

SECONDARY EDUCATION

PHYSICAL EDUCATION I

Syllabus

Unit 5

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1. UNIT PRESENTATION

Title

Outdoor games and sports

Unit description

The unit begins with a presentation of the different activities that we perform outdoors, the basic equipment needed to carry them out, the constructions that can facilitate time spent outdoors, and basic health and safety measures that we must observe. This is followed by two illustrated sections dedicated to knot tying and following trails.

The section 'Creating a culture of movement' describes a traditional game ('la piri'), suitable to be practised outdoors and gives some ideas on using new technologies when planning excursions. A reflection on outdoor activities as a source of health and knowledge closes the unit.

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:

- Outdoor activities
- Equipment and safety measures
- Temporary constructions
- Knot tying
- Laying and following trails

Schedule:

The timing assigned to this unit is four weeks which include learning and practising the different sport disciplines exposed.

2. LEARNING OBJECTIVES

- Know the different types of activities that can be done in nature and their classification.
- Know the minimum individual equipment for activities in nature.
- Know the minimum group equipment for activities in nature.
- Know the precautions and measures of prevention and safety that apply to activities in nature.
- Know how to make shelters and temporary constructions in nature.
- Know the techniques and the essential elements of ropes that are applied to activities in nature.
- Know the activities and code of tracking signals.

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
Activities in nature <ul style="list-style-type: none"> - Know the activities that can be performed in different natural environments. - Definition of the various types of outdoor activities. 	1. Know the different types of activities that can be done in nature and their classification.	1.1. They know the different types of activities that can be done in nature and their classification.	CCL, CMCT, SIEP
Equipment and safety measures <ul style="list-style-type: none"> - Know the minimum personal and collective equipment necessary for activities in nature. - Know about prevention and the means of security applicable to activities in nature. 	2. Know the minimum individual equipment for activities in nature.	2.1. They know the minimum individual equipment for activities in nature.	CMCT, CAA
	3. Know the minimum group equipment for activities in nature.	3.1. They know the minimum group equipment for activities in nature.	CMCT, CAA
	4. Know the precautions and measures of prevention and safety that apply to activities in nature.	4.1. They know the precautions and measures of prevention and safety that apply to activities in nature.	CMCT, CAA
Temporary constructions <ul style="list-style-type: none"> - Buildings that can be used as a shelter or refuge. - Constructions to live in nature. 	5. Know how to make shelters and temporary constructions in nature.	5.1. They know how to make shelters and temporary constructions in nature.	CCL, CMCT, CAA
Knot tying <ul style="list-style-type: none"> - Language and elements of knot tying. - Knots and essential ropes. 	6. Know the techniques and the essential elements of knot tying that are applied to activities in nature.	6.1. They know the techniques and the essential elements of knot tying that are applied to activities in nature.	CCL, CMCT, CAA
Laying and following trails <ul style="list-style-type: none"> - Laying and following trails. - Interpreting and following signals. 	7. Know the activities and code of tracking signals.	7.1. They know the activities and code of tracking signals.	CCL, CMCT, CAA

- Show initiative and perseverance when it comes to sports and physical exercises and collaborative spirit when working in groups.	8. Show initiative and perseverance when facing problems and defending opinions, and develop attitudes of respect and collaboration when working in group.	8.1. They show initiative and are constant when learning new knowledge and also when doing the exercises.	CAA, CSYC SIEP
		8.2. They participate and are willing to work in a team.	CAA, 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 different types of activities that can be done in nature and their classification.	<ul style="list-style-type: none"> - SB activities on practising sport in nature. - Using Google Earth with ease.
2.1. They know the minimum individual equipment for activities in nature.	<ul style="list-style-type: none"> - SB activities on useful equipment in nature. - SB exercises to practise sport in nature.
3.1. They know the minimum group equipment for activities in nature.	<ul style="list-style-type: none"> - Illustrations in the SB to learn how to make various necessary utensils for the activities that take place in nature.
4.1. They know the precautions and measures of prevention and safety that apply to activities in nature.	<ul style="list-style-type: none"> - SB activities on security measures in nature.
5.1. They know how to make shelters and temporary constructions in nature.	<ul style="list-style-type: none"> - Illustrations in the SB to learn how to build different useful constructions in nature.
6.1. They know the techniques and the essential elements of knot tying that are applied to activities in nature.	<ul style="list-style-type: none"> - Illustrations in the SB to learn some basic techniques of ropes and knots.
7.1. They know the activities and code of tracking signals.	<ul style="list-style-type: none"> - SB activities on following trails. - Illustrations in the SB to learn to read footprints and follow tracks in nature.
8.1. They show initiative and are constant when learning new knowledge and also when doing the exercises.	<ul style="list-style-type: none"> - SB proposal to learn and practise a traditional game ('la piri').
8.2. They participate and are willing to work in a team.	<ul style="list-style-type: none"> - SB activities to self-check the internalisation of the contents of the unit.

