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## **DYNAMIC 1: INTRODUCTION TO PE**

- **BY SUBGROUP, INDICATE WHAT TYPE OF EDUCATION (FORMAL, NON-FORMAL OR INFORMAL) BELONGS TO EACH OF THE FOLLOWING EXAMPLES:**

01. Play a game directed by the Mathematics teacher.
02. Sign up for theater in extracurricular classes at school.
03. Play freely in the Physical Education classroom.
04. Play cops and crooks with your friends in the park.
05. Compete in an official judo match.
06. Create a game to have a friendly competition with your family at a birthday party.

## **DYNAMIC INTRODUCTION TO PE**

### **(SOLUTIONS)**

- **BY SUBGROUP, INDICATE WHAT TYPE OF EDUCATION (FORMAL, NON-FORMAL OR INFORMAL) BELONGS TO EACH OF THE FOLLOWING EXAMPLES:**

01. Play a game directed by the Mathematics teacher (formal education).
02. Sign up for theater in extracurricular classes at school (non-formal education).
03. Play freely in the Physical Education classroom (formal education).
04. Play cops and crooks with your friends in the park (informal education).
05. Compete in an official judo match (non-formal education).
06. Compete in a friendly motor game with your family at a birthday party (informal education).



## **DYNAMIC 2: OBJECTIVES**

- BY SUBGROUP, INDICATE TO WHICH TYPE EACH OF THE FOLLOWING OBJECTIVES BELONGS (SPECIFIC TO YOU, SPECIFIC TO SESSION, SPECIFIC TO ACTIVITY OR OPERATIONAL), ACCORDING TO THE LEVEL OF CONCRETION USED IN THIS SUBJECT:

07. Develop perceptual-motor skills.
08. Get started in the tennis backhand technique.
09. Get to the other side without being caught.
10. Improve the strength of the upper limbs.
11. Develop the interpretive movement.
12. Develop movement skills.
13. Imitate the movements of the partner.
14. Internalize the inside-out concepts.
15. Take shots at the soccer goal.
16. Get started in team sports without opposition.
17. Develop temporal perception through a musical game.
18. Develop flexibility.
19. Improve the expressive movement of negative emotions.
20. Take the handkerchief before the rival.

## **DYNAMICS OBJECTIVES**

### **(SOLUTIONS)**

- BY SUBGROUP, INDICATE TO WHICH TYPE EACH OF THE FOLLOWING OBJECTIVES BELONGS (SPECIFIC TO YOU, SPECIFIC TO SESSION, SPECIFIC TO ACTIVITY OR OPERATIONAL), ACCORDING TO THE LEVEL OF CONCRETION USED IN THIS SUBJECT:

01. Develop perceptual-motor skills (specific to UD).
02. Get started in the tennis backhand technique (activity specific).
03. Get to the other side without being caught (operational).
04. Improve the strength of the upper limbs (specific activity).
05. Develop interpretive movement (session specific).



06. Develop movement skills (specific to UD).
07. Imitate the movements of the partner (operative).
08. Internalize the concepts inside-out (activity specific).
09. Shoot at the soccer goal (operational).
10. Get started in team sports without opposition (session specific).
11. Develop temporal perception through a musical game (specific activity).
12. Develop flexibility (session specific).
13. Improve expressive movement of negative emotions (activity-specific).
14. Take the handkerchief before the rival (operative).



### **DYNAMIC 3: HARROW CONTENTS**

- BY SUBGROUPS, INDICATE TO WHICH LEVEL EACH OF THE FOLLOWING MOTOR SITUATIONS BELONGS:

01. Play a hand warmer or hot hands.
02. Make a scared face.
03. Skip.
04. Stand behind an object.
05. Stay in a squat position for as long as possible.
06. Shoot to basket
07. Walk.
08. Recognize right and left.
09. Stretch the quadriceps.
10. Throw the javelin.
11. Take your hand out of the fire.
12. Make animated shadows with your hands.
13. Pole vault.
14. Dance.
15. Recognize different sounds.

