

## SECONDARY EDUCATION

# PHYSICAL EDUCATION I

## Syllabus

### Unit 6

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## 1. UNIT PRESENTATION

### Title

*Body language*

### Unit description

The unit begins with a short text about body language and its meaning in various fields of knowledge, to then focus on body language and, more generally, in non-verbal communication. The foundations of kinesis (or kinetics) are explained as a science that deals with the coding of body language, with particular attention to the spatial and temporal conditions in which it occurs, concluding with details about rhythm and movement.

In the final section, together with the presentation of a traditional game ('In the hole'), various aspects related to the expressive possibilities of the body and their importance in personal development are addressed.

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:

- Body language and types of language.
- Body response to sensations.
- Space and Language.
- Types of interpersonal distance regarding communication.
- Time and its features.
- Ways of understanding time.
- Body rhythm.

### Schedule:

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

## 2. LEARNING OBJECTIVES

- Define body language and know the different types of language.
- Recognise body sensations and responses that cause it.
- Distinguish the space as an essential element in communication.
- Know different ways of occupying space.
- Use the space linking it to the body and the environment.
- Research the different levels of communication established with the people around us.
- Know the use made of time.
- Differentiate between objective and subjective time periods.
- Distinguish their own body rhythm between the partners and peers' body rhythm.

### 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>Body language and types of language.</b>	1. Define body language and know the different types of language.	1.1. They define body language and know the different types of language.	CMCT, SIEP
<b>Body response to sensations.</b>	2. Recognise body sensations and responses that cause it.	2.1. They recognise body sensations and responses that cause it.	CMCT, CAA
<b>Space and Language.</b>	3. Distinguish space as an essential element in communication.	3.1. They distinguish space as an essential element in communication.	CMCT, CAA
	4. Know different ways of occupying space.	4.1. They know different ways of occupying space.	CMCT, CAA
	5. Use the space linking it to the body and the environment.	5.1. Use the space linking it to the body and the environment.	CSYC SIEP
<b>Types of interpersonal distance regarding communication.</b>	6. Research the different levels of communication established with the people around us.	6.1. They research the different levels of communication established with the people around us.	CCL, CMCT, CAA
<b>Time and its features.</b>	7. Know the use made of time.	7.1. They know the use made of time.	CMCT, CAA
<b>Ways of understanding time.</b>	8. Differentiate between objective and subjective time periods.	8.1. They differentiate between objective and subjective time periods.	CMCT, CAA
<b>Body rhythm.</b>	9. Distinguish their own body rhythm between the partners and peers' body rhythm.	9.1. They distinguish their own body rhythm between the partners and peers' body rhythm.	CMCT CSYC SIEP
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.	CAA, CSYC SIEP
		10.2. 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 define body language and know the different types of language.	<ul style="list-style-type: none"> <li>- SB activity to justify a choice between different body language exercises.</li> <li>- Results from looking online for information on body expression.</li> <li>- SB exercises based on body language suggestions .</li> </ul>
2.1. They recognise body sensations and responses that cause it.	<ul style="list-style-type: none"> <li>- SB activities on body language.</li> <li>- Results from looking online for information on mime shows.</li> <li>- SB exercises with situations where body language is explored.</li> </ul>
3.1. They distinguish space as an essential element in communication.	<ul style="list-style-type: none"> <li>- SB exercises to experience the importance of space in communication.</li> </ul>
4.1. They know different ways of occupying space.	<ul style="list-style-type: none"> <li>- SB activities on the role of space in communication.</li> </ul>
5.1. Use the space linking it to the body and the environment.	<ul style="list-style-type: none"> <li>- Results from looking online for information on non-verbal communication.</li> </ul>
6.1. They research the different levels of communication established with the people around us.	<ul style="list-style-type: none"> <li>- SB exercises to experience different spatial situations in relation to others.</li> </ul>
7.1. They know the use made of time.	<ul style="list-style-type: none"> <li>- Look online for information and images to organise choreography.</li> </ul>
8.1. They differentiate between objective and subjective time periods.	<ul style="list-style-type: none"> <li>- SB activities on the perception of time and to link time, space and rhythm.</li> </ul>
9.1. They distinguish their own body rhythm between the partners and peers' body rhythm.	<ul style="list-style-type: none"> <li>- SB exercises to practice different rhythms individually and collectively.</li> </ul>
10.1. They show initiative and are constant when learning new knowledge and also when doing the exercises.	<ul style="list-style-type: none"> <li>- SB activities to self-check the internalisation of the contents of the unit.</li> </ul>
11.1. They participate and are willing to work in a team.	<ul style="list-style-type: none"> <li>- SB proposal to learn and practise a traditional game ('In the hole').</li> </ul>