5. CORE COMPETENCES: DESCRIPTORS AND EVIDENCE

Competence	Descriptor	Evidence
<i>Competence in linguistic communication</i>	Correctly handle the technical vocabulary of each of the activities related to nature in the unit.	They are able to correctly interpret information about equipment, buildings, proceedings, etc. related to activities that are carried out in nature.
	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>	Recognise the activities in nature as a way of getting close to the natural environment and being aware of the need to protect it.	They are active when planning activities to be carried out in nature.
	Be able to design activities in the natural environment that involve the creation of various utensils and constructions, the use of ropes and knots, footprint language and tracking signals.	They progress in using basic techniques to carry out activities in nature.
<i>Digital competence</i>	Use ICT skills to find useful information to carry out activities safely in nature.	They use the resources listed on www.anayadigital.com .
	Find and watch videos to expand and absorb information and knowledge related to the different activities that can be carried out in nature.	They find textual and visual information on the Internet, related to the content and exercises in the unit, and know how to apply it.
<i>Learning to learn</i>	Consider initiatives related to activities in nature and think of the different useful techniques and equipment to carry them out, paying special attention to safety and respecting the environment.	They are able to propose and practise activities in nature in safety conditions and respecting the natural environment.
<i>Social and civic competences</i>	Recognise the activities in nature as a way of getting close to it, learning and being aware of the need to protect it.	They value the respect for nature as a basic requirement of social and civic education.
	They value team spirit as a form of self-defence in nature activities.	They value and practise social integration through activities that take place in nature.
<i>Sense of initiative and entrepreneurship.</i>	Show personal initiative for activities carried out in nature.	They show initiative in organising activities in nature.

<i>Cultural awareness and expression</i>	They understand the meaning of rules and laws that apply to the natural environment as a conscious means of respecting nature and being sensitive to its value.	They recognise the value of nature as an environment for games and adventure.
	They recognise the creative, cultural and artistic possibilities of nature and they learn to value it as a means of inspiration.	They are sensitive to the aesthetic values of natural areas.

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 know different activities we can do in nature.

- The TG contains suggestions on teaching methods.
- The information on terrestrial, aerial and aquatic activities that can be performed in nature is to be read as a group.
- Students learn how to use Google Earth.
- Students do the 'Check what you know' activities.
- Students analyse the illustrated suggestions about different activities that we can do in nature.

Task 3: We know the basic information on equipment, constructions and security measures related to the activities in nature.

- The TG contains suggestions on teaching methods.
- The students read and summarise the information contained in the SB.
- Students look online for information on camping equipment and techniques.
- Students do the 'Check what you know' activities.
- Students interpret and describe the activities illustrated in the SB.

Task 4: We know the language of knot tying and we start learning to tie knots and ropes

- The TG contains suggestions on teaching methods.
- The students carefully read the information in the SB to learn how to make knots and practise doing them with the help of the illustrations.

Task 5: We know the tracking activities and learn to follow trails, and interpret footprints in nature

- The TG contains suggestions on teaching methods.
- The students carefully read and summarise the information in the SB on the characteristics of tracking, laying out and following trails.
- Students do the 'Check what you know' activities.
- Students learn the language of footprints and the code of tracking signals with the support of the illustrations in the SB.

Task 6: We know the general characteristics of the traditional games from games involving aim and we learn how to play one of them.

- The TG contains suggestions on teaching methods for the 'Creating a culture of movement' section in the TG.

- Read the introduction of 'Traditional games' section and explain the rules to play 'la piri'.
- Students read and comment the text about new technologies applied to activities in nature.

Task 7: We read a text about the activities in the nature as a source of health and knowledge.

- 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

The rules of the natural environment involve, necessarily, that the methodology adjusts to conditions and parameters that are completely different to the usual ones on school premises. For this reason, we must:

- Design each activity as an expedition or journey where safety measures occupy a place of preference.
- Value extra support, both from the educational community and from the PTA (Parent Teacher Association).
- Define in a clear way the objectives and contents of each activity.
- Carry out exploratory activities on the ground to anticipate possible situations involving activities and risks.

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, and assessing their attitude and interest shown in the classroom.
- Other resources (in the assessment tools appendix).

10. MEASURES FOR FOSTERING INCLUSION AND DIVERSITY

Nature is an environment not exempt of risks that is governed by its own laws, of which the inhabitants of the urban environment are completely ignorant. Therefore, the risk level is sufficiently to warrant rigorous curricular adaptations and, without wishing to exclude anyone,

measure very well the level of risk that each student faces and their chances of success. We must take the following into account:

- Do not exclude the possibility that everyone will participate.
- Assess the level of risk in each case requiring extra support.
- Have the support and necessary resources available before initiating the activity.

Also, the 'Assessment tools' appendix contains a rubric with which to assess measures for fostering inclusion and individual or group diversity required throughout 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.