### **DYNAMIC CONTENTS HARROW**

#### **(SOLUTIONS)**

- BY SUBGROUPS, INDICATE TO WHICH LEVEL EACH OF THE FOLLOWING MOTOR SITUATIONS BELONGS:

01. Play a hand warmer or hot hands (level 4).
02. Make a scared face (level 6).
03. Jump (level 2).
04. Stand behind an object (level 3).
05. Stay in a squat position for as long as possible (level 4).
06. Shoot a basket (level 5).
07. Walk (level 2).



08. Recognize right and left (level 3).
09. Stretch the quadriceps (level 4).
10. Throw the javelin (level 5).
11. Remove the hand from the fire (level 1).
12. Make animated shadows with your hands (level 6).
13. Pole vault (level 5).
14. Dance (level 6).
15. Recognize different sounds (level 3).



## **DYNAMIC 4: METHODOLOGY**

### **TEACHING STYLES (MUSKA MOSSTON)**

- **BY SUBGROUPS, INDICATE TO WHICH TEACHING STYLE EACH OF THE FOLLOWING MOTOR SITUATIONS BELONGS:**

01. We teach how they have to jump rope and get into trios and have to help each other and correct each other.
02. We plan a physical preparation table for an athlete.
03. They play a 2X1 game and we give feedback on how to be more effective.
04. We teach a children's aerobics class.
05. They invent a choreography.
06. They play a 1 -on-1 mini-basketball game where they have to score.
07. We teach how the bridge is made and they are placed in pairs to help and correct each other.
08. We stretch all at once counting the time to maintain.
09. They play "bulldog" / "chinese wall" / "hairy spider".
10. They build a play area with mat modules freely.
11. They perform imitations of animals, helping them in the process.
12. We teach them how to jump rope and they have to jump 10 times.

### **DIDACTIC INTERACTIONS**

- **BY SUBGROUPS, WRITE A RESOURCE TO IMPROVE EACH OF THE FOLLOWING DIDACTIC INTERACTIONS:**

01. Technical communication:
02. Socio-affective relationship:
03. Organization and control:



## **DYNAMIC METHODOLOGY**

### **(SOLUTIONS)**

#### **TEACHING STYLES (MUSKA MOSSTON)**

- **BY SUBGROUPS, INDICATE TO WHICH TEACHING STYLE EACH OF THE FOLLOWING MOTOR SITUATIONS BELONGS:**

01. We teach how they have to jump rope and get into trios and have to help and correct each other (small groups).
02. We plan a physical preparation table for an athlete (individual programming).
03. They play a 2X1 game and we give feedback on how to be more effective (guided discovery).
04. We teach a children's aerobics class (direct control).
05. They invent a choreography (creativity).
06. mini-basketball 1v1 where they have to score (problem solving).
07. We teach how the bridge is made and they are placed in pairs to help and correct each other (reciprocal teaching).
08. We stretch all at the same time counting the time to maintain (direct command).
09. They play "bulldog" / "Chinese wall" / "hairy spider" (problem solving).
10. They freely build a play area with mat modules (creativity).
11. They make imitations of animals, helping them in the process (guided discovery).
12. We teach them how to jump rope and they have to jump 10 times (homework assignment).

#### **DIDACTIC INTERACTIONS**

- **BY SUBGROUPS, WRITE A RESOURCE TO IMPROVE EACH OF THE FOLLOWING DIDACTIC INTERACTIONS:**

1. Technical communication: use language appropriate to the child's age.
2. Socio-affective relationship: encourage students during the game.
3. Organization and control: keep all children in our field of vision.



