

Put off the hand of fire. Walk.

Test of Cooper (12 minutes in a hurry). Close
your eyes when a noise is heard.

To turn the neck automatically a a side when I know extends the opposite arm. Skip.

To recognize right and left. Stand
behind an object.

Happen by under of a obstacle.

Mock structures rhythmic, perceive the duration of a sound. Move to
the rhythm of the music.

To recognize different sounds.

Stretch the quadriceps.

Skip with the two feet together.

Shoot a basket (context: basketball court). Throw a javelin
(context: classroom of education physical). Make a scared
face.

Carry out shades with the hands.

Dance.

DEBATE.

- **reasons on the importance of the P.F. Contribution of the EF a the achievement of the basic skills.**
- **What it means developing integral?**
- **What it means learning engine? How I know learn a task motor? of globally or sequentially?**

1. Indicate, without looking at the notes, 4 characteristics of the child's game and 4 characteristics of the adult's game. Then check your answers against your notes.
2. Classify the following games considering the 6 items described by Benilde Blázquez :

- Catch-catch.
- Hiding place.
- Films.
- The Fish.

All participants must be spread out on the ground, forming a line and holding each other by the shoulders. At the signal, the first in line must try to catch the last in his row, while the last one tries not to be caught. If this happens, the last one goes to the first position.

- Blood.

Divide the class into groups of eight or ten individuals, with a rhythm ball for each group and on a delimited field. Once everyone is in the center, the ball is thrown into the air and a name is said (people, animals, landscapes, objects, etc.). The named will pick up the ball and say "blood!". Those who have fled stop. The ball is thrown and the one who is given throws the ball and says another name.

3. You have already worked on one of the multiple classifications of the game that exist, think and create a new classification. Then, and according to this, classify again the games that appear in activity 2.

Opposition, cooperation with or without opposition.
Persecution.

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1. Develop basic motor skills.
2. Touch the parts of the partner's face with closed eyes.
3. Adopt hygiene, eating, posture and physical exercise habits, expressing a responsible attitude towards one's own body and respect for others, relating these habits to the effects on health .
4. Improve manipulative dexterity.
5. Strengthen mastery of basic skills and abilities and their combinations.
6. Stand inside or outside a hoop, front or back, right or left as directed by the teacher.
7. Improve balance.
8. Perceive speeds: fast-slow.
9. Develop space-time perception skills.
10. Make the croquette.
11. Recognize the speed of sound stimuli and adapt their movement to them.
12. Differentiate short periods of time from long periods of time by means of sound stimuli.
13. Differentiate between tension and relaxation.
14. Jump from hoop to hoop with feet together.
15. Recognize the importance of games and sports practices as a means of social relations and the use of free time.
16. Throw the ball to the partner with both hands above the head.
17. React to situations that cause postural imbalance.
18. perceive durations.
19. Solve problems that require mastery of basic motor patterns, adapting to perceptual stimuli and selecting movements after assessing their possibilities.
20. Develop the twist.

21. Strengthen postural control when bending down to reach objects.
22. Walk 10 meters on all fours.
23. Move on one foot.
24. Develop body schema.
25. Develop the spin on the longitudinal axis by rolling on the ground.
26. Know the parts of the body.
27. Manipulate objects and determine their differences through tactile stimuli.
28. Move when the music plays and stop when it stops.
29. Know and identify the parts of the face in a classmate through tactile stimuli.
30. Accept the motor possibilities and limitations of one's own body and that of others in the practice of different physical-sports activities.
31. Strengthen laterality.
32. Keep your back straight to pick up objects from the ground.
33. Know and identify the body globally and segmentally.
34. Improve static balance with partner opposition.

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COMMUNICATION DYNAMICS- SOCIO-AFFECTIVE RELATIONSHIP

1. What requirements should a teaching message have in order to affect the student's behavior in the desired way? Try to justify the requirements provided.

1.1 What two names do we associate with the concept "social-affective interaction"?

1.2. Write an index of the most important points of this type of socio-affective interaction.

1.3. Characteristics of sanctions.

1.4. Why is positive reinforcement more important than negative?

1.5. Explain that two factors determine the climate of the class and give 3 examples of each.

2. About the following activity: *Make a circuit in which the different basic motor skills are worked on using different materials, indicate:*

Possible communication channels. Indicate what resources you would use.

Describe what initial information you would provide taking into account the communication channels available.

