Lesson Scenario:

**Published Part:**

Subject:
≤ Nature / Biology

≤ Homeroom

≤ Physical Education

Target Group:
≤ 4th-grade students
≤ 5th-grade students
≤ 6th-grade students

Topic:
How human fitness affects (or can affect) the life of a young person using the example of self-defense. Defense against choking from the front and back, defense against being hit with a stick

**GENERAL AIM**
Students will understand that high physical fitness provides a greater chance of defense in threatening situations, a chance to avoid confrontation, a chance to escape from a dangerous place, and greater self-esteem.

**OPERATIONAL OBJECTIVES**
Students will learn individual self-defense techniques against choking from the front, from the back, and against being hit with a stick or another dangerous object.

**METHODS**
Informational lecture, demonstration with explanation, practical exercises, group work, exercises in pairs, role-playing simulation - attacker and victim roles, scenarios from real life.

**FORMS**
Group work, exercises in pairs, simulations, real-life scenarios.

**TEACHING AIDS**
≤ Presentation
≤ Individual exercise:
≤ Group exercise:
≤ Quiz
≤ Test
≤ Multimedia task on the platform
≤ Infographic
≤ Movie fragment:
≤ Animation
≤ Workbook to download
≤ Poster
≤ Board:
≤ Others:

**LESSON DESCRIPTION**

**INTRODUCTORY PART**

* Greeting, attendance check, health check
* Introduction of the lesson topic and objectives
* Lecture on the impact of obesity on physical fitness in the context of self-defense: overweight people are targets, they tire quickly and cannot defend themselves effectively, societal perception of obesity
* Film or presentation about being overweight in school, on the playground, on the street, etc.
* Warm-up focusing on body parts most prone to injury during exercises
* Division of participants into pairs and training groups
* Presentation of the technique of defense against choking from the front (breaking the choke, striking at the Atemi point, transitioning to an arm lock, going to a low stance or to the ground, calling for help, or fleeing). Preparation of a film involving students for viewing and downloading.
* Presentation of the technique of defense against choking from the back: breaking the choke, using all body muscles (not just arms), winding under the opponent, transitioning to a straight-arm lock, going to a lower position, calling for help, or fleeing; instructional film shot with student participation for viewing and downloading by students
* Other defense techniques: against choking from the side, defense against being hit with a stick or another dangerous object. In each case, preparation of an instructional film with student participation.
* Relaxing, stretching exercises, calming down
* Discussion of exercises, lesson progress, errors, and pointing out techniques for improvement or repeated exercises
* Health check of participants
* Conclusion of the lesson

**OPERATIONAL PART - GUIDELINES FOR THE FINAL VERSION OF MATERIALS**

**ATTACHMENTS** Required: Presentation / Educational Material
Alternative: Exercise descriptions / Task descriptions / Test content / Quiz description / Tips and content for infographics, description. Description of animations, etc.

**Attachment No. 1**: Choking from the front
**Attachment No. 2**: Choking from behind
**Attachment No. 3**: Choking from the side
**Attachment No. 4**: Defense against being hit with a stick or another dangerous object

**DESCRIPTION OF NECESSARY SUPPORTING MATERIALS** Reference if information is included in attachments - e.g., presentation content / descriptions.

**GRAPHIC DESIGN TIPS** Reference if information is included in attachments - e.g., presentation content / descriptions. e.g., see attachment - test.

**Lesson Scenario: PE for class...**

**TOPIC No.1**
Why Do We Need Sports, Physical Fitness, Movement - Is It Necessary at All?

**GENERAL AIM**

* Students will learn what physical fitness and movement are.
* Students will determine the role and importance of physical fitness in the functioning of the human body.

**OPERATIONAL OBJECTIVES** Students will:

* Learn the concepts of physical fitness, sport, movement.
* Identify the importance of physical fitness and sport in the functioning of the human body.
* Describe the role of movement in a healthy lifestyle.
* Understand why it is difficult for the human body to function without movement and adequate physical fitness.
* Justify the need for physical fitness.

**METHODS**

* Concept mapping, informational lecture, description

**FORM**

* Individual

**TEACHING AIDS**

* Film, interactive boards, multimedia presentation

**LESSON PROCEEDINGS**

**INTRODUCTORY PART**

1. Explanation of terms: physical fitness, movement, sport, sports discipline (through multimedia presentation - e.g., Power Point)
	* Physical fitness: among various interpretations by different theorists, simply put, physical fitness is the ability to perform movement tasks or the ability to use muscles' work effectively and economically.
	* Sport: all forms of physical activity that, through temporary or organized participation, affect the improvement of physical and mental condition and sports results.
	* Fitness: the general psycho-physical state of the body subject to changes under the influence of external factors. It is associated with the training state, training period, nutrition, and other care procedures.
	* Movement: any type of physical activity

**MAIN PART**

**Cognitive Phase**

1. Introduction of the film - click on the [bicycle] icon - watch the movie, then complete the table by dragging the information to the appropriate place in the table.
2. Completion of the sentence by selecting appropriate formulations: basketball, swimming, prolonged staring at a cell phone or laptop screen, cycling, horseback riding (items to drag)
	* Explanation of the game: "There are 2 baskets, 1 ball, 10 players in this game - we're talking about \_\_\_\_\_\_\_\_." Other activities are discussed in a similar manner.

**Consolidation Phase**

* Game: "I Know How to Improve My Fitness and Physical Fitness!"
	+ Explanation: Tiles with the names of physical activity forms will appear on the screen. When you start the game, various forms of physical activity will be displayed. Click on the tiles with the chosen name of the activity that will allow you to practice and then start in triathlon competitions.

**FINAL PART**

* Instructor: Identify the difference between a sports discipline and a form of physical activity and point out the dangers of prolonged staring at a monitor.

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