## **DYNAMIC 5: EVALUATION**

- **BY SUBGROUPS, ANSWER THE FOLLOWING QUESTIONS**

**1. What type of evaluation is carried out at the beginning and what characteristics should it have? Give an example.**

**2. What characteristics does continuous evaluation have? Give an example.**

**3. What characteristics does summative assessment have? Give an example.**

## **DYNAMIC EVALUATION**

### **(SOLUTIONS)**

**1. What type of evaluation is carried out at the beginning and what characteristics should it have? Give an example.**

It is the initial evaluation, it must be done as soon as possible, at the beginning, it allows us to know the student's expectations, attitudes, aptitudes, motivation, it requires objective and qualitative tests to be carried out and the results are used for knowledge, orientation of the student and programming . For example, we pass a certain test to each child, quantified and observational test of Otzereski , Cooper , etc. At the beginning of the course.





**2. What characteristics does continuous evaluation have? Give an example.**

That it be carried out throughout the educational process; that is focused on learning experiences and based on observation, since it allows us individualized monitoring by the student. For example, at the end of each session, make a report of what was done according to the plan for that day: games to improve body schema or basic motor skills.

**3. What characteristics does summative assessment have? Give an example.**

What must be done at the end, is what allows to assess the learning achieved. It establishes a system to check the results obtained after concluding the teaching-learning process. For example, reassessing tests performed at the beginning or skills that they were not capable of performing at the beginning.



## **DYNAMIC 6: PLANNING AND PROGRAMMING**

- **BY SUBGROUPS, INDICATE TO WHICH SESSION ITEM EACH OF THE FOLLOWING STATEMENTS CORRESPOND:**

21. It serves to indicate the location where the session will take place.
22. The physical elements that are needed for the session appear in this item.
23. You can specify with this the teaching styles that you are going to use in the session in a general way.
24. It places you in the game on a certain course.
25. It is the most important item of the session, the one that reflects what you want to work on.

- **BY SUBGROUPS, INDICATE TO WHICH ACTIVITY ITEM EACH OF THE FOLLOWING STATEMENTS CORRESPOND:**

01. One of its functions is that the game is not heavy and monotonous.
02. It helps you reduce security issues in the game.
03. It is the first thing that should be said in the explanation of the game and it is important that it is motivating and that it relates to the game.
04. It is about what you want to develop in the child with that game explicitly.
05. It reflects how you organize the students during the game.

## **DYNAMICS PLANNING AND SCHEDULING (SOLUTIONS)**

- **BY SUBGROUPS, INDICATE TO WHICH SESSION ITEM EACH OF THE FOLLOWING STATEMENTS CORRESPOND:**

01. It is used to indicate the location where the session will take place (place).
02. The physical elements that are needed for the session appear in this item (material).
03. You can specify with this the teaching styles that you are going to use in the session in a general way (methodology).
04. It places you in the game in a certain course or cycle (age).



05. It is the most important item of the session, the one that reflects what you want to work on (specific objective of the session).

- BY SUBGROUPS, INDICATE TO WHICH ACTIVITY ITEM EACH OF THE FOLLOWING STATEMENTS CORRESPOND:

01. One of its functions is that the game is not heavy and monotonous (variants).
02. It helps you reduce security issues in the game (rules).
03. It is the first thing that should be said in the explanation of the game and it is important that it is motivating and that it is related to the game (name).
04. It is about what you want to develop in the child with that game explicitly (specific objective of the activity).
05. It reflects how you organize the students during the game (spatial arrangement).



## **DYNAMIC 7: PRIMARY EDUCATION STUDENTS**

- **BY SUBGROUPS, INDICATE IN WHICH PRIMARY EDUCATION CYCLE YOU WOULD FORMULATE THE FOLLOWING OBJECTIVES:**

01. Improve control of body parts.
02. Improve the flexibility of the upper limbs.
03. Get started on the tennis backhand.
04. Get started in the gestures of emotions.
05. Enhance strength through an adapted traditional game.
06. Improve static balance.
07. Introduce ambidexterity through a sensory game.
08. Get into the long jump swoop.
09. Consolidate the choreographic creation of expressive dance.
10. Strengthen the rotation in the longitudinal axis.