According to the intentionality, describe what information of knowledge of results would contribute to the students. *Take into account the conceptual, procedural and attitudinal contents that are intended to be acquired*

with the practice of the activity.

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DYNAMIC EVALUATION.

1. Considering the practical content blocks and each of their categories established in the subject, give examples of evaluation criteria that you would reflect in your programming.

Note: pay attention to conceptual, procedural and attitude aspects.

Body outline.
Sensory discrimination.
Space-time perception.
Basic motor skills.

2. Within the evaluation, indicate what type is the one that is carried out at the beginning and what characteristics should it have? Give an example.

3. What characteristics does process evaluation have? Give an example.

4. What are the purposes of the evaluation?

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PLANNING WORK SOLUTIONS

1- Having made the design of a didactic unit, make a Scheme of all its components with a brief explanation of what would be included in each of them.

* Scheme of the virtual campus and explanation of each of its components if necessary to review and make it clear at this point in the course.

2- An efficient class is one that ensures high counts of specific active time; that is, time dedicated to the practice of tasks specifically related to the specific objectives of the session, very important to take into account when programming and planning.

You could define the following concepts:

- **Overall time:**Corresponds to the time module that the school has assigned to the Ef class Normally 1h or 45 min.
- **Real time:** It is the time that is achieved after having discounted the time invested in transfers, cleanliness, attendance control, etc. It should not exceed 10 min.
- **Practice time:** It is the time that the class group is practicing some physical activity. It results from deducting the time dedicated to providing information and the organization of students and materials.
- **Individual motor activity time:** It is the time that each student is engaged in performing physical activity. It results from subtracting the waiting time of each student for their turn to act.
- **Effective motor activity time (TAME):**It is the time that each student invests in practicing tasks directly related to the specific purpose of the class, it is really useful to achieve the motor objectives that are intended at the end of the session.

* I have included this because in the sessions I have put a lot of care into them with the practice time (TAME), since it is important to take it into account when programming.

2- According to the Basic Criteria for Programming on slide 22, could you give an example and your justification for each of them?

1. RELATE CONTENTS WITH OBJECTIVES.
2. SELECTION OF TASKS FOR THE USE OF EACH STUDENT.
3. PROPER USE OF THE TRANSFER. Give an example of Lateral and another of Vertical
4. TASKS FROM LEAST TO GREATER COMPLEXITY. Give an example of the progression of a task taking into account the 3 aspects.
5. PROGRESSION IN TERMS OF QUALITATIVE/QUANTITATIVE FACTORS.
6. TIME NEEDED FOR A SIGNIFICANT RETENTION. (TAME)
7. PROGRESSIVE INTRODUCTION TO COMPETITIVE ACTIVITIES

* This exercise is very open and really difficult to correct, but it serves to resolve doubts.

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TRABAJO DE LA TEORÍA DE PLANIFICACIÓN DE LA ENSEÑANZA.

1- Habiendo realizado el diseño de una unidad didáctica, sin mirar los apuntes, realice un Esquema de todos sus componentes con una breve explicación de lo que incluiría en cada uno de ellos.

2- Una clase eficaz es aquella que asegura altos cómputos de tiempo activo específico.

Sin mirar las diapositivas ¿sería capaz de definir los siguientes conceptos?

- Tiempo total:
- Tiempo real:
- Tiempo de práctica:
- Tiempo de actividad motriz individual:

- Tiempo de actividad motriz efectiva (*TAME):

3- Según los Criterios básicos para la programación de la diapositiva 11, ¿podría poner un ejemplo y su justificación para cada uno de ellos?

1. RELACIONAR CONTENIDOS CON OBJETIVOS.
2. SELECCIÓN DE TAREAS PARA APROVECHAMIENTO DE CADA ALUMNO.
3. UTILIZACIÓN ADECUADA DE LA TRANSFERENCIA. Pon un ejemplo de Lateral y otro de vertical
4. TAREAS DE MENOR A MAYOR COMPLEJIDAD. Pon un ejemplo de la progresión de una tarea teniendo en cuenta los 3 aspectos.
5. PROGRESIÓN EN CUANTO A FACTORES CUALITATIVOS/CUANTITATIVOS.
6. TIEMPO NECESARIO PARA UNA RETENCIÓN SIGNIFICATIVA. (*TAME)
7. INTRODUCCIÓN PROGRESIVA ACTIVIDADES COMPETITIVAS

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