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

Competence	Descriptor	Evidence
<i>Competence in linguistic communication</i>	Know the specific vocabulary related to body language and expressive activities.	They are able to correctly interpret orders on activities and exercises of physical expression.
	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>	Assess the knowledge of the body and its expressive qualities.	They are active in sensory exploration of space and know how to apply the information obtained in expressive and communicative activities.
	Know how to occupy the space and time conceived as an expressive resource.	They are aware of spatial and temporal dimensions of expressive activities.
<i>Digital competence</i>	Use new technologies to transform information into knowledge	They use the resources listed on <a href="http://www.anayadigital.com">www.anayadigital.com</a> .
	Find and watch videos to expand and absorb information and knowledge related to body expression.	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>	Effectively manage resources and skills acquired in the exploration of the expressive language to get creative results.	They are able to do body expression exercises and activities independently to consolidate their progress and become aware of their possibilities.
	Encourage motivation, self confidence and love for learning.	They are confident and develop self-esteem.
<i>Social and civic competences</i>	Develop social skills, cooperation and teamwork.	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 different body expressions.
<i>Sense of initiative and entrepreneurship.</i>	Develop personal initiative and creativity.	Search for creative and original results in the expressive activities.
	Arrange individually and collectively expressive activities.	They are able to create expressive activities: dances, small choreography, etc.

<i>Cultural awareness and expression</i>	Express ideas, feelings and emotions using body and movement as resources.	Explore the expressive possibilities of body language.
	Appreciate the cultural manifestation of human motor skills.	Experience different forms of communication through expressive dance.
	Be interested in of non-verbal communication forms.	They work on their body language with imagination and creativity.

## 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 the importance of body language.**

- The TG contains suggestions on teaching methods.
- The SB information on the body as a means of expression is to be read in group before extracting the main ideas.
- Students look online for information and videos to perform autonomously motor coordination exercises.
- Students do the warm-up exercises described in the SB.
- Students do the 'Check what you know' activities.

**Task 3: We know the basics of body language and non-verbal communication.**

- The TG contains suggestions on teaching methods.
- Students read and summarise the information on non-verbal communication and the study of body language.
- Students look online and discuss mime videos.
- Students carefully observe, analyse and practise the pictures about games and expressive situation.
- Students do the 'Check what you know' activities.

**Task 4: We know how our use of space influences communicative situations.**

- The TG contains suggestions on teaching methods.
- Students summarise the information in the SB on expressive space.
- Students do the 'Check what you know' activities.
- Students look online for videos on non-verbal communication.
- Students do the exercises suggested in the SB with the help of the illustrations.

**Task 5: We know what role time and rhythm have in expressive activities.**

- The TG contains suggestions on teaching methods.
- Students read in groups the information in the SB about time and rhythm and expose the main ideas.
- Students search for videos online to learn short choreographies.
- Students do different exercises with help from the illustrations to become aware and develop a sense of time and rhythm in their expressive activities.
- Students do the 'Check what you know' activities.

**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 information from 'Traditional games' and explain the rules to play 'In the hole'.
- Read and discuss the texts of 'Your health is up to you'.

**Task 7: We read a text on the responsibility of taking care of our body and work with the contents of the unit.**

- Students read and discuss the text in the SB on how to promote an active lifestyle.
- 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**

Our methodology will remain inductive, particularly with the content of this unit, since the exploration, experimentation and suggestions that are presented will be of great interest for students' expressive development. Letting students express themselves, creating their own ideas and expressing them through body language is very interesting. Sometimes we are not able to 'see' the wealth of ideas that young people have, which is why we believe we should give free rein to these ideas and allow students to express themselves by using their bodies.

**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**

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. However, in the field of body language, working with differences in a situation of open proposals is not at all complex. Adapting the curriculum through the development of students' creativity will always be present. They will decide 'what to do' and 'how to do it'. Therefore, everything they do is because they are able to reach the goals they have set for themselves.



Therefore, we should work with them and for them, and observing their development and progress in the learning process, based on their experiences in lower levels of schooling.

In addition, 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.