## **STUDENT DYNAMICS OF PRIMARY EDUCATION** **(SOLUTIONS)**

- **BY SUBGROUPS, INDICATE IN WHICH PRIMARY EDUCATION CYCLE YOU COULD START WORKING ON THE FOLLOWING OBJECTIVES:**

01. Improve control of body parts (first cycle).
02. Improve the flexibility of the upper limbs (second cycle).
03. Get started in tennis backhand (third cycle).
04. Get started in the gestures of emotions (first cycle).
05. Enhance strength through an adapted traditional game (second cycle).
06. Improve static balance (first cycle).
07. Introduce ambidexterity through a sensory game (second cycle).
08. Entering the long jump sprint (third cycle).
09. Consolidate the choreographic creation of expressive dance (third cycle).
10. Strengthen the rotation in the longitudinal axis (first cycle).



## **DYNAMIC 8: MOTOR COMPETENCIES**

- **BY SUBGROUPS, INDICATE TO WHICH BLOCK OF MOTOR SKILLS EACH OF THE FOLLOWING OBJECTIVES WOULD CORRESPOND:**

01. Improving the ability to improvise in movement through a musical game.
02. Improve the flexibility of the upper limbs.
03. Get started on the tennis backhand.
04. Get started in the gestures of emotions.
05. Enhance strength through an adapted traditional game.
06. Introduce ambidexterity through a sensory game.
07. Get into the long jump swoop.
08. Strengthen the rotation in the longitudinal axis.

- **AND NOW, BY SUBGROUPS, INDICATE TO WHICH SPECIFIC CONTENT OF THIS BLOCK OF MOTOR SKILLS WOULD CORRESPOND TO EACH OF THE FOLLOWING OBJECTIVES:**

01. Improving the ability to improvise in movement through a musical game.
02. Improve the flexibility of the upper limbs.
03. Get started on the tennis backhand.
04. Get started in the gestures of emotions.
05. Enhance strength through an adapted traditional game.
06. Introduce ambidexterity through a sensory game.
07. Get into the long jump swoop.
08. Strengthen the rotation in the longitudinal axis.

## **DYNAMIC MOTOR COMPETENCIES**

### **(SOLUTIONS)**

- **BY SUBGROUPS, INDICATE TO WHICH BLOCK OF MOTOR SKILLS EACH OF THE FOLLOWING OBJECTIVES WOULD CORRESPOND:**

01. Improving the ability to improvise in movement through a musical game (body language).
02. Improve the flexibility of the upper limbs (basic physical abilities).



03. Get started in the backhand of tennis in pairs (sports initiation).
04. Get started in the gestures of emotions (body expression).
05. Enhance strength through an adapted traditional game (basic physical abilities).
06. Introduce ambidexterity through a sensory game (perceptual-motor skills).
07. Introduce yourself to the long jump hunt (sports initiation).
08. Strengthen the rotation in the longitudinal axis (perceptual-motor skills)).

- AND NOW, BY SUBGROUPS, INDICATE WHAT SPECIFIC CONTENT OF THAT BLOCK OF MOTOR SKILLS WOULD CORRESPOND TO EACH OF THESE SAME OBJECTIVES:

01. Improving the ability to improvise in movement through a musical game (creative movement).
02. Improve the flexibility of the upper limbs (flexibility).
03. Start in the backhand of tennis in pairs (collective sport with opposition).
04. Get started in the gestures of emotions (expressive movement).
05. Enhance strength through an adapted traditional game (strength).
06. Introduce ambidexterity through a sensory game (laterality).
07. Entering the long jump sprint (individual sport without opposition).
08. Strengthen the turn in the longitudinal axis (basic motor skills).



## **DYNAMIC 9: GAMES**

- BY SUBGROUPS, INDICATE TO WHICH TYPE OF GAME OF THOSE SEEN IN CLASS AS THE FINAL COMPILATION THE FOLLOWING TRADITIONAL GAMES COULD BELONG (SEVERAL POSSIBILITIES):

26. Catch-catch.
27. The chairs.
28. Mirror.
29. Pepes and Pepes.
30. The movies.
31. Simon says.
32. the handkerchief
33. the floor is lava.
34. Cops and robbers.
35. Find your partner.

