervene through their experience and knowledge instead of using established tests, understanding each student as an individual.

However, in this content, precisely because of its open nature, we believe that all students can participate to a greater or lesser extent. The teacher must pay attention to the difficulties of each student to help them and integrate them in the group, thus avoiding rejection from their classmates.

Finally, the teacher should also consult the relevant paragraph of the 'Assessment tools' appendix, in order to evaluate the measures for inclusion and attention to individual and group diversity required for the development of the unit.

## 11. SELF-ASSESSMENT FOR TEACHERS

The 'Assessment tools' appendix contains a rubric that teachers can use in order to carry out their own self-assessment.