## **GAMES DYNAMICS**

### **(SOLUTIONS)**

- BY SUBGROUPS, INDICATE TO WHICH TYPE OF GAME OF THOSE SEEN IN CLASS AS THE FINAL COMPILATION THE FOLLOWING TRADITIONAL GAMES COULD BELONG (SEVERAL POSSIBILITIES):

01. Pilla-pilla (pursuit or competition).
02. The chairs (musical or competition).
03. The mirror (imitation or cooperative)
04. Pepas and Pepes (sensorial or competition).
05. Movies (interpretive or role).
06. Simon says (of slogans).
07. The scarf (competition or sensory).
08. the floor is lava (symbolic or competitive).
09. Cops and thieves (role or chase).
10. Find your partner (associative or sensory).



## **DYNAMIC 10: ADAPTED PHYSICAL EDUCATION**

- **BY SUBGROUPS, INDICATE WHAT ADAPTATION RESOURCE YOU COULD MAKE, AS TEACHERS, FOR EACH OF THE FOLLOWING NEEDS THAT A STUDENT COULD HAVE IN CLASS:**

36. He has a high degree of blindness.
37. He is unable to distinguish colors.
38. He has serious difficulties in differentiating right and left.
39. Cannot move lower extremities.
40. He has hearing loss, that is, difficulty hearing.
41. He is very hyperactive and has trouble concentrating.

## **ADAPTED PHYSICAL EDUCATION DYNAMICS**

### **(SOLUTIONS)**

- **BY SUBGROUPS, INDICATE WHAT ADAPTATION RESOURCE YOU COULD MAKE, AS TEACHERS, FOR EACH OF THE FOLLOWING NEEDS THAT A STUDENT COULD HAVE IN CLASS:**

01. He has a high degree of blindness: he would use the ear canal more frequently.
02. He is not able to distinguish the colors: he would put a sticker with shapes on the colors.
03. He has serious difficulties in differentiating right and left: he would put me as a reference so that he could follow me.
04. He cannot move his lower extremities: I would adapt the game so that he could do it sitting down.
05. He has hearing loss, that is, difficulty hearing: he would use the visual channel more frequently.
06. He has difficulty concentrating and paying attention: I would place myself close to him.





## **DYNAMIC 11: EDUCATE IN VALUES**

- BY SUBGROUP, INDICATE TO WHICH LEVEL OF THE ELLISON PRPS WOULD EACH OF THE FOLLOWING SITUATIONS CORRESPOND:

42. Respect your little brother at home.
43. Do not respect or pay attention to the instructions of the teacher.
44. Help and guide a classmate with a game.
45. Understand and accept that we each have our particularities.
46. Being able to perform activities without or with little help.
47. React to any conflict by blaming others.
48. Help a dependent person to cross the street.
49. Be constant when practicing the game in class.
50. Do not laugh at colleagues when they have a problem or conflict.
51. Volunteer in class from time to time.
52. Take initiative in class and contribute ideas to the teacher.
53. Comply responsibly as a delegate to represent the class.

## **DYNAMICS EDUCATE IN VALUES**

### **(SOLUTIONS)**

- BY SUBGROUP, INDICATE TO WHICH LEVEL OF THE ELLISON PRPS WOULD EACH OF THE FOLLOWING SITUATIONS CORRESPOND:

01. Respect your little brother at home (level 5).
02. Not respecting or paying attention to the teacher's instructions (level 0).
03. Help and guide a classmate with a game (level 4)
04. Understand and accept that each of us has our particularities (level 1).
05. Being able to perform activities without or with little help (level 3).
06. React to any conflict by blaming others (level 0).
07. Help a dependent person to cross the street (level 5).
08. Be constant when practicing the game in class (level 2).
09. Do not laugh at classmates when they have a problem or conflict (level 1).
10. Volunteer in class from time to time (level 2).
11. Have initiative in class and contribute ideas to the teacher (level 3).
12. Comply responsibly as a delegate to represent the class (level 4).